

Transcript of the January 4, 2023, Orange County Board of Education Meeting

SPARKS: Okay. We will call the meeting to order. Welcome to the Orange County Board of Education. First of all, we will have roll call, Darou.

SISAVATH: Trustee Valdes?

VALDES: Here.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Williams?

WILLIAMS: Present,

SISAVATH: Trustee Barke?

BARKE: Here.

SPARKS: Okay. I will ask for adoption of the regular meeting of January 4?

WILLIAMS: Madam President, motion to adopt the Agenda with some changes to it.

SPARKS: Okay.

WILLIAMS: Change number one, it is not done properly, information item number two, the Parents Rights policy that Mr. Valdes has introduced that is on the agenda, I would like to put that before board recommendations; then put informational items, Sunburst video after item number 11, so it is just reversing things. I make that motion for the adoption.

BARKE: I will second it.

SPARKS: Okay. All in favor?

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

SPARKS: Okay.

BOYD: For purposes of—we are trying to follow you. Ken, can you restate what it is that you are doing with that?

WILLIAMS: Yeah. We are just going to move around the Agenda here. What I think is improperly a communication information item, the Parental Rights policy that Mr. Valdes introduced, really is a board item. I don't think it is going to be formally adopted tonight, but I think its introduction is more appropriately, under the board recommendations would be proper. Then informational item on the Sunburst Academy video, I made the motion to make that after the Equity in OC grant is discussed.

SPARKS: Okay, so what number goes where?

BOYD: You are going to have information item, Sunburst video after the number 11, and I think—

WILLIAMS: The Parental Rights policy before—

BOYD: The parental, but that still would just be a discussion because it is not listed as an action item. It can be moved up. But it wouldn't be moved to an action item because it hasn't been posted and the backup, but your attorney can address that.

WILLIAMS: Right. So, it is a board item. I mean, it is a technicality. Our board policy allows a board member to put it under an action item, at which it wasn't. But I don't think in my discussion with Mr. Valdes that he is ready to make it an action item. It needs to be taken in input, so it just remains a board item and not so much an information item. It is a technicality. I don't think it makes any difference in what we are going to be doing tonight.

BOYD: Okay. Just for the record, it was put there by the Executive Committee. In terms of, we knew that it was a board item from the Board. But because they thought it was going to be discussed, that is why it was placed under information and discussion.

WILLIAMS: Very good. Thank you for the clarification.

BOYD: No problem.

SPARKS: Okay. I just want to make sure we have the right order. So, it is going to go?

BOYD: These are right after number 11.

SPARKS: Okay.

BOYD: There would be the discussion on parental rights.

SPARKS: Okay.

WILLIAMS: No, that was before 11. It would go before 11.

BOYD: You want it before 11?

WILLIAMS: Yes.

BOYD: Okay.

WILLIAMS: That was what I proposed.

BOYD: Okay.

SPARKS: But under board recommendations, correct?

BOYD: Yes.

WILLIAMS: Yeah. It is a technicality.

BARKE: It just becomes number 11, right?

SPARKS: It becomes number 11.

BARKE: Right.

WILLIAMS: It becomes number 11.

SPARKS: That is what I'm saying.

WILLIAMS: And then my action becomes 12, and the information items go under informational items.

SPARKS: Okay.

WILLIAMS: That is how I would have made the Agenda.

SPARKS: Okay.

BOYD: And the Board already voted on that, so it is done.

SPARKS: Perfect. All right, moving right along then, so we have adopted that. Moving along to approval of the regular meeting Minutes of December 14, 2022.

WILLIAMS: I will make a motion to adopt the Minutes.

SPARKS: Do we have a second?

BARKE: I will second.

SPARKS: All in favor?

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

SPARKS: Okay. Do we have any public comments, Nina related to closed session?

BOYD: Let me check. No, these are not related to closed session.

SPARKS: Okay. We were going to have closed session, but actually we are not going to have closed session because our attorney is not able to be here due to a trial that has popped up. At this point, we will take a break until 5 o'clock. Okay. All right. Thank you. Okay.

[The Orange County Board of Education exercises a recess before returning to open session.]

SPARKS: We will call the meeting to order. Welcome to the Orange County Board of Education. We actually did not have closed session today, so we will just jump right into the invocation to be led by Craig Hill of the Taft Avenue Community Church.

HILL: Let's take a moment and bow our heads. Our great God, we gather this afternoon in a room where authority is duly exercised and where decisions are rightfully made for our county's educational system. For this reason, we think it is appropriate that we begin in a posture of humility, recognizing that the many things we have to be thankful for in our lives and in this community are a result ultimately of your graciousness to us. We pray for board members Valdes, Barke, Williams, Shaw, and Sparks, that they would love what is true, what is beautiful, and what is good and their decisions would promote student thriving in our schools. Grant them the wisdom necessary to make the decisions they must.

We pray for our students as they navigate the many challenges of learning and growing up in our digital and distracted age. We have many things on our minds as we come into this chamber. We are reminded of the political divides that exist in our communities and we come to ask you to open our eyes to the humanity of our rivals. Build in us a compassion for each other that transcends politics. Finally, we ask you our great God that we might honor you in this chamber tonight as we pause to recognize the overwhelming value of each student, each parent, each teacher, each administrator in the county of Orange. And that comments from tonight's contributors and board members would honor the inherent human dignity of every person here tonight, regardless of their position on any matter. I pray these things in Jesus name, amen.

SPARKS: Amen. Thank you, Craig Hill from Taft Avenue Community Church. And now we have our Pledge of Allegiance and Gary Davis will lead us in that. Thank you.

DAVIS: Good evening. Please prepare yourself accordingly. Salute. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

SPARKS: Thank you, Gary. Okay, Nina do we have any introductions?

BOYD: There are no introductions.

SPARKS: Okay. Thank you. And that leads us to public comments. How many public comments do we have?

SHAW: Did we leave off at 30? Is that right? Okay, so 30.

SPARKS: Okay.

WILLIAMS: We can limit it to 30 minutes.

BOYD: Dr. Williams, we can't hear you.

WILLIAMS: As a typical past practice, we can give everybody three minutes and that leads us into 90 minutes. We can limit it to two minutes or limit it to one minute, so it is a board prerogative.

SPARKS: I think last time we went to two minutes because we really want everyone to have a chance to speak.

WILLIAMS: Okay.

SPARKS: Would you all be comfortable with that?

BARKE: It is fine with me.

SHAW: I would. What I will typically do is read two names, the person who is going to speak and then the person who is on deck. If the on deck person wants to go up front so we are kind of prompt between speakers and try to get through this as expeditiously as possible so everyone can be heard. We will start with Lynne, followed by Gaston.

LYNNE: (Inaudible).

BOYD: Can you go to the mic? I'm sorry.

SHAW: You want to speak to a specific item then?

LYNNE: Yes. Thank you. I'm Lynne Riddle and I did sign up as a general comment because the item I wished to speak to did not have an item number, now it does. I would like to defer if I may, to the discussion regarding the Parental Rights bill. Thank you.

SHAW: Okay.

SPARKS: Okay.

SHAW: So we will set that one aside. Gaston followed by—

BOYD: Nomi.

SHAW: Nomi, sorry.

GASTON: Good evening. Members of the Board and members of the community, my name is Gaston Castellanos. I'm a resident of Placentia and a member of the Democratic Party. I'm here to stand with the victims of sexual harassment at the Orange County School of the Arts. As Orange County residents, we can all be proud of the accomplishments and the reputation of the school. But that should never be a cover to allow perpetuation of abuse, no matter how talented, visionary, or successful school leaders may be. There is simply no amount of school prestige worth the trauma experienced by these victims. As southern Californians, we have all seen this movie before. Talented producer Harvey Weinstein earned money and accolades in Hollywood, and it led too many of our institutions to side with him and actually attack our victims. He was able to perpetrate decades of abuse. Justice finally caught up to Harvey, but not before mountains of damage had been done to the people in his orbit. What I'm asking this board to do is launch an independent investigation of the allegations made by the OC School of the Art students. Let's put aside the glitter and the glamor of the school's reputation and protect students instead. As educators, our students depend on you for that protection. In the future, let's listen to the allegations, let's listen to these students, and let's act. Thank you.

SPARKS: Thank you.

SHAW: Nomi, followed by Ajay.

NOMI: Good evening. My name is Nomi Abadi and I am an alumna of the Orange County School of the Arts and the founder and president of the Female Composer Safety League. As a result, I care deeply about ensuring that young women with musical talent are never faced with the risk of sexual abuse by anyone including their high school teachers. As the chartering organization for OCSA, we are asking for an independent investigation to be held at the school. No disrespect to the law firm that OCSA hired, but OCSA should not be controlling this investigation. This independent investigation should involve the input of one or two survivor representatives who should be involved in the decision making process as key voices in regards to who to hire and how to conduct this independent investigation.

As the chartering organization for OCSA, we are coming to you to foster an environment where students can express themselves and hone their talent safely. Not one that sweeps allegations of abuse under the rug. Thank you.

SPARKS: Thank you.

SHAW: Ajay, followed by Gus.

AJAY: Good evening, board members. Is this working? Okay, great. Good evening, Board members. My name is Ajay Mohan. I would like to also stand with the folks who have come before you today to ask for the Orange County School of the Arts to have an independent investigation into the sexual harassment that is going on there. Thank you.

SPARKS: Thank you.

SHAW: Thank you. Gus followed by Gary.

GUS: Good evening everyone. My name is Gus Toubia. I represent Global Hope 365 and our mission is to end child marriage, human trafficking, and other forms of gender-based violence. We definitely support the request for an independent investigation at OCSA. Thank you.

SPARKS: Thank you.

SHAW: Gary, followed by Nicole.

GARY: Good evening. Thank you for this opportunity. My name is Gary Zager. I'm a resident of Trabuco Canyon, in the past, clinical director of Casa Youth Shelter for over 20 years. I'm a licensed marriage and family therapist and I teach at Cypress College in human services. My experience tells me that when someone claims abuse, it is usually correct. At the very least, it deserves a full investigation. Allowing the police department or Orange County Sheriff to investigate would be the normal way of investigating child abuse that is out of the home.

Law firms don't investigate like police services do. It is important to go and allow these victims to talk to a law enforcement officer about what they experienced. To have a law firm do that, to me, says, let's see how low we can get the money we have to pay out. Let's see how much money we can save and that doesn't seem ethical to me. I would like to go and have a true independent body that is not being paid by OCSA or by any school authorities in this county to do the investigation. I encourage you to also stand by these victims like I am. Thank you so much for your time.

SPARKS: Thank you.

SHAW: Nicole, followed by Cindy.

NICOLE: Hello. Good evening. I am an alumna from OCSA. I'm a resident of Irvine. I am an assistant professor at UCI who works on human rights and I'm also an expecting mom. I have been aware of these allegations for decades, actually since I was a student, which we don't need to go into how long ago that was. But listen parents and students, myself included, expect safety as a bare minimum for when you send your kid to school. As OCSA is a charter organization, I'm advocating for an independent investigation to be conducted. Just please act like these are your children. Thank you.

SPARKS: Thank you.

SHAW: Cindy will be followed by Katie.

CINDY: I'm Cindy Zager. I have been a teacher for 40 years in the Orange County schools. My daughter went to OCSA and I take these allegations really seriously. I know a lot of the victims. And personally, I know that they are good, honest people. I think that an investigation into these allegations needs to be done by an independent party. Thank you.

SPARKS: Thank you.

SHAW: Katie, followed by Diane.

KATIE: Hello. Good evening. I'm Katie Bollinger. I stand here again to ask that this board to conduct an independent investigation into the alleged sexual abuse that has continued for more than two decades at the Orange County School of the Arts. As a survivor and OCSA alumna, I can attest to the longstanding culture of alleged sexual abuse, apathy and coverups. You are tasked with ensuring the best education for children in Orange County. This includes your obligation to keep them safe on campus, especially from sexual abuse at the hands of faculty or students.

Your position affords you the ability to take measures, such as initiating this independent investigation into OCSA. This needs to be conducted independently as there should be no involvement or interference from OCSA itself. The alleged abuse is prolific and pervasive. This demands your attention and necessitates swift action. Thank you for your time.

SPARKS: Thank you.

SHAW: Diane will be followed by Mary.

DIANE: Good evening. My name is Diane Dunn. As a parent of an alumni of the Orange County School of the Arts, I'm very concerned about the lawsuits and the sexual abuse of students. The reports of sexual abuse of students, the sexual harassment that has been allowed to continue at OCSA that goes back decades. I supported OCSA as a parent of a student. And my husband, former State Senator Joe Dunn, supported and assisted OCSA for years. We must now support the request for an independent formal investigation into the reports of sexual abuse of students at OCSA by faculty and administrators that goes back decades. It is time for you all to support the students and alumni of OCSA. Thank you.

SPARKS: Thank you.

SHAW: Mary, followed by Aaron.

MARY: Good evening, my name is Mary Spencer. I'm an educator and I'm also the parent of a former OCSA student.

SHAW: Try to talk right into the mic there.

MARY: I will. Thank you. I'm speaking today as the mother of a child who was sexually abused while attending OCSA. As an eighth grader, a teacher sexually assaulted my daughter. She reported the abuse to the principal whose dismissive response was, someday this person may have a daughter and then he will understand what he did was wrong. With the principal's dismissive response, no further action was taken and my daughter endured in silence. She later went on to be the targeted prey of a group of junior and senior boys who competed to earn points for sexual acts with my child.

The teacher, the alleged perpetrator, currently serves as an administrator at OCSA. The OCSA experience for my daughter is not simply one negatively marred, but she scarred long into adulthood. As a family, we continue to support her through the aftermath. It seems like the burden of these past wrongs is being carried by the children, and the young adults, and the families of those people who have endured this at OCSA. However, I feel that there is opportunity for something to be done for current and future students.

You have heard there have been continued and current allegations of sexual misconduct against minors at OCSA. This is 2023 and it is time to pull back the curtain at OCSA for its history of ignoring and mishandling these allegations. I'm respectfully imploring the Orange County Board of Education to investigate the systemic environment that has allowed our children to be subjected to sexual abuse at OCSA. OCSA needs to be held accountable for the content and for the actions of its administration, its teachers, and its students. Transparency regarding changes of policies I feel is what parents need to be able to make important decisions.

SPARKS: Thank you. Your time is up.

MARY: Thank you so much. I appreciate it.

SPARKS: Thank you.

SHAW: We will have Aaron, followed by George.

AARON: My name is Aaron. I'm an Orange resident and a Chapman University graduate. The last board meeting we were here, there was a board member who stated that sexual abuse allegations are very serious. I agree. That being said, I would hope the entire board would take these allegations as seriously as everybody in this room. That is why we are here. I am here supporting a full independent investigation of the Orange County School of the Arts. Thank you.

SPARKS: Thank you.

SHAW: George, followed by Brenda.

GEORGE: My name is George Drosic and I just support the alumni, and alumna, and current students of OCSA and call for an independent investigation and support everyone here. Thank you.

SPARKS: Thank you.

SHAW: Thank you. Brenda will be followed by Anna.

BRENDA: I'm scrapping my speech due to what I heard today. My heart breaks for the OCSA parents, and the teachers, and the administrators. I'm a teacher in Santa Ana Unified. I was a student that graduated from Santa Ana High School and I was groomed as a student myself. Never did turn that in, but it is rampant and it is systemic. I'm here to tell you that those signs that are outside, I hope you will take a good look at it. Because our national suicide hotlines that

are in our bathrooms at Santa Ana Unified, K-12, every student bathroom, eye level, when we have books that are in our library saying that their gender changes like the weather based on their feelings, to kindergartners. They are intentionally confusing our kids, creating a mental crisis so that they call these numbers.

I called myself and I said, I'm unsure of my gender and I'm scared about puberty, what should I do? I had all the screenshots. First of all, they surveyed me, giving me 11 genders to choose from. Now, whether you agree with 11 genders or not is your opinion, but at least parents should be notified. Parents don't know this is going on. Also, I'm in a high immigrant area, non-English speaking. They don't even know what most of these words mean. I don't either to be honest. All I have been asking Dr. Mijares who is a Hispanic himself is to please inform. That is part of the law, is to inform the parents.

They also, the 988 number sends kids into the Trevor Project and into Trevor Space. Trevor Space is mixing kids with adults. You can see the poster out there. It says 13 to 24 year olds. Okay. Going into chat spaces, such as, all kinds of different non-binary chat spaces. I went in as a 56-year-old. All I did is lied about my date of birth. Anybody can go in. It says on there, it is an international virtual platform. They are using their Chromebooks to do it. People, this is going on behind our backs. Do we want to stop sexual predators? Let's stop it in our mental health crisis hotline. If you don't believe me, go to trevorspace.org and do it yourself. Check it out and see it for yourself. Thank you.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: You have Anna, followed by Linda.

ANNA: Good evening trustees and staff. My name is Anna. I am a resident of Santa Ana. I graduated from Cal State Fullerton and now I'm working in Orange County schools. I have nephews who attend schools in Santa Ana Unified. I'm concerned that the Hispanic community is being taken advantage of. I'm concerned that the Hispanic community is being taken advantage of and not being informed about what is behind the crisis and suicide hotlines that are on student ID cards and posted throughout the schools, including all the wellness centers.

Hispanic parents have never been told that the nation's suicide hotline is serving kids, giving them 11 plus genders to choose from. Hispanic parents have not been told that the Trevor Project Hotline recommends students into Trevor Space, which mixes minors with random adults to explore their genders and sexualities. Parents deserve to know that the chat clubs inside the Trevor Space, chat clubs like Witchcraft, Non-binary Pals, Roommate Squad, Furious Club, the Chosen Family, the Guilt and Secrets Club, and the Gay Men's Club that says, let's talk about boys. Trevor Space says it is for ages 13 to 24. Please check out the posters of these clubs in the lobby during break.

Why aren't parents being informed about this? Our non-English community is vulnerable. Parents should know who has access to their children, especially online. Otherwise, schools may

be opening the door for sexual predators. I believe this is irresponsible, especially during a time when human trafficking and sextortion of minors is rampant. Please go online and check it out for yourself. Google [trevorspace.org](https://www.trevorspace.org). Put in an email address and a date of birth that reflects the ages of 13 to 24 years old. It is scary to think how easy it is for strangers to have access to our kids online. Trevor Project says there are over 100 sexualities such as pansexual, polysexual, asexual, abrosexual, scoliosexual, omnisexual, et cetera.

Is one of these 100 sexualities zoophilia or (MAP) minor attracted persons? I don't know. But since SB 145's passing, there can be a 10-year age gap for sexual consent of anal or oral sex starting at age 14. [Spoken in Spanish] Please inform parents that speak Spanish. Thank you.

SPARKS: Thank you. Gracias.

SHAW: Linda will be followed by Lindsey.

LINDA: I hardly know where to begin because my heart goes out to the speakers who have already spoken. I'm wondering if some of these topics will be characterized as another one of these silly cultural wars that the OC Register recently talked about. I want to focus on Critical Race Theory because I was an active participant in Placentia-Yorba Linda Unified School District's battle over Critical Race Theory. I can report the issues being discussed here are virtually identical.

Many speakers in the room who have talked to these issues were not present at the forums that you held back in 2021 on the Ethnic Studies Model Curriculum and Critical Race Theory. Even more noteworthy, in my opinion, is I asked an opponent of Policy 400-4 whether she saw a connection between Critical Race Theory and cultural Marxism. She declined to answer. Why? She hadn't researched the issue. This person obviously did read, along with several others, the OC Register editorial as many others who spoke. Ironically, you heard a lot more about that editorial than you heard about Policy 400-4, which is the proposed statement on CRT. Let me suggest that anyone who calls the controversy over Critical Race Theory a quote, "silly cultural war" is not paying attention to what is happening in our universities. That is now filtered down to third grade and below.

This cultural war dominated the 2019 MTSS Conference while Tony Thurmond advocated for wellness centers. There is a connection here. Remember the evening we debated whether or not CRT was in the Ethnic Studies Model Curriculum? The representative from the Department said no. We referred him to chapter three, page 19, where Critical Race Theory was identified as the pedagogical framework for this 900 page document. And why did Cal State Fullerton withdraw its student teachers from Placentia-Yorba Linda? Well, because we are not teaching Critical Race Theory. I could go on, but my time is up.

SPARKS: Thank you.

SHAW: Thank you. Lyndsey will be followed by Pam.

LYNDSEY: Good evening. My name is Lyndsey and I reside in La Habra. I am here to rise in support of the victims of sexual assault at OCSA and to ask you to fund an independent investigator to this school. I actually taught there for several years as a conservatory instructor. I won't get into the problems within the charter school movement and how that applies to teachers and students at this time, just here to ask for you to please consider what you have heard tonight and take it seriously, as seriously as you often do other things. Thank you.

SPARKS: Thank you.

SHAW: Pam, and the next card just says taxpayer comment, so whoever wrote that. That is you? Okay.

PAM: Good evening, Board. My name is Pam and I'm playing a recorded message for Gays Against Groomers. [Audio recorder is played.]

VOICE HEARD ON RECORDER: My name is Mario Presents and I'm the national chapter director for Gays Against Groomers. I'm a gay man and I happen to be one of thousands of LGBT men and women who oppose the gender conforming insanity entering our schools under the guise of mental health and wellbeing. When children hospitals like CHOC start partnering with school wellness centers for free mental health services, parents should see red flags. Why hasn't CHOC told the community that they have a pediatric gender clinic and that their doctors are willing to provide puberty blockers to children as young as nine?

Gays Against Groomers sees it for what it is, child grooming and abuse being perpetrated under the guise of inclusivity. The LGBTQ community is waking up and seeing that we are being used for an agenda that is hurting kids. Kids, just like we once were. Gays Against Groomers is partnering with detransitioners across the nation who regret taking cross-sex drugs or having healthy body parts surgically removed and/or mutilated. What kid isn't confused during adolescents?

The medical profession is making an egregious amount of money while sterilizing and psychologically damaging kids before they even graduate high school. Dr. Christine Olmstead stated that the school wellness centers are meant to provide a safe space for students when feeling anxious, a place for them to deescalate. She must really think we are naïve. But she is a staff member and a doctor, so she must be scientifically sound and honoring the Hippocratic oath she took. Right? Books are flooding into kindergarten classrooms informing children that they are many gender choices and pronouns, including the pronoun tree. And this is normal.

This idea shouldn't cause distress because puberty blockers can give little minds more time to decide their authentic selves based on their feelings. But feelings and biology don't coexist. Our society has fallen victim to the practice of group thinking. And it appears that some people will believe anyone who calls themselves an expert, no matter how outlandish their teachings are. After all the CDC is pointing out—

SPARKS: Time is up. Thank you.

SHAW: Thank you. Taxpayer will be followed by Tanya.

TAXPAYER: Hi everyone. I'm here tonight to discuss tonight's Agenda, item number 11. Upon reading the grant's goals, the schools are supposed to implement WellSpaces and mental health services.

SHAW: Do you want to hold your comment until we get to item 11?

TAXPAYER: No, it is public comment.

SHAW: Okay.

TAXPAYER: Yeah. —WellSpaces and mental health services as alternatives to discipline. They plan to establish an integrated, multi-agency mental health delivery and gain access to healthcare records and gather data. This implementation is also partnered with Public Health Alliance of Southern California. I want to tell everyone to look that group up. It is a political activist coalition group that believes that the United States is a systemic racist country and our society needs to be dismantled by having all Americans divorcing their whiteness and subscribe to ideology of fascism and extremist views.

The grant objectives have nothing to do with Covid and only with extremist ideology being implemented in our children's classrooms. There are so many different ways to handle disparities in healthcare using our education system. This is a farce to gain access to the money, access to our children, and access to our medical records. This is corruption at the finest. As a parent of children in the county, a college professor of sciences and a concerned citizen, I am deeply disturbed by the transfer of money to push a political agenda.

I do not want any children exposed to this ideology, nor do I want anyone to have access to children that a parent isn't involved with. We have a prime example tonight of parents coming up here concerned about their children. We have a prime example in my own hometown, Tustin. A teacher at my son's high school was arrested for sexual predator. This is dangerous. It must be stopped. The level of corruption in this county is running rampant and all these people are watching.

For those of you guys that are here and watching and listening tonight, how we vote matters. Whoever voted for Dr. Mijares voted for the corruption of our school system. He accepted this grant and is getting access to our children. Thank you.

SPARKS: Thank you.

SHAW: Tanya will be followed by Joe.

TANYA: I just want to first start off by saying I'm horrified to hear that there is abuse going on in any of our schools. As a survivor myself who didn't get justice, I pray that your families, and that your students, and your children get swift justice. I'm here to support the Board's proposal to ban CRT lessons and curriculum in our local school districts. I'm a mom who had two students

enrolled in OUSD until 2020 when I pulled them out to homeschool them. That was prompted by Facebook messages that I saw from OUSD teachers posting online how cops are racist and they need to teach their students White fragility, about White privilege, and all that other stuff.

I did not capture all of the pages for each grade level as my focus was on my child's grade level. But in the 10th grade, OUSD approved history and language arts books. They paint a bias, dare I say revisionist history of the events that led to the BLM protests and make police look like they are racist towards Black people and are killing Black unarmed teenagers. The book states quote, "Full racial equality has remained elusive" that quote "Police officers have used excessive force and sometimes shot and killed unarmed African Americans." And quote, "A White police officer shot and killed unarmed Black teenagers."

The language arts portion has a video and assignment on Natasha Trethewey. Although her heartbreaking story is a child' inspires resiliency. After what she witnessed, she has spoken in magazines and podcasts about her anti-police, America's racist ideologies. She claims that some of our monuments are bedrocks of White supremacy. When I asked to see the supplementary material, I was told that that could be found on the CDE's website. On the CDE's website, on the ethnic studies curriculum states that teachers are to quote, "familiarize themselves with cultural responsive pedagogies and Critical Race Theory.

SHAW: Thank you.

TANYA: There is so much more that I want to tell you.

SHAW: All right.

TANYA: Thank you for your time.

SHAW: Joe will be followed by Frank.

JOE: Good evening. My name is Joe and I want to thank this board for standing up for parent rights. There is a lot of deception going on right now and many of us in the Black community are seeing through the lies. The educational system says they fight for racial justice while they equate skin color with over 90 genders and 100 sexualities. The civil rights movement is being hijacked.

Martin Luther King Jr. would have opposed what is going on today in the name of anti-racism. As a Christian minister, he would have seen through this diabolical agenda assaulting our innocent children. Everyone quotes MLK's civil rights speeches, but what about his sermons? They forget he was a man of faith, dedicated to God. Here are some quotes from a sermon he preached in 1954 in Detroit, titled "Rediscovering Lost Values." And I quote,

"The first principle of value that we need to rediscover is that all reality hinges on moral foundations. This is a moral universe with moral laws. Unfortunately, we have accepted the attitude that right and wrong are relative, but I'm here to say that some things are right and some things are wrong, eternally so, absolutely so.

If we adopt this relative attitude toward right and wrong, we are revolting against the very laws of God. Ah, yes, it is all right to disobey the 10 commandments, but just don't disobey the 11th, thou shall not get caught, survival of the slickest. Whoever can be the slickest is the one who was right. It is all right to lie, but lie with dignity. It is all right to steal, to rob and to extort, but do it with a bit of finesse. It is all right to hate, but dress your hate up in the garments of love and make it appear that you are loving when you are actually hating.

That is the thing that is right in this new ethic. My friends, the attitude that is destroying the soul of our culture, it is destroying our nation. The thing we need in the world today is a group of men and women who will stand up for right and be opposed to wrong.”

SHAW: Thank you.

SPARKS: Thank you.

SHAW: Frank will be followed by Richard.

FRANK: My name is Frank Rodriguez. I'm the executive director of operations for Gays Against Groomers. A recent news article said that the equity in an Orange County program should be questioned about its content and its intent, so that is why I'm here. Why didn't the five elected board members know about this grant until now? It appears that the OC Superintendent uses the Board of Education like a window dressing for an appearance of democracy. Why should OC residents trust the intent of this grant when it was agreed upon behind closed doors and excluded the elective representatives of this board?

The grant reeks of deception. The Orange County Department of Education seeks a partnership with CHOC Hospital, but has never disclosed to parents that CHOC has a pediatric gender clinic. I read emails from CHOC Gender Clinic, Dr. Mark Daniels. They said that CHOC is socially transitioning children at five and medically transitioning them at nine. They say that CHOC's mental health workers are trained by, guess what, the WPATH, which stands for the World Professional Association of Transgender Health. This document says that gender identities and children should be treated with confidential, unquestioned affirmation.

The WPATH defines transgender as many gender options. In fact, a new gender identity was just added, MTE, male to eunuch. It says that the physical castration of boys prior to puberty is an act of compassion because it aligns the perceived gender with their physical body. CHOC may not be doing sex change surgeries on minors, yet; currently, they outsource that dirty work. As a gay Hispanic man myself, I can tell you the intent of this grant is not about addressing health inequalities. No! It is about the most vulnerable humans and experimenting on them. Do not approve this grant.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: Richard will be followed by Jose. Do we have Richard from Anaheim? Seeing none, Jose. Jose will be followed by, oh, another Frank.

JOSE: Good evening. Jose Trinidad Castaneda. Just as a disclaimer, I'm making the following statements in my personal capacity as a citizen and as a resident of Orange County only, and not in any other official capacity of any other agencies and organizations. I'm joining the growing chorus of Orange County families, educators, and residents who are hearing about the string of allegations of sexual abuse, harassment, and other gender-based violence in violation of Title IX. Allegations gone uninvestigated, or rather inadequately addressed through the very explicit and detailed Title IX process, at one of Orange County Board of Education's charter schools. These allegations span the course of decades.

It means that if these allegations continue to persist into 2023, it is because survivors of these former and current alleged sexual predators have not received justice. I urge you along with all the other voices who have joined us here tonight to listen to this call to action and take it seriously. As the Orange County Board of Education, authorize an independent investigation into these allegations and bring justice forth for these survivors and their families. If allegations like these are so serious and egregious that we ignore them, then what does that say about us as a society, and especially about us as Orange County and the promise of a high quality education to all families, regardless of where they come from, how much money they make, or what they believe in? So I urge you, fund this independent investigation. Thank you.

SPARKS: Thank you.

SHAW: Thank you. We have another Frank. No Frank? Followed by Jennifer. All right. Jennifer will be followed by Dam.

JENNIFER: Good evening. Thank you very much, Board. Glad to be here. I'm a little confused why we are finding out at the last minute that we get this wonderful \$23 million grant that is actually going to take all the rights away from the parents. They are protected under FERPA, which is a law that doesn't allow you all to just do whatever you want with our kids, their education, their information, what grade they are in. FERPA law protects the parents.

This grant, when you dig deep of those 71 pages, folks, there is so many partnerships that are included. You are actually agreeing, if you do this grant, you are going to give them a hold harmless agreement with any third party, anybody. Anybody gets to delve in. And if you don't comply with what you don't like, you don't get to say a word. If you don't like the advertisement, the media, the curriculum, you have no say. Your hands are tied. You are taking evil money. You need to do everything you can to make sure this doesn't happen.

What legal authority does the Superintendent have to accept this grant unilaterally? Is it true it bypasses elected officials like yourselves? Really? You are not going to fight for that? Are you aware this grant implementation actually violates FERPA in the educational laws and the funding laws? Because federal law trumps state law. Is it violating administrative procedures? Has anyone looked into this? What legal authority does this board have to stop this, including suing if you have to?

Why didn't this grant and the good old Clayton Chau in charge of his new equity board, who is going to have more authority than you? That seems to be a conflict of interest that Clayton Chau—I'm not calling him a doctor. I call him a wack. How can he be in charge of the Health Department and now in charge of this new equity board? This raises alarms.

SHAW: Thank you.

JENNIFER: Have you considered suing this illegal grant? Stop it. Stop it now. We are counting on you. Thank you.

SPARKS: Thank you.

SHAW: Dam will be followed by Ada. I think it is D A M? Dom, maybe? No? No Dam? Okay. Ada? Oh, it was Dom here. No, Ada. Okay. Ah, got it.

ADA: Good evening. My name is Ada Briceno and I have been a union leader for 32 years. I have stood up for the rights of working women, immigrant women for a long period of time against workplace injustice and a lot of sexual abuse. And so today, I'm here and I stand strongly against sexual assault and abuse at the Orange County School of Arts. We are demanding and I say demanding because we are here and there is quite a few of us. I would like you to stand up if you want an external investigation into what has been happening there, not only decades, but also currently.

I want to thank you for being here and speaking up for the rights of students to be able to have a safe place to study and progress in. So we are here asking and demanding for you to do that, for you to ask for one immediately, as soon as possible; that it proceeds and that it is fair. Someone that can come in and be able to give justice to the survivors. Thank you so much for your time, and I just want you to know that we will be back.

SPARKS: Thank you.

SHAW: Okay. And you are Dam?

DAM: Dam. Hi, I'm Dam Jones. I am standing here in my capacity as a community leader in Orange County. I'm actually a special needs student educator, as well as a behavioral interventionist. I stand here because just like Ada Briceno just said, we are all here to stand with those whose voices need to be heard. Everyone here is asking you to utilize your gift. The gift that you have been given to sit on this dias with integrity and to shine a light. You see, whenever someone comes before you and brings and says there is darkness in front of you, it is incumbent upon you, it is your responsibility to say, okay, I'm in a position to shine light. I'm in a position not to shine a low voltage, wattage light, but a big light so that all the voices are heard.

If you do by chance have concerns or your own personal reservations, then have that independent investigation to take care of all of those things and you know you did your due diligence. You know you did your job as the Orange County Board of Education and being that flame that lights the pathway for our youth and for our communities. Thank you.

SPARKS: Thank you.

SHAW: Just to be clear, I have cards for Lynne, Lorie and Patty, but they are speaking to see a specific item. That was it for general comments.

SPARKS: Okay.

VALDES: At the risk of the assistant superintendent really not liking this, nor the Board's counsel, could the people who are asking for this investigation stick around? I will be making some comments about this later.

SPARKS: Thank you. Okay. Thank you all for your comments. Now, I'm going to call Jennifer O'Farrell, chief external affairs officer of Big Brothers Big Sisters to the podium.

O'FARRELL: Testing.

BOYD: You can start whenever you are ready.

O'FARRELL: Okay. Do you hear me? Okay, beautiful. Well, good evening Deputy Superintendent, Board President, Trustees. My name is Jennifer O'Farrell. I'm the chief external affairs officer at your Big Brothers Big Sisters. It is National Mentoring Month, so my goal here is to focus on lives that have been impacted for the good, what mentorship is doing within the county, and how we are impacting students. Honoring those that are mentoring young people, honoring our young people whose lives are empowered, and reminding our community that they too can be a mentor to impact the next generation.

At Big Brothers Big Sisters, what makes us special in addition to our proven outcomes is that we are Jedi's. We are about justice, equity, diversity and inclusion. We are volunteer driven, we are youth centered, and we are one-to-one. We aspire to create more caring and connected communities, connecting youth that are facing poverty and other adverse experiences to a greater network that we call mentorship. We do that in four specific ways that we are looking at, increasing their social capital and connection, their social emotional learning and mental health, education and career success and positive behaviors and choices.

So what does this mean? So we have been here for 60 years serving students in Orange County. But in the last decade, our last 10 years, we have impacted over 15,000 young people. Bringing in over 25 million in volunteer hours back to our county and community. I want to highlight—we have a lot of things happening in the county, but want to highlight a few different things that we have got going on. One is workforce development, mentoring programs that we have. We want to build the next future workforce and give our youth the chance to explore and create opportunities, not only within the workforce, but having a mentor within that career that brings them passion, and hope and a desire for their future.

In partnership with K-16, we will be expanding our career panels, our corporate tours, and expanding more mentors and corporations so that they can begin to dream about what they are looking at into the future for their future careers. We also, in the pandemic, saw the need of our

high school students needing more support. Those that are on don't see themselves going to college, so we created the First Generation Mentorship with our local colleges and communities. Working on first generation college students, mentoring high school students that will be the first in their family to graduate high school and the first to enroll in college. And last, we are expanding our school-based mentoring program. This is our win-win. This is empowering a high school student as a mentor who meets weekly with an elementary school student that has been selected by their principal, their counselor, and other faculty of needing additional support and seeing a win-win for both young people.

And last, just want to kick off with our 2023 Big and Little of the Year finalists. We have 10. These are two of our 10 finalists coming from our districts of really the power that our mentors have been having over the last 10 years, five years, four years, supporting our students and making the community a better and safer place to live. When you think about mentorship, I think one of the first things my dad asked me 10 years ago when I started was, what is the impact? What happens when a young person is mentored? Is it just good feeling vibes that we have by being a mentor? Well, I will tell you what we bring back to our community. Our impact is that 87%, this last year, of our youth reported improved outcomes from depression and anxiety symptoms; 84% improved in an academic performance in one or two subjects; 98% of our youth graduated high school on time with 43% the first in their family to have a diploma in their home; and 67% were the first in their family to attend college, so what we do works. Thank you.

And lastly, I would be remiss if I did not invite our esteemed local elected, our community members and those out, to join in the mentoring movement and to know that you too can have an impact with us. You too can support. What if we could mentor every third grader in our county? What lives could be changed? What impact could we do? We can do that together. Thank you for your partnership. Thank you for supporting mentorship. Thank you for encouraging our community to give back, pay it forward, and pay it forward to the youth that matter. Thank you.

SPARKS: Thank you. Jennifer, if you will just stay there for one second?

O'FARRELL: Yes.

SPARKS: In appreciation of your dedicated service to the community, we would like to present you with a certificate of recognition to the Big Brothers and Big Sisters of Orange County and the Inland Empire, which I will present to you.

O'FARRELL: Thank you.

BOYD: Come to the front.

[President Sparks presents a framed certificate to Ms. O'Farrell.]

SPARKS: Okay. Thank you all for adapting to that quick little picture. I appreciate that. Okay. We will move on to the consent calendar. Do I have a motion to approve the consent calendar?

BARKE: So moved.

SHAW: Madam President, I would like to just register an abstention on item number seven.

SPARKS: Oh, okay.

VALDES: Aye.

SPARKS: All right. So with that adjustment, do I have a motion to approve the consent calendar items two through six?

BARKE, VALDES: Second.

WILLIAMS: Point of clarification.

SPARKS: Mm-hmm.

WILLIAMS: So Tim, you are just saying you are not going to vote?

SHAW: I just want to be recorded in the minutes as an abstention on item number six.

WILLIAMS: Okay. So you are not asking to remove it separately?

SHAW: No.

SPARKS: Okay.

WILLIAMS: So we are voting for items two through seven.

SPARKS: Oh, okay. Okay. Sorry, I misunderstood. Okay, then consent to calendar two through seven, we already have a motion and a second. We will put it to a vote. All in favor?

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

SPARKS: Okay. Passes 5-0 and that moves to item number eight. Nina, do we have charter submissions?

BOYD: Sycamore Creek submitted a material revision, so you will be hearing in the upcoming months and there are binders in the chambers for you to take today.

SPARKS: Okay, fantastic. Then that brings us to item number nine. I will call Aracely Chastain to the podium.

CHASTAIN: Good evening, President Sparks and Trustees. Today the Board will hold a hearing to consider public input regarding the charter petition appeal submitted by California Republic Leadership Academy on November 16, 2022, after no action was taken by the Capistrano Unified School District Board of Directors. Prior to public comments, representatives from California Leadership Republic Academy and Capistrano Unified School District are each

allotted 15 minutes to address the Board. I now call representatives from California Republic Leadership Academy to the podium.

DAVID: Good evening, Madam President, Board members, Deputy Superintendent. It is a pleasure to be here tonight to talk to you about the California Republic Leadership Academy, which we sort of consider a breath of fresh air in the public education ecosystem today. We appreciate this opportunity. I want to start off by complimenting your staff of course. They are always so incredibly diligent and fair in working with us. We appreciate that. But also the CAPO staff, we have had a great opportunity to get to know them and we look forward to continuing that as we introduce the school.

What you see up there is just some quotes from people that have shared why they hope our school gets approved. Sorry, I'm going to keep the timer on so we could pace ourselves right. But we want to point out just a few things as we introduce the school. One, just to emphasize that we hope to be approved of course. We desire a strong partnership with you all, the Office of Education, and also CAPO Unified.

CRLA, California Republic Leadership Academy will offer more choice to South Orange County. There are a lot of types of school programs and schools that people can attend throughout Orange County. What you will hear is that CRLA is different and this will be one more option. And frankly, we think that school choice drives student success. Communities are stronger when public, nonprofit charter schools and traditional schools can work together, and that is what we are aiming for.

I'm also going to point out that the CAPO Unified's Staff Report delineated about 50 items. We have gone through each of them. I would say probably about 95-96% of them, frankly, they are conjecture, they are opinion, they are faults. Frankly, they are just not required by law. A lot of things that were pointed out were opinion. Some things pointed out were wrong. Others that were pointed out to say, we didn't do this, but the law doesn't require it. There is a lot in there, but when you boil it down to it, what I would say is our petition is solid. Our academic program is very strong. It is tested and our team has the experience to make you proud.

I want to introduce California Public Leadership Academy to you. We can go to the next—or do I have that? I do. Thank you. So the vision for CRLA is really about 11 years in the making. For me, as you know, I'm the co-founder along with Kevin Pratt who will have a chance to speak in just a few minutes. I have studied this type of educational leadership model for about 11 years. I have looked at programs from across the country. What we have pulled together is something I think pretty exciting. It is a unique servant leadership educational program that focuses on civic and entrepreneurship, so civic leadership and entrepreneurship in general.

The Franklin Covey Leader in Me curriculum is used, and the foundation of our school is the classical education model. It is that unique combination of those three, really, that I think help us stand out amongst the crowd. Our vision, you can see here, is that we will inspire and empower the next generation of California's leaders to excel academically, to be proud Americans, proud Californians, and to impact the world with excellence derived from an education like that which produced the inspired servant leaders who founded our great nation. We are excited about it. We

believe that the next generation is worth fighting for and that is why we are proposing this school in Orange County.

Your vision is to provide educational opportunities for Orange County students, promote student achievement, and offer leadership, services and resources for Orange County School districts and educators in the community. We think our visions are aligned, and we believe that there is a lot of shared vision in our statements and we hope for a strong partnership. The CRLA core values, and really core values are what make a charter school different, stand out. It is the combination of our core values that in some ways are sort of the flavor of a school. Our core values are our appreciation of our national heritage, public and private virtue, scholar empowered learning, fostering creativity and entrepreneurial spirit, high standards of academic excellence, modeling what we teach, building a culture of greatness, self-governance, personal responsibility and accountability.

Many schools may have one or two of those core values, but there is no other school that has this unique combination of those eight. That is really what makes us different. Our goals are to develop thinkers, entrepreneurs, statesmen, and stateswomen to lead our community, our state, our nation. As I said before, we are putting our faith in our ability to impact the next generation and get it right. We will teach scholars how to think, not what to think in a nonpartisan, non-political way. We will produce competent citizens who seek lifelong learning and love to learn.

A little bit more about what makes our school different is no cell phones in class. We want to minimize distractions, get back to learning, uniforms and dress code for students as well as staff. All staff that are hired will be 100% mission aligned with our core values, with our mission and our vision. We will utilize the core knowledge curriculum, but that will be coupled, as we mentioned, with the Franklin Covey Leader in Me program, a study of great Americans of the past, and also heavy use of mentors, and service projects within the community. Servant-based leadership is about serving your community as you learn how to lead. Our scholars will work with those that have experience and leadership to be mentored, but they will also actively engage in service projects in their community as they learn the values of leadership. We will be a strong mission-aligned school with a school culture that is embraced by all, teachers, parents, scholars, administration, all staff, the board, everyone involved. What I could tell you is this program will make you proud, that I can guarantee.

A little bit about our founding team, myself, Gary Davis, I have about 20 years' experience in the charter school world in one way or another. I have had specific experience starting up a charter school that has some similarities to this one. And a commitment, above all, to quality operations and abiding by the law and doing what is right. Gina Wickwire is our school principal, 25-year school educator experience, charter school principal, and also experience with charter school startups. Our board of directors, John Taylor, civic leader, business owner, father, grandfather; Jackson Reese, who works in policy leadership, he has done charter school marketing. He is a future parent, kind of rounding out our board with some young folks. It is important, we think.

Kevin, who we will introduce in just a moment; a CAPO Unified parent, really the driving force behind this school. And Peter Cordero, he is a very experienced former charter school COO. He was COO for a network of six charter schools. He has got a lot of experience in leadership

development and he is a parent too so that is our board today. We will likely be adding one more in the future. Gina, our school principal, unfortunately had a family emergency tonight and is not going to be here. But Kevin is going to take her place and kind of share a little bit more about the curriculum and then also talking about what we have done in terms of community outreach. Mr. Pratt, just press that green button there.

PRATT: Trustees and Board. I don't know if that is going to reach, but let me get to the right slide. Gina was going to talk about this slide. I'm going to talk at the high level about our curriculum and what is different about it, and then kind of what it is founded on. There was some exception taken, I think by CAPO USD and maybe it wasn't communicated in the best way. Let me just start by saying, the core of our curriculum is what is called the Core Knowledge Sequence. It is a tried and true program that is used in hundreds of schools throughout the US. It is a well-rounded curriculum. It, in and of itself, satisfies the requirements of the curriculum, but it also leaves space for discretion for teachers to exercise things, how they think, they should as a teacher. So in those spaces, we are filling that with a very deliberate leadership curriculum. That is why this is a leadership academy, so that is really two things together that make up that leadership curriculum.

First, is a specific leadership curriculum that comes from the John Adams Academy in Northern California. It is a successful charter program that is growing, that is adding campuses, and they have a specific servant leadership academy that we are adopting. The second piece of that is the Franklin Covey Leader in Me program. That program in and of itself is lighter on curriculum, but includes more of a program, more of a system for the school that includes practices, and vocabulary, and accountability, and the whole program for the school, at the individual level, at the family level, at the classroom level, and the staff level, and at the whole school level. It has been implemented at over 1,000 schools in more than 50 countries, layered on top of a variety of other programs.

It is used by the only magnet school in the country that has been the number one school in the U.S. twice. It is a very, I guess, compelling program to add, especially for a leadership academy. So those are the two pieces that we add to what is already a viable, strong curriculum in Core Knowledge Sequence. Let me just check my time. So that is what makes the leadership academy—now we say classical on there also because Core Knowledge Sequence is a classical curriculum as a base. That is not the focus necessarily of our program, but we think it supplements in that the servant leaders who founded our country were educated with the classical curriculum and the classical method with the three stages of learning that are described there, the grammar, the logic, the rhetoric stage. So we are following that same system.

Now let me tell you a little bit about just kind of the background. My wife and I moved here from Texas. We were in a charter school there that was really impressive. We weren't necessarily looking for anything different, but we heard about something and decided that we would try it out. It was, as Gary said, like a breath of fresh air. And we had good schools there, but this was just different. How they focused, they were all in uniforms. Certainly no devices on the kids throughout the day. Just things that were just like total common sense, so we looked for that here. There was no option like that in South Orange County. So we did a little survey just through our grassroots efforts to say if there was a K-12 classical academy, would you be

interested? And you can see that 98% of the people said, definitely, or maybe so. Now, of course, that is bias. That is just our own network. That is not totally representative of the whole area, but it was encouraging. So we met Gary along the way. He had this vision, and we said that very closely aligns with what we would like. Let's partner up and see if we can get this going.

We started the website. These numbers are old. These are from when we presented with CAPO USD. But, with no significant effort, we got 173 digital assignments by November. That number is now up to 205 different families who have signed up through the website representing 440 kids including well over 300 that are TK-8, which is what the petition is for. Then, also teachers, counselors, special ed instructors, all sorts of people who said, "I believe in this. I would like to support this." It has been great. In terms of actual signatures, we originally submitted with 104 parent signatures thinking that was the requirement. But with some discussions with CAPO USD, basically they were saying that not every kid counts. Every parent counts, something to that effect. So we came back four weeks later with more than twice that and met the requirements there. We have had great feedback through community meetings and through the website. You can see in your materials—I think we gave a packet today. Some of the quotes will be referenced, but just messages from the supporters. Being on a rainy day, on a holiday week, not everyone is here tonight. But we have great supporters.

In conclusion, I just want to say that we do have a very experienced team. People who have started charter schools and operated charter school networks. We have a very sound curriculum that is being used, at least in the core pieces all throughout the U.S. And then we have support of the community. It is a vision that, as you see in the comments, is refreshing. Even in the comments here this morning, I think we could get a lot of support from those people who have made comments because it is something different, a different focus. So I ask you to support our appeal and approve the charter, and we will conclude there. Thank you.

SPARKS: Thank you.

CHASTAIN: I now call representatives from Capistrano Unified School District to the podium.

JOHNSON: I think this will be the first time I have had to adjust this down from a prior speaker, so thank you for that. President Sparks and Board Members, thank you for this opportunity to speak on behalf of the Capistrano Unified School District regarding the California Republic Leadership Academy petition appeal. I would also like to thank Mr. Davis and Mr. Pratt for their cooperation during this entire process. My name is Cary Johnson and I am the Assistant Superintendent of Curriculum and Instruction for CUSD. One of my duties includes overseeing charter schools. The Capistrano Unified School District currently oversees six district-authorized charter schools and we have collaborative working relationships with each. All six authorized charters provide a unique educational experience for students and families. I would like to give a brief timeline description of the charter review process related to CRLA. On August 31, 2022, CRLA submitted a petition to establish a new charter school. District staff, including myself and Heidi Crowley, who is in the audience, reviewed the charter, as well as a specialist from other departments to ensure that we had a good understanding of what that charter represented. On October 13, district staff met with the petitioners to better understand and clarify information in the charter petition. On October 19, the board held the public hearing on the provisions of the

charter petition to consider the level of support for the petition by parents, guardians and teachers. Two members of the public spoke in opposition to the establishment of the charter school and two other members of the public spoke in support of the charter school. No teachers spoke on behalf of the charter school.

Also, on October 19, the CUSD Board held a hearing on CRLA's proposed admissions preferences. Two members of the public spoke in opposition to the admissions preferences. The board too expressed concerns about the admissions preferences as presented in the petition stating that they would like to see a preference for students residing in the area where the charter school would be located. The board determined that it would revisit the issue of CRLA's admissions preferences at November 9, 2022, meeting. On November 3, 2022, district staff met with the charter school petitioners to review the staff recommendation for denial. During that meeting, it was recommended by district staff that the petitioners may want to consider rewriting the charter petition incorporating staff feedback and resubmitting the petition.

At the November 9, 2022, CUSD board meeting, trustees voted on two resolutions - to deny the charter school petition, per staff recommendation, or to approve the charter school petition with conditions. Trustees voted 3-3 on both resolutions resulting in no action, neither approval nor denial. District staff has identified four categories where there were findings that are the basis for the recommendation to deny the petition. One, the petition presents an unsound educational program. Two, the petitioners are demonstrably unlikely to implement the program set forth in the petition. Three, the petition does not contain reasonably comprehensive descriptions of the 15 required charter elements. Four, the charter school is demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate.

Findings include, but were not limited to the following, the educational philosophy in the petition is copied from multiple sources. But the educational program itself is not fully developed into a coherent plan that is specific to CRLA. While the petition does include standards and multiple resources, specific curriculum and instructional designs are missing. This is evident in the fact that the curriculum maps by grade level do not integrate the Franklin Covey Leadership Curriculum, nor do they include the specific classical literature being taught with the standards and activities. Furthermore, many grades do not include specific instructional design, but only class activities. The petition lacks specificity regarding the use of classics and the classical approach in their educational program. Specific classics should be included in the curriculum maps for each grade level and directly connected to the standards being taught as part of their scope and sequence. While the petition identifies Franklin Covey's Leader in Me in Appendix H, it is not explicitly integrated into the curriculum maps, nor the four pillars of Leader in Me are not articulated by grade level or connected to the other content areas.

Given the fact that the petition is for a leadership academy, Leader in Me should act as a framework for the curriculum maps. This should be clearly defined and developed. Instead, the leadership education and how students are developed into servant leaders grade level by grade level is not clearly articulated in the maps leading to a lack of coherence. In short, while the vision and mission of CRLA are commendable, there is no clearly articulated foundation or structure, much like having a drawing of a house without having a fully articulated blueprint to bring construction to fruition. I thank you for your time.

SPARKS: Thank you.

CHASTAIN: The hearing is now open for 30 minutes of public comments. Deputy Superintendent Boyd, are there any public comments for this agenda item?

BOYD: We have four public comments.

SHAW: Okay. We will first hear from Joanna, followed by Alex. How long are we giving them?

BOYD: They have three minutes.

SHAW: Three minutes.

JOANNA: Hello, I'm Joanna Baker and I'm here in support of the California Republic Leadership Academy. This was a hard night to be here with a bunch of little kids and winter break. I know several of my friends could not make it and several people that I don't know personally, so I just wanted to read some of their comments to represent them here. The first is from Shannon Shadow. She says, "Unfortunately, I'm unable to attend the board meeting tonight as my children are all younger. However, I wanted to send an email requesting you all consider adopting the resolution to add CRLA Charter School to CUSD. As a mom with one child actively in CUSD, and two more set to enter over the next few years, school curriculum has been of utmost important to me. CRLA is a school that offers an alternative option to parents that appeals to the core values of civic leadership, entrepreneurial skills, and public virtue with a curriculum encouraging appreciation of our national heritage. It gives parents the opportunity to have our children learn directly from some of the nation's most revered texts, and doesn't shy away from the history of our nation while celebrating some of our country's greatest thinkers.

Children will be able to do this in a structured environment free of cell phones with a culture of mutual respect and appreciation for leadership. Parents should have the opportunity to choose the learning environment and curriculum that is right for their child and their family values. CRLA is a school whose strong beliefs aligns with mine. Please approve CRLA's charter school petition and give parents the ability to choose the education that is best suited for their child."

Next, from Caleb and Nikki Ketchum. "We have three school-aged children and live in Aliso Viejo. Currently our children homeschool, though they previously attended in-person up until last year. Homeschooling was never our original plan. But without enough public school options, it became our best option for now. While they are thriving, we absolutely would enroll our children in CRLA if it is approved. We are committed to helping support the development of CRLA in any way we can. Freedom to choose the best learning environment and philosophy for our children is extremely important. We highly value classical education as well as instilling and modeling servant leadership. CRLA is exactly what we have been hoping for. Having this school chartered through our district in this area would be a huge asset to not only our families, but to our entire community."

There is several, but this last is from Victoria Austrian. She says, "This school is absolutely necessary to get parents who feel forced to pull their kids out of public school, despite paying

every bit as much to support them, an option that better aligns with their values.” Thanks very much.

SPARKS: Thank you.

SHAW: Thank you. Alex will be followed by Zan.

ALEX: First of all, I just want to thank you all for sacrificing your time and talents to this board. My name is Alex Darling. I live in San Clemente. I have five kids, ages 11 down to one and a half. It was very difficult for me to be here, but this is important to me. Three of them are currently at Marblehead Elementary. During Covid, I decided to pull them out of the school district and homeschool them mostly because my poor little kindergartners and second graders sat in front of a laptop and learned nothing. When I pulled them out, I realized how much more goodness there is in curriculums outside of the public school system. This is why I love CRLA, and their values align with mine.

I don't think kids should be on screens at all at school. I might be a little dramatic, but that is something that is really important to me is no screens. I love that the American heritage history of it, the reading and writing and arithmetic, bringing it back to the basics. Our district has lost a large percent of students these past couple years, and I wonder why that is. The direction that public school is going, parents really do want options. I know that many parents were looking for better schools that weren't able to attend tonight. Please give us this option of attending this school. Thank you.

SPARKS: Thank you.

SHAW: Thank you. Zan will be followed by Nate.

ZAN: Good evening. I'm Zan Pratt. I'm actually the wife of Kevin, the co-petitioner. We are the parents of six kids. As he said, we are lucky enough to attend a similar charter to CRLA before moving here. Once you have seen and experienced a really phenomenal education and a really good school culture, it is really hard to go back. When we moved here, we just kind of were searching everywhere for something like that. We are excited at the prospect of being able to bring this to families here in this area. I just wanted to give a little bit of an idea of the things that we experienced at that school and what I hope that CRLA will bring to families here.

My first grader had substantive lessons on American history on the battles that were fought on the Revolution, the courage of the Minutemen, on the founders. History became her favorite subject. You know, a lot of times they think that kids just need social studies or needs to be dumbed down, but I was impressed that these young kids were given such good lessons. The walls of the school were covered in things like, what is humility? What is courage? These core character virtues that need to be taught to our kids. There were assemblies on why we should open doors for people, how to be respectful. My middle schoolers took lessons on logic. They taught me about how to poke through arguments and to recognize fallacies. I don't know how I missed that in my education.

My eighth grader wrote an essay on, what is truth. When you live in a time where there is just total relativism, that is something that is really profound for a middle schooler to think through and to understand what is truth. My fourth grader memorized the poem, “The Midnight Ride of Paul Revere.” If you don’t know that, go and look at it. It is really long. I thought he wouldn’t be able to do it. Yeah, he did it. His whole class did it. I share these things just to point out that what I have come to realize is that these young minds are capable of so much, way more than we think and that we give them credit for. A school culture that sets high standards and believes children can reach them is hard to find these days. A school like California Republic Leadership Academy with its emphasis on leadership, which is hard to find. A classical education is what we have been searching for.

I do want to say that I believe so much in the rising generation. I believe that they will meet high expectations if we give them high expectations. I know I have pulled out my younger kids to homeschool this last year, and I’m just in circles of those kinds of people. A school like CRLA would bring so many people back to the district because they haven’t been able to find these things that they feel are important, that align with their values.

I just really believe and I hope that you will give us a chance to create a school like this to help people here.

SPARKS: Thank you.

SHAW: Thank you. We will now hear from Nate.

NATE: Hi, my name is Nate Franklin. I’m just here in support of the charter school. I have four kids, ages preschool through high school in ESCUSD district. They are both in public schools and private schools, so we have a mix. I’m going to say by profession, I’m an entrepreneur and I don’t really have any experience in education. But in business, I just want to say I hate competition. I try to avoid it as much as possible because we have to work a lot harder and be a lot better. It just makes it not as easy. But that said, I think competition is great for everything. I think it is—I’m just in support of this school because I think people need options.

These meetings, especially the last few years, you have so many parents that are complaining and not happy with things. Part of the reason is people don’t have options and people need options. There is nothing wrong with that. People aren’t forced to go to a charter school. I would love to see this school get approved and I would love to see more schools get approved in the future. In the end, it is going to make our public schools much better because they are going to have to compete for our kids and that is what they need.

I just want to say I think we are really lucky that we have really talented and exceptional people that want to do these kinds of schools, so I think we should support them as much as possible.

SPARKS: Thank you.

SHAW: Thank you.

SPARKS: Aracely, go ahead.

CHASTAIN: Is that it?

SPARKS: Yes.

CHASTAIN: This concludes the public hearing. The Orange County Department of Education Staff Report will be published on January 17. At the February 1 board meeting, we will present the Orange County Department of Education staff recommendations including recommended findings, and the Board will conduct a public hearing to take action to grant or deny the charter school. President Sparks, I now close the public hearing and turn the meeting back over to you.

SPARKS: Thank you very much. Okay. At this point, do we have any Board questions related to this charter school?

VALDES: I do.

SPARKS: Okay. Trustee Valdes.

VALDES: Gary, would you take the podium? I'm much more concerned with the credentials of the persons at the top than I am with details in an application. That really doesn't mean that much to me. We have another charter school that is struggling in Orange County. And quite frankly, it was chartered by this board before I got on it. No offense to anyone else on the dais. It looks to me like there is just a lack of leadership at this other school. We had this situation where this 11th hour, really knight in shining armor with a stellar track record came in to save the day and bring this school presumably to a close in June, at least that is how it sounds like to me.

You are actually probably the most important thing to me, and the principal, and your background. What does leadership mean to you in the context of this? You are going to have 2,000 people more or less in your circle regarding this school. Everyone is going to answer to you. Financials are going to go through you. Educational director is going to go through you. Why do you think you are the right person to lead this school?

DAVID: Yeah, I appreciate that question. Thank you. Sorry I pointed to you, Stefan, I thought they were talking about a different school. He was talking about a different school. You have also stepped in to really turn a school around, which is amazing. Leadership is about doing the right thing and for the right reasons. In my lifetime, I have had a lot of opportunities to serve and to lead. Back to Cub Scouts and Boy Scouts, becoming an Eagle Scout, serving as a young person, I was able to be elected and serve as a student body president of my college. I got elected to a school board, served four years. I had the opportunity to be a city councilman and the first directly elected mayor of my city. I have a lot of views on leadership that are really community oriented, and frankly, that is what is driving the vision for this school. I believe that communities are stronger when people are involved. That doesn't happen organically, generally. That is an active endeavor that you have to facilitate.

What I'm excited about is to be able to show our young people that they can become leaders by just first serving their community. They don't realize—I look back at my childhood, I was just always serving. I didn't aspire to leadership, but sort of, I woke up one day and that is where I was. I look back, I'm like, what? Like, how did I follow this path? It is because I served my community. Imagine having kindergartners and first graders doing a tree planting or a park cleanup, not just doing it to do it and check a box. Then talking to them about the importance of what you are doing to make your community stronger, and how you are making your community better, and how you are building a sense of community. You are not just cleaning up your park.

Those are the kinds of things we are going to be able to do and I'm super excited about it. We found a curriculum that is strong. For me, I have experience, obviously leading cities, leading organizations, but also leading a startup charter school and I'm up for the job. This is something we have researched for a long time, looked at models across the country. I look forward to it.

VALDES: Do you feel that you have the financials to support a school like this?

DAVID: For sure. I say that in the caveat. In the world of charter school finance, it is tough. My job as the executive director will be to, so just use an example. If we are approved here in February, we are going to immediate, probably by about March or so, we need our principal on salary. There are a couple other key positions that will have to come on board shortly thereafter, business manager. Then come summertime, we are going to have teachers on salary, so we are going to have a pretty large payroll before school even starts.

The state of California won't give us a dime of state money. They won't issue the first dime of state money until October, so here we are. That is a couple of months into school, several months into having to meet our payroll, not to mention buying supplies and books. The point is, it is tough. It is really tough. I have been able to do it before. It requires resourcefulness, requires working harder, requires attracting the resources. We have in HJ Sims, we have a financial partner that is willing to provide us with that cash flow loan to get started. But it will be my job as the executive director, as I have done before, to literally watch every dime of expenditure just so that we can meet our payroll.

My job is to ensure that the site leader is focused on the academic program and school culture. It won't be easy, I guess is my point, but I definitely have the experience to do it and I feel good about our prospect of doing it.

VALDES: Is there any reason why the principal is not here tonight?

DAVIS: There is and I'm not sure if I could share it. But she had a family emergency tonight, so, yeah.

VALDES: Could you tell me what her credentials are?

DAVID: Yeah, she has an administrative credential. She has worked in public education for 25 years, traditional public school system as well as in charter schools. She has been a part of charter school startups. And I can tell you, having been part of startups, running a charter school

and starting up a charter school are different things that require different skill sets. Sometimes a startup person can transition into an operator, but you definitely need a startup person with a startup mindset in the beginning.

VALDES: Last question, at least for me, could you make sure she is here for the February meeting?

DAVID: I will follow up with you on that.

VALDES: Okay.

SPARKS: Great. Thank you. Trustee Shaw, do you have any questions?

SHAW: I just thought of it when you put your slide up. Is your John Taylor the same John Taylor that ran the Nixon Library?

SPARKS: No.

SHAW: Different John Taylor.

SPARKS: Different John Taylor.

SHAW: Oh, okay.

SPARKS: I can tell, yeah. I actually have just a question for you while you are standing there. In the report, there was some talk and description about—you all, in your packet, which I have read and I'm actually super excited about your school, very impressed. I'm confident that it is going to be a huge success. A lot of hard work, but huge success. I would like for you to answer to when they were talking about a description of the curricular maps and a lack of specificity, can you just speak to that?

DAVID: For sure, yeah. So you have the attachments, right? You see that is a 500-page document. There is a lot in there. Around the Core Knowledge Sequence, yeah, we literally went grade by grade, week by week, what would be happening in the classroom and aligning that to standards. That is in there, right? That part is in there, so I'm not clear why there is question about that. But have we integrated the Franklin Covey Leader in Me program throughout that? No. We haven't done that yet. But what we did do was we put quite a bit of information and we put quite a bit of the documentation around the Franklin Covey Program and the curriculum within the attachment as well.

By the time we get to probably June 1st, we will have done that integration, right? Like that is certainly—once the principal is hired, the first job is going to be to make sure that that is all aligned. But what we wanted to do was provide you with as much as possible so that you had more and not less so that we were being overly specific and less vague. That was our goal, but I certainly acknowledge that the integration of those things and the mapping of those together, needs to happen still.

SPARKS: Well, and it is true that curricular maps expand every year they get better and better and better with every year that you have. On the university level, we do these curricular maps and are accountable to that about every five to seven years. Each time we go through that extensive process, it gets better. I have no doubt that you all will evolve. But just paying attention to some of that feedback would be important just in terms of your growth and the learning outcomes so that parents are aware that there is alignment with those curricular maps as they are being further developed. But I'm very excited about what you guys have put together, so thank you for doing that for the community.

DAVID: Yeah. Thank you.

SPARKS: Trustee Williams, do you have any questions?

WILLIAMS: I sure do. If I can get Mr. Merwin to come up? And, Gary you can stay there too. Mr. Merwin, you, during your remarks, made the statement that there is no curriculum or structure, what are you specifically referring to? The reason why I ask that is this is what we get.

JOHNSON: Mm-hmm.

WILLIAMS: Are you saying there is no curriculum or structure in this document?

JOHNSON: No. And just to clarify, my name is Cary Johnson. Dr. Merwin is my boss.

WILLIAMS: Okay, so you are who?

JOHNSON: I'm Cary Johnson.

WILLIAMS: Mr. Johnson, okay.

JOHNSON: Yeah.

WILLIAMS: Your name is not on here.

JOHNSON: So the issue is that—it is not that there are no standards in there. What they talked about was and I think you were referencing, is the core knowledge network, how it lines to the state standards. Right? The standards, the outcomes are what we are looking for students to achieve, right? By grade level, by year, that kind of thing. The curriculum is the instruction. Right? Those are the instructions, the activities that you implement on a day in, day out basis; either if you want to do it weekly, monthly, however you want to do that. That is what was missing. There is no curriculum map tying the instructional strategies or the curriculum to the standards. That was the concern we had by grade level.

WILLIAMS: Okay. And Gary or Mr. Pratt, your response to that?

DAVID: Yeah, I think I sort of answered that earlier. I actually think a lot of that alignment is in that document. But again, what we have heard and what I understand is the integration of the

Franklin Covey Leader in Me curriculum and other components. I know there is some question marks about the mentoring program we addressed at the petition, but how is that integrated? I think that is fair and that is absolutely something that will need to be produced. But you know, we will also count on our school site leader to do that, which is why she would start several months before school begins.

WILLIAMS: Okay. I have been on this board for 28 years and seen many petitions come before us. The same reasons that CAPO, Mr. Johnson with all due respect, those same reasons, the petition represents an unsound education program, number two, the petitioners are unlikely to successfully implement the program. Three, doesn't necessarily contain a comprehensive description. And four, the charter school is unlikely to serve the interest of the entire community. I have seen that.

Every single district that has rejected a charter school—and you know how many charter schools that we have approved that are doing extremely well? All of them. The one that is struggling that Trustee Valdes is talking about was because the charter leader had a personal issue. When she left, there was no structure underneath her. She was the leader and the one that really put that school together.

I think, Gary, you are that leader. You have demonstrated, and Mr. Pratt—we have Joanna, Alex, and Mrs. Pratt, and, Nate, you came here today. Why did you come here today? Because you took your kids from public schools and put them in private schooling, or charter schools, or whatever you did, but you want to put them back in the public schools. This is a type of public school that parents want, right? They want to have leadership. They want to have character education. They want to get back to the basics of direct academic inculcation of facts and knowledge and teaching our kids critical thinking skills, and that is what this classical education is going to do.

So with all due respect to my colleagues at CAPO, they are all good people there, I respectfully disagree with your conclusions and I will be supporting this charter without any hesitation next month.

SPARKS: Trustee Barke, any questions?

BARKE: I don't think there are many questions. I just want to commend you and the program. This is the second time I have been at a hearing for the program, very impressed. I know when I saw it the first time, you had much more support in the audience. It was an easier time of year, but I appreciate everything you are doing. I think this is a kind of choice that Orange County is looking for, is more choice. I have no doubt that within minutes you will have a huge waiting list and I'm very excited about it. Thank you for all the hard work. I know it is not an easy feat to put together a charter school and we appreciate that.

VALDES: Trustee Sparks, could I just say one more thing?

SPARKS: Yes. Trustee Valdes and then Trustee Shaw.

VALDES: Mr. Davis, I don't think I want to tip my hand on how I'm going to vote next month because I do want to wait for Aracely Chastain's opinion on the financials. Okay. Leadership, financials, those are the most important things to me. Providing parents a choice are the most important things to me. But if the staff here gives a thumbs up on your financials, I don't see why I would vote against this.

SHAW: Thank you. We received an email, I'm suddenly remembering a few weeks ago, related to your school. Gary, if I could just ask you? As I recall, I was looking on my phone trying to find it, but it seemed it was a negative email about your school. I believe the basic tenor was that they found the curriculum to be religious based. As a public school, of course, you are not supposed to be doing that. Maybe while we are here having this discussion in public, can I just ask you? Is there any substance to the idea that it is a religious curriculum?

DAVID: No, no, definitely not. We are very well versed on what is allowed in the state of California and interspersing religion into schools is not allowed. You have got a lot of that curriculum within your binder and you won't find anything in there that validates that statement.

SHAW: Madam President, we had a speaker arrive just after we closed public comments and they drove here from San Clemente. I don't know if it would be appropriate to allow them to speak, but we do have one more card on this item.

SPARKS: I would allow that.

SHAW: Okay. Michael, if you are here? Ready to roll? Okay. You drove through the rain from San Clemente, so we will give you three minutes.

MICHAEL: Thank you. My business down in Escondido flooded.

SPARKS: Ooh.

MICHAEL: I ended up having to take an Uber to get my car to get up here, so thank you for very much.

SPARKS: Well, I'm glad that we could allow you to speak tonight.

MICHAEL: I would just like to speak in favor of this charter school. I have a six-year-old and a seven-year-old at CAPO USD, so in kindergarten and second grade. I don't know what their life is going to look like, but what I need as a parent is choice. I need, my wife needs to have the best education for our kids. That is the most important thing. I went through 12 years of public education myself. I went through University of California and I got my doctorate at MIT, so I have got like 25 freaking years of education and I know how important that education is. I'm a leader. I'm a leader in my company. I also think that leadership is critical.

Whether children grow up to be leaders or not, they need to understand what leadership is and be challenged to leadership. I think the combination here of giving choice to parents and giving the ability to see leadership are really critical.

The last thing I just wanted to say is I really appreciate Orange County, California, in providing choice during the pandemic. Bravo. Anyway, thank you very much.

SPARKS: Thank you, sir. Okay. I will just sort of wrap it all up. This school is in my district. I'm super excited about what you guys have put together. I know you have worked really, really hard. I don't even need to lift weights today because I have this to carry around. I have no doubt that with the leadership—Gary, I have known you for many years and I know your background and what you have done over the years. I have no doubt that this will be a very successful school. Sure, it is going to be tough, tough road in the beginning. They always are. But I have full faith that you all are going to be very successful, so I look forward to seeing you back in February. I can't believe we are in January. All right, we will move on then. Thank you. So now I will call Anna Day, Administrator of Charter Schools to the podium.

DAY: Good evening, President Sparks and members of the Board. On December 13, 2022, Irvine International Academy submitted a material revision to add grades seven and eight to its charter petition and to remove the required minutes for physical education. Today, the Board will hold a hearing to consider public input regarding that request. Prior to public comments, representatives from Irvine International Academy are allotted 10 minutes to address the Board. I now call on representatives from Irvine International to the podium.

BEAN: Thank you. Before I begin, can I get one of these? I love these things. I don't know where that comes from. Also the tech guy, would you mind refreshing because I think this is an older version, or we can plug in my laptop? Thank you.

All right, good evening. It is a pleasure to be here. Good evening, President Sparks.

SPARKS: Hello.

BEAN: Board of Trustees, Deputy Superintendent Boyd. It is awesome to be here tonight. I know that last year when Irvine International was up here speaking, there was a lot of controversy. First year charter, it is expected, right? First of all, my name is Dr. Stefan Bean and I came on board, thank you, I came on board to this great organization in July. The board asked me to come in and just establish a foundation and a culture for this school. I must tell you, within probably one week, I fell in love with the vision of this school. Tonight I'm just proud to come in a positive light to share the great things that are happening this year so that you could honor our request to have a couple of material revisions. Let me share what those are.

Basically, we are just asking that you allow us to add seventh and eighth grade because we believe that we have built some pretty amazing things that we would love our sixth graders to be able to matriculate and go into seventh grade. Then also allow us to remove the set number of minutes required that we put in the original petition for PE, which is granted to charter schools pursuant to Ed Code section 47610. What that does allow us to do is be a little bit more flexible then with our curriculum and our daily bell schedule. We will go over that in a little bit. But before we do that, I do want to share with you some exciting—well, first, let me start with the vision mission of IIA.

The world is getting smaller and smaller as we know it, right? With internet, social media, all of these things connects people around the world on a daily basis. So the vision for IIA is basically this, we must prepare our students not only to be lifelong learners, but also engage them in global citizenship to be the next global leaders. That is why our mantra is, we want to educate students today to be global leaders tomorrow. That is what we do.

The good news is just after one year of its existence even through the challenges of last year, our students, 82% of our students met or exceeded in math. That is remarkable; 69% of our students met or exceeded proficiency in ELA. Now let's get to the STEM piece of our charter; almost 85% of our students met or exceeded proficiency in science. If I pick for a moment, let me just show you this visual. It is a very bad visual, but actually the poorness of this visual shows you how remarkable the data is. That second line is IIA. All of the other lines are Irvine Unified schools. For math, you see that IIA ranks just below their top performing school in Irvine, total rock. Brace yourself. In science, Irvine International leads all of Irvine Schools.

That is because this board had faith in the vision and mission of this charter. You knew that the great idea was there. With leadership and leadership team, we are making it happen. Let me tell you, you asked a great question and that was about leadership.

VALDES: I usually do.

BEAN: Yeah. Yeah, of course. That was about leadership. Well, my leadership style as the executive director of Irvine International is all about shared leadership. Just like a conductor in orchestra, that music and those sounds are produced by each of the sections of the orchestra. But it is the director that puts it all together. The director knows there could not be great sound without each of those instruments. That is the kind of culture we have built at IIA, a shared leadership model. As you can see, we have the school administrative team that works very closely with the instructional leadership team. This is new this year.

Instructional leadership team consists of lead teachers, principal, campus safety manager. We have a culture and climate team that looks at the safety of the school. All of that centered around our students, our families, and our external stakeholders. I must commend this board for having a very robust and great charter division led by Nina. I will tell you, it is because of Nina, Aracely, who reports to Nina, it is because of their leadership and Anna Day that we were able to work together in these last four months to turn around IIA. I commend this board for allowing this division to support charters.

As I said before, it is about shared leadership. Here are some of the teams that we have just implemented this year: Instructional Leadership Team, Positive Behavior Intervention Team, Student Success Team, Safety Committee, Admin Team, SPED Team, all working together in a glorious way, like an orchestra. That is what builds upon the culture of making our school a success.

Let me tell you about the role of the leadership teams for a second. Not many schools have instructional leader team. What it is is a group of lead teachers, along with the administrators, along with the assistant principal that guides the instruction of the school. The lead teacher

models, plans, builds, coaches, represents the teachers at that school. We have a very strong instructional leadership team.

Many people have asked me this year, why the turnaround? Well, here is the secret sauce for making global leaders for tomorrow. First, we have a dual immersion program, as you know, English and Mandarin. We hope in the future to present forth another petition that we can do Spanish. Right? Election, expand that. Right now we have English and Mandarin. We offer what is called specials classes. That is PE, music, and STEM. So our students go through all three of those special classes in addition to getting dual immersion instruction.

Beautiful thing this year, the Larry and Helen Hoag foundation gave us money to actually build a tinker lab. And in this Tinker Lab, are augmented reality devices. I'm going to share a little bit more about that in a couple seconds. We are one of the very few schools in Irvine that offers full day kindergarten. We just started that today, actually coming back from Christmas break.

We provide a full inclusion model for special education. That means we—and my heart, I am all into special education because I was a student with an IEP. I believe that our special ed students should be included in a full inclusion model, not pulled out. That is the model we have. Of course, we have strong teacher support along with a very strong parent engagement. You will hear about some of our parents today.

Now let me back up real quick and talk to you about this STEM lab. Our students sit in front of these augmented reality devices. If you can imagine, when we were in eighth grade, we dissected a frog. The smell of the formaldehyde, I can't even say that word very well. You can say it, Dr. Williams, I'm sure. The smell of the chemicals, the messiness of dissecting the frog goes away for these augmented reality devices. Because a 3D, three-dimensional projection of a frog comes out of that screen. A student has a stylist, a scalpel, and they can dissect that frog and take it apart in 3D. They can take apart engines and put them back together. This is how we build a global leadership competition, by offering these kinds of experiences to our kids. Our parents, we couldn't do this without them. This year we have really engaged and increased parent engagement through a monthly coffee with me, through Parent Square messages that go home regularly, parent volunteers in the classroom, and a very strong PTO.

Then, new this year is we are offering free meals, breakfast and lunches to all of our kids and an afterschool program ran by Strategic Kids through the expanded learning opportunities program. You no longer have to hear the headaches about last year's afterschool program mess, right? We implemented that this year. So a lot of great things, and this is the result.

When we started school in August, we took a hit with enrollment. I will be very clear. We took a hit with enrollment because of some challenges last year. We started with 193 kids. Since then, we have grown to 235 kids and we are going to get back to where we were and then some. That is why I'm asking tonight for you to please approve adding seventh and eighth grade and then removing the PE minimum requirement in our charter. Thank you.

SPARKS: Thank you.

DAY: The hearing is now open for public comments. Deputy Superintendent Boyd, are there any public comments for this agenda item?

BOYD: There are seven public comments for this item.

SHAW: Okay. They will get three minutes. All right. Fernando will be followed by, forgive me if I'm murdering names here, Jaya.

FERNANDO: Good evening. Leadership, language, community, quality education, cultural awareness, those are the values that our child and many other children have learned by being part of Irvine International Academy. If the school doesn't get approved to expand into seventh and eighth grade, our child, like many of the children, won't have the opportunity to keep cultivating these values. So please, we ask you to approve it and thank you so much.

SPARKS: Thank you.

SHAW: Jaya, followed by Stacey.

JAYA: Thank you, members of the Board. I don't consider myself a public speaker. It is really hard for me to be here, but I thought it was so important. I wanted to say that when I was young, I never learned the language of my parents, my family. I wasn't able to speak to my aunts, and uncles, and even my grandparents. When I became a young adult, I saw that as a misguided but critical error in my upbringing and my education. When I became a physician later and I started to research the keys of longevity, happiness, and success, there was one huge commonality, which is relationship, with language being the doorway to relationship.

I really feel like our son should have access to that and to higher levels of fluency. I think all the children in this county should have that. I think that now being a global community that gives our children and this community at large, the chance to come closer to those goals of happiness, longevity and success, both personally and professionally. Under Dr. Bean, I know any program they start is going to be a great success. So I ask you to approve this. Thank you.

SPARKS: Thank you.

SHAW: Thank you. Stacey, followed by Ellie.

STACEY: Hello, Board. My name is Stacey Cone. I am a parent of two children at Irvine International Academy, a third grader and sixth grader. I am here in support of IIA starting their middle school. This is our families second year at IIA. I have witnessed the growth of the school in such a short period of time. Dr. Bean has created a community atmosphere for our teachers, students, and families. He has added a fantastic music teacher, a STEAM lab with augmented reality he spoke of, and, especially the coffee with Dr. Bean. This is a time when parents are provided with updates and changes. Parents can ask questions, provide feedback, raise concerns, and offer suggestions. And he actually does answer us.

This transparency has created a cohesive and trusting environment. IIA is a wonderful school with knowledgeable teachers, caring staff, small classroom sizes, and leadership opportunities for students. The school has given my children the opportunity to continue to learn Mandarin, tuition free. For this, I am grateful. It is because of Dr. Bean's leadership that I am confident he can successfully implement a middle school. My family is looking forward to having our sixth grade daughter attend her seventh grade year at IIA. Thank you.

SPARKS: Thank you.

SHAW: Ellie followed by Kendra.

ELLIE: [Spoken in Mandarin] Hello. I'm Ellie Cone, and Irvine International Academy's student body president. [Spoken in English] I'm here to talk about how it would be an amazing addition to add a seventh grade to Irvine International Academy. As a sixth grader, I think it is very important to have a free middle school that is a Mandarin immersion. I have gone to this school for the past two years and I think it is fantastic. The teachers are very nice, the staff is amazing, and we have an overall great environment for us to learn in.

Adding a middle school would allow access for more kids to learn Chinese and to have fun with STEAM. Dr. Bean has added a fantastic STEAM class, music, and many other things. Now we just need to add one more thing, and that is a middle school so many more people can have access to the free Mandarin immersion school. Thank you for your time.

SPARKS: Thank you.

SHAW: Ellie, you are going to be a tough act to follow. We are going to have Kendra followed by Annie.

KENDRA: Hello, Board. I'm speaking on behalf of Kendra Chao, who is our parent. She was here, but she had to leave. She apologizes. Hello, OCBE Board. My name is Kendra Chao. I have two kids at IIA and I live in Irvine. My family and I moved from San Francisco one and a half years ago where my kids attended Mandarin immersion public school. It is the thing that we missed the most in Irvine until we found the IIA. This year has been exceptional under Dr. Bean's leadership.

First of all, staff is very qualified and competent. Parent involvement is strong, so look at us here. We are all here to support our school. Culture of the school fosters learning, character, and fun. Last year, based off the test scores, you have seen the presentation. Most of our students met or exceeded standards in math, science, and English language arts. Our test scores met or surpassed other dual language schools, Irvine Unified schools and others in California.

Also this year, we added character highlights. Character traits are encouraged throughout monthly award shows, such as being the nicest neighbor or being delightfully dedicated. Finally, our culture has changed. We have been celebrating as a community Lunar New Year and other cultures, such as Cinco de Mayo celebration.

SHAW: Cinco.

KENDRA: Sorry, Kendra. So we have been celebrating all the cultures because we are a diverse community. You have seen and heard a request for our immersion schools to continue. We hope that this way our world economy and culture, the way they move as a Chinese and Asian future culture, we can, with the seventh to eighth grade, our students can be prepared for that world. So thank you so much. We will see you February.

SPARKS: Thank you.

SHAW: Annie will be followed by Felipe.

ANNIE: Good evening, esteemed board members. My name is Annie Leung and I'm a proud parent of a sixth grader at IIA. Just like the other parents here that you heard from, I'm also here to express my gratitude and appreciation for IIA's existence. As a student of weekend Chinese schools growing up, I know firsthand that weekend language schools just doesn't cut it. To truly learn a language and culture well, you have to be immersed in it on a daily basis. That is why I feel so fortunate that IIA exists. IIA is helping raise well-rounded individuals and setting them up for success.

This year, I have heard nothing but praises about our principal. Many can attest that I like to pop into our school unannounced and I see firsthand how hard our staff works every single day. Everyone knows me by my first name, and I like to give hugs and receive hugs from everyone there because we are that tight knit of a school. Our CAASPP test scores reflect how much our students are learning and what a great job the teachers are doing. I can't help but boast that we are number one in science and number two in math. Our test scores confirm what a good job the school is doing, surpassing 27 of 28 IUSD schools in its first year.

IIA has all the components to be the best. A solid principal, dedicated teachers, hardworking staff, and caring parents who truly want the school to succeed. My sixth grader really does love it there and hopes she can continue seventh and eighth grade. Thank you.

SPARKS: Thank you.

SHAW: Thank you. You will be our concluding speaker, Felipe.

FELIPE: Good evening, everybody. For those of you who don't remember who I am, my name is Felipe Delgado and I am a proud parent of two students attending Irvine International Academy. One of them is in the first grade, the other one is in the fifth grade. Now, since the last time I have been here, there has been a lot of changes at the school, a lot of positive changes. One, of course, is that I now serve on the board of directors at the school. The other one, not to ruin any of your glory, but we did hire a new executive director, Dr. Bean, who has rallied the teachers, the students, the parents, everybody involved in this school.

Now, I could have gone over all the things he did in his presentation, but you did leave one thing out. And that is that we have a new website for the school that reflects the refreshed second year.

It is irvineia.org. If you get an opportunity, please go there and look at it. If you go under the school accountability and board members, you will see a professional picture of me in there. Now, everybody here is fortunate because I brought a small piece of the heart of IIA with me.

RAYMOND: Hello everyone. I am Raymond Delgado, and I'm a fifth grade student at Irvine International Academy. I'm also the Student Council treasurer. This is an excellent school and we all like it. So the students would like to continue our bilingual education, all the way to eighth grade. Thank you. [Raymond repeats his comment in Mandarin.]

SPARKS: Great job. Thank you.

FELIPE: So, as an IIA board member, I can tell you that at IIA, the students learn, the teachers instruct, the administrative staff leads, and the parents support the dream that is Irvine International Academy. That is the model that we are planning to use for our seventh and eighth grade classes. All we need is for you to approve the revision of the charter. Thank you.

SPARKS: Thank you.

DAY: This concludes the public hearing for Irvine International Academy. The Orange County Department of Education Staff Report will be published by February 14, and the Board will take action on the material revision at the March 1 Board meeting. President Sparks, I now close the public hearing and turn the meeting back over to you.

SPARKS: Thank you, Anna.

DAY: Thank you.

SPARKS: All right, I will start to my left. Trustee Barke, do you have any questions?

BARKE: I don't have any questions. I think the public comments and everything was very, very comprehensive. In addition to that, I would say in the last six months, I have been on campus twice and I have seen nothing but happy faces, happy parents, happy children, amazing administrators, teachers. I can't say enough great things. Having you there, Dr. Bean has been such a blessing to the school. I think you have really done an amazing job in turning that school around. I'm very excited to vote in March. I can't wait. Thank you for all you guys do.

SPARKS: Trustee Williams.

WILLIAMS: Yes, Dr. Bean you are an incredible human being. The type of enthusiasm, respect, and dedication to the job is just truly admirable and second to none. Thank you, sir for bringing this school around. This board believed in you, your school vision. Almost two years ago, Mr. Delgado, you came and you spoke at almost every single one of those meetings. Your son is incredible. He is going to be a winner. And let me say something to Ellie. Where is Ellie? There she is. I'm just impressed with you, both of you, both of these young people.

Dr. Bean, you have created a new generation that gives us hope for the future. I look forward to—
—I believe in the vision and you are going to carry that forward to the seventh and eighth grade.

SPARKS: Thank you, Trustee Williams. Trustee Shaw.

SHAW: Thank you. Dr. Bean, when did you start exactly at the school? Can you remind me?
When was your start date exactly?

BEAN: It was July 17, July 18, something like that.

SHAW: July of?

BEAN: Just this past year, yeah.

SHAW: Great.

BEAN: Yeah.

SHAW: Well, my one comment, I do have a question for you. But you know, I joined this board
July of 2020, so I still feel fairly new. But I remember, you know, this is one of the first schools
that came around when I was just joining the Board. There was critics. I remember having the
idea that this is mostly going to be the idea around learning foreign language as we have seen
demonstrated, which is great. But boy, when you put that slide up about, you know, the science
scores, you know, the scores, wow. I mean, you guys are really carrying the torch in other areas
too, so very impressive. I just wanted to commend you.

But could you just speak just a little bit, I know the revision is on the PE requirement, could you
just give me a little more detail about what that is?

BEAN: Yeah. So the original charter had minimum PE minutes. We found that offering a dual
immersion along with PE, music, and STEAM, we didn't have enough minutes in the day. We
need the flexibility, as charters are allowed to do under Ed Code with PE, to allow us each year
as we create our bell schedule to have PE minutes based on what our need is at that time. It was
just a business need decision versus being handcuffed to saying, oh, we have to have 1,000
minutes every two weeks. We do have—I don't think it is 1,000, whatever it is, but we do have a
dedicated PE teacher, unlike many schools.

Our students go through PE weekly. Last year what we found was, they were going to PE every
day for 30 minutes a day based on the original charter, so we just needed that flexibility to
remove that language.

SHAW: I see.

BEAN: Yeah.

SHAW: Thank you very much.

BEAN: Yep.

SPARKS: Okay. Trustee Valdes.

VALDES: Getting back to that PE issue. I'm much more concerned with what the parents want than my personal opinion. For my kids, they get tons of exercise in all types of after school activities. If the school did not offer PE, that wouldn't mean that much to me. But it does concern me that maybe parents in your school do care about that. I don't understand. You are kind of saying you are just going to eliminate it?

BEAN: No, not at all. No, no, no. We are not eliminating PE at all. PE remains. In fact, PE is one of our special classes, PE, music, and STEAM. What we are asking is that we are not limited to the number of minutes that is written in the original charter. We are just asking that language be removed so that we can be flexible with the minutes. So we are not eliminating PE at all.

VALDES: I still don't understand that.

BEAN: Okay. So there are requirements for public schools, not charter schools, not charter public schools, but charter schools for PE instructional minutes. We have a PE teacher that held to that last year with fidelity. Because the Ed Code says charter schools have the flexibility of the PE requirements, we are taking advantage of that and saying, can you take out the language that says we have to have x amount of minutes? I don't know the minutes exactly right now. I think it is about 100 minutes a week that you have to have of PE minutes. That is what all schools have to have. But charters do not, charters are not required to do that because charters have certain curriculum specialties that they must do that sometimes they need to be flexible with those PE minutes. We are not eliminating it.

VALDES: Are you going to offer the parents the same amount of PE options if they want to continue that? That is my concern. I don't want you taking a parent who is already in your school, who wants their son or daughter—

BEAN: Yeah.

VALDES: —to have a certain amount of PE minutes. Because maybe they don't get it outside of school and then you are going to take that away from them. That is my concern.

BEAN: We are offering PE as it is right now. It is just to make up the additional minutes. Our homeroom teachers have to take your kids out to do extra PE, so we are not taking it away or eliminating the PE program at all. What the parents are familiar with, what the students are familiar with, that will continue next year as well. It is just now we don't have to cram in that tight schedule to try to get our homeroom teachers to take their students out to do another PE lesson.

Does that make sense? No? Okay. Let me just say it again.

VALDES: Dr. Bean, I just want to be clear. For me, it is about the parents and what they want. If they are okay with no PE in their kid's educational system, I'm not going to say that is not—but if they want that.

BEAN: But what you are saying is incorrect.

VALDES: Okay.

BEAN: We are not saying no PE. We still have PE. What we are saying is to remove the language in the original charter, which requires x amount of minutes. I don't know what that x amount of minutes is. I think it is in front of you in your charter. We are just asking to remove that language because that language should have never been in that charter to begin with. Charter schools do not have to abide by those PE minutes that are required by the state of California, so we are not eliminating PE.

BOYD: I was going to say, if I could just interject? To simplify it, every petitioner who submits their petition identifies the parameters of their program. What Dr. Bean is referring to is, in the original petition, it designated, let's just say 100 minutes of PE. Now they are bound to deliver 100 minutes of PE, along with the physical education program that they are doing. So when we are working with them and we are auditing, are they fulfilling what their charter petition says? Then we are making sure they are doing PE and those 100 minutes. He is asking for flexibility now. The 100 minutes he wishes had never been in there.

BEAN: Yeah.

BOYD: Because they are already offering PE. This way, they will be able to flex along with other programs that they are doing in the core curriculum areas. This is really to ensure that they don't get an exception when we are doing oversight and accountability, and coming to the Board and saying they are not meeting the goals and objectives that they identified in their original petition. If the Board grants their approval, which it is up to the Board in March. But it would really just give them flexibility in scheduling, as well as ensuring that our oversight team will not ding them for not meeting that goal.

BEAN: Thank you, Nina. I didn't want to say that. I let her say that. I didn't want to say anything.

VALDES: All right, Dr. Bean. I think I'm okay with that.

BEAN: Okay.

VALDES: I think you understand where I'm at as far as what the parents want. It is what they want.

BEAN: Of course.

VALDES: Not what I want. I just want to make sure that no one is figuring it out, that there is a negative impact on their son or daughter.

BEAN: Can I give you an example of that? When I came on board, I said, why do we have a half day kindergarten? We should have a full day of kindergarten. When I talked to the charter division and we worked together on, well, let's make sure, to your point, that parents want that. So we made sure to talk to every single kindergarten parent. We had a few that didn't want full day, so we sat with them for several meetings. We came up with a compromise. Everybody is happy and we are a full day program. So, to your point, we absolutely include the voices of parents.

VALDES: Okay. Last question, Dr. Bean. Anytime I'm going to approve a business expansion, I would like to know where you are financially now. Maybe Aracely can speak to this, but where are your financials now as you ask us to expand your charter?

BEAN: Yeah, so in transparency, because our enrollment was less and our ADA was less than what we had planned because of the challenges last year, we need to raise local funding to offset that. Our goal is to raise about \$250,000 in local funding. We have already gotten about \$145,000 of that to make it through this year. From years here on out, as our enrollment increases and as we are allowed to expand to seventh and eighth grade, our finances are perfectly fine as you will see in the material revision packet.

VALDES: Have we received that?

BEAN: Yeah, it is a part of the financial section in the packet.

BOYD: You will also have that in the Staff Report next month. All that will be comprehensive.

VALDES: Okay. Thank you.

SPARKS: I will just finish up. Dr. Bean, phenomenal, phenomenal, phenomenal work you have done. You have turned this place around.

BEAN: We have done.

SPARKS: Well, I know, but with your leadership.

BEAN: Yeah.

SPARKS: It does take a village and I appreciate Mr. Delgado. I know Mr. Delgado

BEAN: It is all Mr. Delgado.

SPARKS: But we have all been in this boat together, rowing in the same direction.

BEAN: Yeah.

SPARKS: And not ever giving up. You were able to kind of swoop in and really with the help of Mr. Delgado and the parents who also continue to believe in the success of the school. The test scores are just over the top.

BEAN: Yeah.

SPARKS: It just shows when you put the right people in the right places, we can make things happen for our community. I'm just so proud of you guys. I almost want to shed a tear. I'm so proud.

BEAN: Yeah. Thank you.

SPARKS: Thank you for your hard work and we look forward to seeing you in March.

BEAN: All right, thank you, Board. Thank you.

SPARKS: Okay. Very excited.

BOYD: Madam President, could we take a brief break so that they can reset mics?

SPARKS: Of course, so let's take a five-minute break.

BOYD: Yeah.

SPARKS: All right, see you in five minutes.

[The Orange County Board of Education utilizes a break and resumes open session.]

SPARKS: We are calling the meeting back to order. If you would like to take a seat or leave, your choice? We moved a few items around, so now we are moving on to what is now item 11, the proposed board policy regarding parental rights. Trustee Valdes? We have, I think, one public comment that we would do before or after?

VALDES: I think we should do that before.

SPARKS: Yeah.

SHAW: Great. Our one public comment on this item is from Lynne.

BOYD: Three minutes.

SPARKS: No, you guys, you are on number 12.

SHAW: We moved some items around. What we are going to do here is the proposed board policy regarding parental rights. I believe there is only one speaker to that and that is Lynne.

LYNNE: Excuse me. Before we begin. I was assuming it was going to be after number 11, so I wasn't quite prepared to jump up. I'm Lynn Riddle. I question Trustee Valdes's proposed Parent's Bill of Rights policy. First, I have to ask, why is this proposal under any consideration? What is it directed to achieve? Note, the first line under Parent's Bill of Rights states, "only that parents should have" and then gives a list of rights.

Is this nothing more than the Board's wish list? One that simply refuses to accept the fact, in fact repudiates binding statutory and federal court authority. Worse, won't this policy lead the people in our county to repudiate even rebel against their local school boards by insisting that they are being politically prevented from exercising some fictional OCBE created rights? Rights are laws and our courts expressly limit when parents choose to send their children to public schools.

As the Ninth Circuit so clearly affirmed in *Fields v. Palmdale Schools*, where the issue was the lawfulness of the school district's administration to seven to 10-year-olds of a survey containing a few sexual-thought content inquiries. No supreme court opinions have ever, and I quote, "afforded parents a right to compel public schools to follow the parents own idiosyncratic views as to what information the schools may disperse." Parents have a right, said the court, to inform their children when and as they wish on the subject of sex. But the court continued, "They have no constitutional right to prevent the public school from providing its students with whatever information it wishes to provide, sexual or otherwise, when and as the school determines that it is appropriate to do so." End of quote.

Second, who gave this board any authority to create such suggested contrary rights? The policy doesn't state any source on that question. The policy's preamble notes 20 U.S.C. § 6318 and Education Code section 51101. Those federal and state provisions merely direct the creation of a parental participation policy. Neither authorizes parents to, for example, opt their children out of classroom assignments, core curriculum or any material a parent thinks inappropriate, quote unquote, or to cancel their children's own rights to confidentiality when they seek the care, comfort, and guidance from trusted school psychologists. That is absurd. It is monstrous and it is contrary to law.

Is that three minutes or two?

SPARKS: Thank you.

BOYD: Three.

LYNNE: Thank you.

SPARKS: Thank you for your time. Okay. Trustee Valdes?

LYNNE: I'm sorry. I just have one more thing to remind you, that the Department of Education already has a conforming policy—

SPARKS: Thank you for your time.

LYNNE: —for the very thing that you cited. Thank you.

SPARKS: Thank you for your time.

LYNNE: Thank you.

SPARKS: Trustee Valdes.

VALDES: Thank you, Trustee Sparks. With respect to the policy that I am proposing, I think it is directed to probably less than one tenth of 1% of the teachers in Orange County. I want to make clear that this is something that I have thought very deeply about since I was appointed. I have been accumulating quite a bit of information, which I'm going to list at least some of that here tonight. I recently appeared at a Teacher's Night of the Year with some other board trustees. I can tell you that the dedication of the teachers that I saw was just simply exceptional. I don't want anything that I'm doing here to be interpreted as an assault on teachers. It is most certainly not. Nonetheless, it is very clear to me that there is a small fraction, again, much less than 1% of teachers in Orange County, who I believe are going well beyond their bounds as teachers, well beyond what they should be teaching in the classrooms. I will just give some examples.

Recently, a teacher from the San Juan Hills High School made a national news story. Her name was Flint. That is what she asked to be called by. She had an alternative library. She flaunted it on social media. The alternative library had very questionable materials, at least questionable to me. She was very clear that she was trying to hide that library from parents in her social media posts. In Tustin, recently, we had an eighth grade teacher who teaches world history, who assigned a non-curricular extra credit project on writing about revolts, recommending that a BLM revolt was one to emulate. Also, in the Tustin School Board, school board members who are, in my view, stonewalling parents who have requested legitimate pieces of information. We have a school board member who also told a parent at a public meeting that if they did not like the way the school board was being run, they should move.

Recently, at the Oxford Preparatory Academy, which were some presentations that we had here, I believe I saw evidence of a teacher who was deliberately trying to hide a third-party contract from parents. I believe that email was very clear that she was trying to hide the intent of that contract from parents. I believe that also at the Oxford Preparatory Academy, there was some posters that were posted in a classroom. I found them to be relatively objectionable. We found out later that the administration was not even aware of those posters. We had parents appearing here at these board meetings who felt completely and totally disregarded by that school. And to be clear, that school did redirect itself. They did, in my view, did the appropriate mea culpas, but only when presented with the possibility of not getting their expanded charter. I have seen evidence from constituents of condoms being posted on walls. We have crisis intervention posters at the Santa Ana School District leading students to companies called Trevor Project and Trevor Space. Again, I feel that parents are substantially disregarded there.

Recently, there was a Register article that we saw on December 29. I'm going to quote the article in particular where the person who wrote it wrote, "The whole parent's rights movement, which as far as I can tell, seeks to put parental opinions and desires ahead of expert advice, seems to

have a better than average foothold in Orange County.” My response to that is this, I don't believe that a parents' rights policy seeks to put parental opinions ahead of experts, but I would like to be on the same footing. Okay. I think that over the last few years, we have seen a lot of evidence where experts originally told us that masks were important to not spread COVID-19. That proved to be incorrect. I felt that there was some legitimate dissent to those mandates that was squashed in social media, even by Harvard epidemiologists.

We had experts telling us to close down the schools. We now have evidence to see that that was a mistake. In that process, we lost decades of school gains in that one year. I believe the Parents' Rights policy I'm proposing is supported by an excess of 70% of Orange County. I believe that anyone who opposes is greatly and totally in the minority. I believe it is necessary by the evidence. I think all of you, as my colleagues know, I'm not swayed by emotions. I look for evidence. The evidence that I see decides my policymaking decisions. I believe the evidence is there. It is supported. I believe this policy is necessary. Thank you.

SPARKS: Thank you. I think you meant to say epidemiologists, right?

VALDES: I did.

SHAW: It is a mouth full.

VALDES: Epidemiologists, right.

SPARKS: Epidemiologist, yes. Okay. Do we have any additional comments to the Parent Rights policy? I will start with my left. Trustee Barke?

BARKE: I don't have any. Thank you.

SPARKS: Trustee Williams?

WILLIAMS: When don't I have an opinion, right?

SPARKS: Right. I know.

WILLIAMS: I wholeheartedly support and agree. I'm very much a parallel to the thinking and the mindset behind this. Again, for people who may not understand, this is board policy for those ACCESS schools that we have oversight and duty to follow. The LCAP gives us and empowers the Board to make these types of policies. Other than a few minor corrections that Trustee Valdes and I have talked before, this is important for our parents. Whether or not another school district adopts this, that is up to them. This is all about local control of education and that is what I think this advances.

SPARKS: Okay. Thank you. Trustee Shaw?

SHAW: Are you trying to say something?

SPARKS: Oh, were you going to say something?

VALDES: Trustee Williams pointed out to me in a conversation that Section 1.12345, it should say “Orange County superintendent, not local school district superintendent” so that is a correction. And it should say, “and the Orange County Board of Education,” not local Board of Education. Those are some minor corrections. Thank you, Trustee Williams.

SHAW: Thank you. I appreciate—Dr. Williams largely clarified what I wanted to get across. Maybe I could ask Mr. Rolan or Trustee Valdes to kind of put into plain English out there, what does this policy do exactly? What is the legal implications of adopting this and what does it do exactly? Ken is saying things like LCAP and stuff, and I don't know that everyone is going to understand that.

ROLEN: Board policies are exclusively how we govern ourselves, the rules by which we conduct business at board meetings and how we do business in the community. Resolutions are statements, mission statements, statements of support. A board policy simply tells us what we think and tells the public where we stand on a particular issue.

SHAW: Okay.

WILLIAMS: It may need to be an administrative policy also to actually implement this? Is that what you are suggesting?

ROLEN: On previous occasions, we have offered an administrative regulation to execute on the board policy that would inform staff on how to execute our policies.

WILLIAMS: Thank you.

SPARKS: Well, I will just make an additional comment that emerged out of your comments, Trustee Valdes. And that is that parents need to understand what is going on in the classroom. Parents and teachers need to learn to work together in lifting up and educating our children in the core subjects, and that is the end of the story. It is pretty simple. So I appreciate you, the effort that you put into this document. That is all I have to say for now. All right. So what is next?

WILLIAMS: So, Jorge, you are going to bring this back next month as an actual action item?

VALDES: With those minor corrections, I'm going to bring this back as an action item for a vote by the Board.

SPARKS: Okay. So tonight was just purposes of discussion? Okay.

VALDES: Really, I don't mind throwing the policy out there for discussion and public comment. I wanted to hear the public comments tonight. I wanted to see if any of the trustees had an idea of something that I should include. I'm not trying to avoid any of that. I think that is good from a policymaking perspective to have all views heard. That is why I didn't put it on here simply for a vote. I wanted to hear what everyone had to say. We don't get an opportunity to talk, as everyone

on the dais knows. It is only here, or basically, nowhere else, so I just wanted to hear what everyone had to say.

BOYD: Madam President, one of the speakers had 11 and 12 on their speaker card.

SPARKS: Oh, okay.

BOYD: They have said that they would like to—it is with regards to this item, that is Brenda Lebsack.

SPARKS: Oh, okay.

BOYD: She is one of the ones that spoke earlier that is in that cluster.

SHAW: Okay.

SPARKS: Okay. Sure. I am fine with it.

SHAW: I was going to mention this. Our typical policy has been if you have already spoken at our meeting, we won't. But we will give you one minute. How is that?

BRENDA: He told me (inaudible).

SHAW: No. It is okay. We will give you a minute.

BRENDA: Oh, a minute.

SHAW: Yeah.

BRENDA: Okay. Actually, I agree with Judge Riddle on this because I think parents need to know the rights that have been removed from them. They need to be known very explicitly. What she said was true. Parents don't have very many rights. They need to know that, for the sake of equity they say, they need to be told that the school personnel and mental health workers can change their child's gender identity on CALPADS system without their consent or knowledge. They don't know that. They need to know that the California Teachers Union passed a policy saying kids can have access to puberty blockers and hormone therapy without parent consent or knowledge. They need to know AB 1184 says kids can bill their parents' insurance for medical gender services without their consent.

They need to know that the school library journal, which is esteemed resource for school librarians, has recommended books to our kindergartners that gender can change like the weather for infinite pronouns and infinite genders. They need to know this. Okay.

SPARKS: Thank you.

SHAW: Thank you, Brenda.

SPARKS: Okay, that brings us to now item, I believe number 12, the board action on contract for Equity in OC Health Implementation grant agreement that Trustee Williams will be talking about. But we have first several cards.

SHAW: We do have several cards on this one as well.

SPARKS: Okay.

SHAW: As I had mentioned, normally if you have already spoken at our meeting, we wouldn't allow that. But we are going to have two speakers who spoke previously, so you will also be given a minute here. Frank, followed by Taxpayer. Frank? Frankie? Oh, all right, so one minute for you.

FRANK: I was going to finish my speech, but I travel around all of California and speak on this exact topic. I speak to hundreds of board members and I want to tell you this, we didn't fight for this. I didn't fight to be put on a pedestal and be poked at like I'm some animal in a zoo. My community fought to be accepted and loved by our society. A lot of the problems that my community face would be solved if all you did was invested millions of dollars in teaching kids just to be nice. It doesn't matter if a kid wants to wear a dress and he is a boy. It doesn't matter if a girl has her hair whacked out and looks weird. All you need to know is just be nice. That is what our society needs and you have the power to do that.

Do not approve this grant. It does none of that. It hurts my community. It makes me look like a joke. Please help the LGBTQ. Do not hinder us with this grant. It does nothing. Thank you.

SHAW: Okay.

SPARKS: Thank you.

SHAW: And Madam Taxpayer, you will get a minute too.

TAXPAYER: My tax money goes toward this grant, and this grant should not be approved at all. I'm shocked that we have a grant that gives access to our children in the name of equity and wellness. If my kid is at school and they get a broken arm, who do they call? They call the parents. They say, you need to come get your kid. I think they broke their arm. Can you take them to the doctor? I don't call them back and say, hey, you know, I'm busy. Can you take them to get their x-ray done, and get the cast done, and let me know how it goes? That is not the way medical operations work in this country.

I don't call the school and say, hey, my kids having a bad day. Can you get him psychologically evaluated because I'm busy and I don't really care about my kid? That is not going to happen. We work really hard for our money and our tax dollars. We have medical care for our kids. There is many, many ways to solve equity and disparities in healthcare in this county and we have the resources for it. This grant should not go forward.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: Darou, if we could—? Judge?

LYNNE: Yes. Excuse me, but I would like to ask. Other speakers who had already had three minutes have been given an extra minute. I was unable to—

SPARKS: No. They only had two minutes and we are giving them one extra minute.

LYNNE: Thank you. Then I stand corrected.

SHAW: Okay. Darou, if you could reset it to three minutes? I believe these speakers we hadn't heard from. We will go first to Walter, followed by Lorrie. I will give you three minutes.

WALTER: Thank you for having me, Trustees. The notion of sphere sovereignty was first formulated at the turn of the 20th century by Dutch Prime Minister Abraham Kuyper. Kuyper's theory of sphere sovereignty was primarily directed against the danger of the state as a great monster grabbing power and influence wherever it could. Kuyper saw such leviathan, which would take away all freedom from the individual as the great danger of his time. I think it is the great danger of our time.

Sphere sovereignty is a concept that each sphere of life has its own distinct responsibilities and authority, or competence, and stands equal to the other spheres of life. Local control and parental rights are foundational to the success of K-12 education. Constitutionally, the federal government has no role in education, period; let alone offering programs that are inconsistent with the purpose of K-12 education, which is to teach critical thinking skills, inculcate knowledge and facts, develop character, and produce self-governing citizens.

Typically when the federal government involves itself in education, it is for some ideological purpose having nothing to do with the basic mission of K-12 education and it always comes with strings attached. This is money that never should have gone through the federal government in the first place, which could be better and more efficiently directed at the local or county level. With respect to the Equity in OC Initiative, on the website FAQ, the question is asked, how will this equity work address structural racism in Orange County? The response is that structural racism is one of the root causes of inequality in Orange County and beyond. One of the main values of the Equity in OC Initiative is centering and being an anti-racist initiative.

What on earth does this have to do with educating children? Who has determined that Orange County is structurally racist? Has anyone defined what specifically does equity mean? My understanding of equality is that individual or group of people is given the same resources or opportunities. My understanding of equity is that of allocating resources and opportunities needed to reach an equal outcome. If that is a current working definition of equity, then it was not Martin Luther King's dream. A quality of opportunity was his dream.

In the case of EIOC, Equity in OC, the Initiative Grant, it appears to be nothing more than progressive diversity, equity and inclusion, and Critical Race Theory ideology sneaked into K-12

administration that does nothing to improve education in Orange County. It only consists of more government meddling and local affairs promoting a nebulous idea of social justice. It is a Faustian bargain at best. While it may appear to be free money for a good cause, it is the usurpation of parental control and local elected leadership by government bureaucrats under the ruse of public health. I have no idea why the OC Board of Education would wish to associate in any way with Equity in OC. Free money always comes with a cost. Thank you.

SPARKS: Thank you.

SHAW: Lorrie, followed by Patty.

LORRIE: I speak to highlight two concerns that many of us in this room and beyond have about this grant. First, we have been told that this grant which streamlines connections between schools and mental health services, specifically, Children's Hospital of Orange County will simply create WellSpaces for stressed children. Counselors will pass out coloring books and lead yoga classes. We find it difficult to accept this as the primary goal of the CDC grant of over half a million dollars. Consider that AB 1184 has just become law. Planned Parenthood sponsored 1184. CTA created the concept of 1184 in a June 2019 policy statement advocating that students be permitted to leave campuses to receive hormones to begin the gender transitioning process.

In January 2020, CTA's Civil Rights to Education Subcommittee advocated for school-based health clinics to provide all students, particularly transgender and non-binary youth access to a broad range of services. AB 1184 mandates insurance coverage for all these sensitive services without parent knowledge or consent. This Equity in Orange County grant creates these spaces on campus with Planned Parenthood as a highly recommended private partner. Yet, we are told not to be concerned. We should not engage in the spreading of misinformation. If we have questions, just call the Orange County Department of Education.

Second, we are very concerned that the justification for this grant is that systemic racism denies access to healthcare in Orange County. We do not for one moment question the need to improve access to healthcare. However, we challenge this assumption and the use of Critical Race Theory as the framework for public policy. I challenge the use of utopian yardstick to measure race relations in 21st century America. The price of true equity is totalitarianism. That is a price I am unwilling to pay. I urge that the OCDE not move forward with this grant and for schools to question the use of WellSpaces as an escape from academic instruction, which allows students to become independent adults. Thank you.

SPARKS: Thank you.

SHAW: Patty will be followed by Richard.

PATTY: Hello. My name is Patricia Cabal and I'm here as a tiá. I'm going to ask some questions. Sorry, I get nervous. What legal authority does the superintendent have to enter this grant? Is it true that it bypasses the elected officials? Are you aware that it violates Federal Law and Administrative Procedures Act? What legal authority does this have to stop it? Why does this action grant put Dr. Clayton Chau in charge of the organization, doing the grant or any other

organization giving students private information to third parties, knowing that you cannot do that without a written signature from parents? In this grant, why does it not raise the alarm on the board?

How does the superintendent or he thinks he has the authority to supersede the Administrative Procedure Act or the elected body? Administrative Procedures Act, all grants by unelected bodies must go through the elected governing body. If not, it is violation of this act. The superintendent does not have the legal authority to make the decision on his own without the Board's vote. Giving out minors, students private information to unelected entities without the parents' written signature is a violation of FERPA. The superintendent and his actions on this grant need to be investigated and a lawsuit brought forth by this board. He is violating the Administrative Procedures Act.

No outside entity, or health department, or others have the legal right to supersede the elected Orange County Board of Education. Board, I'm very confused. On your agenda, it says that the timeline started on November 1, so has this been passed or is it still up to being passed? Because it is very confusing. When I looked at the different agendas, I could not find it on any of them. I went just as far as back as June of the previous year. I'm very concerned with this, establish a wellness based student advisory council. What is that?

Is that going to create the same, I'm sorry, the same **** show that it did when the redistricting started? Then all of the work of the parents coming over here and you guys doing all of the work. Then it all went out the door because here came in some committee that nobody knew about. Is that what it is going to create, where someone else is going to come in here and tell all of you how to do your job even though they are not an elected official? You guys were voted by the parents, the people of this county.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: And last but not least, Richard.

RICHARD: Hello, Board. It is a pleasure. I don't know if you guys can hear me. I appreciate the time and thank you for allowing me the time to speak. Good evening, my name is Richard. I'm here to say that Critical Race Theory is a Trojan horse. It is not about uplifting people of color. It is about creating hate and glorifying violence. Is there some truth in it, of course? Deception is not possible without partial truths. Critical Race Theory says that there are privileged oppressors and marginalized oppressed. Historically, this is true. But a broad brush brushes these groups just like the Nazis did.

The Nazis instigated hate against all Jews by saying that they were the ones responsible for Jesus's mistreatment and crucifixion. In the same way, CRT says all whites of America are responsible for black slavery, which happened 200 years ago. It also says, anyone who does not believe in expansive fluid genders and sexualities is a racist, regardless of the skin color. With that mindset, even Martin Luther King Jr. would have been considered a racist since he was a

Christian minister who believed in biblical principles. Maybe that is why the Ethnic Studies Model Curriculum did not include him in the list of important historical figures.

In fact, the curriculum demeans Martin Luther King Jr. by calling him passive and docile. CRT is not about justice. It is about power. The black and brown colors were added to the pride flag because they are teaching kids that skin color is the same as interchangeable, fluctuating genders and sexualities. They are teaching kids to become political zealots in order to fight for their sexual and gender identities and to use violence if necessary. These teachings crumble the moral foundation of our society. Instead of in God we trust, it will be in feelings we trust. The new definition of freedom and liberty will be no right or wrong, which will lead to chaos and self-justified crime.

Board and OCDE staff, I pray that God gives you the wisdom on how to stop this teaching from coming into our K-12 schools. Thank you very much.

SPARKS: Thank you. Okay. Thank you. Trustee Williams, you are up.

WILLIAMS: Yeah. President Sparks, I would like to make the motion to bring action item number 12 for discussion at this time. There will be greater clarification. Because of the complex nature of this issue, I would request unanimous consent that a video that I created to help set some baseline be shown. I have asked our good superintendent to have this queued up if we could play this at this time. But I will need a second first.

SHAW: I don't have any more cards. Now, again, if you spoke previously, we will give you one minute. Okay. How about that?

JENNA: I can talk fast. So I went down the rabbit hole—

BOYD: Wait. Before you start, if you would state your name for the record?

JENNA: Sure. Thank you, Jenna for freedom.

BOYD: Thank you.

JENNA: Okay. So I went down the little rabbit hole to figure out how this all went down. I know the Orange County Board of Supervisors got about \$500 million at the beginning of the whole Covid fund, but everything had to say Covid, Covid, Covid or they had to give the money back. Then what happened was Dr. Clayton Chau decided to make it called health, health. Then they said, oh, we want to control the schools, but we have no way because you guys were being diligent, protecting what the parents wanted.

So then Clayton came up with another great idea. He would go ahead and take some of that money, call it Health Covid Protection, and throw equity in there too. Then go to United nonprofit and get the nonprofit to give you guys the grant under the auspiciousness that you would follow all these little rules and you would give a hold harmless agreement to them. Meaning that none of these parents would have any idea that had agree to everything.

No different than how we don't use emergency cards anymore or permission slips. If you sign your kid up in September, parents, I hope you are watching. In September, when you sign up and you fill out your emergency card, just know you are giving your kid to the wolves. I need you guys to fight. I need you to fight and not let this happen.

SHAW: Thank you.

JENNA: Thank you.

VALDES: Trustee Sparks, could I be given an opportunity to make a comment at point?

WILLIAMS: It has to be seconded or we can't go any further.

VALDES: Oh.

SHAW: I will second Dr. Williams motion. I think you made a motion to—

SPARKS: Discuss.

SHAW: Discuss and play a video.

WILLIAMS: Right.

SPARKS: Do you want to play the video first?

WILLIAMS: Yeah. If I can play the video, then have discussion after that.

SHAW: Sure.

BOYD: Her name was Jennifer.

[Video is played on the screens.]

VIDEO VOICE 1: I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident, that all men are created equal. That my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character. I have a dream to today.

VIDEO VOICE 2: Traditionally, the primary purpose of education is to teach our children to think critically and inculcate facts and knowledge. Education of our children is based upon local control of education. Local control always supports the rights of parents to direct the upbringing of children. In 1947, in Mendez v. Westminster, the contemporary understanding of educational equality began here in Orange County. But in the decades since the civil rights era and the Mendez landmark case, education in the United States has been transformed, where local control is usurped by the federal government influence. Parental rights are ignored and the primary purpose of education has been distorted with a resulting mission drift.

In this video, Dr. Ken Williams, member of the Orange County Board of Education presents a CDC grant that advances the role of federal government, public-private partnerships, and international entities in local education.

VIDEO VOICE OF WILLIAMS: Hi, this is Dr. Ken Williams. I want to show you this video about what has happened since Mendez v. Westminster and the Brown v. Board of Education. A lot has happened and a lot has changed. The civil rights era certainly began the effort to reform education and make it better. But let's see what is happening today. So why the division and controversy with this federal grant? The grant is called Social Determinants of Health Implementation, granted by the Orange County Public Health Department, also called Equity in OC.

The primary purpose of education has changed in the last several decades since the civil rights era. Not too many years ago, it was about teaching critical skills and inculcating facts and knowledge. Those basic days are a long distance past. Fundamentally, a serious problem can occur and it is called mission drift. Mission drift occurs when our primary purpose is diluted and changed and becomes the implementation of different priorities. In this instance, Washington, D.C., priorities. And just what are those priorities? It is the usurption by federal government and priorities and grants. Do federal grants bypass local control of governance by unelected bureaucrats? Does the CDC, school-based health clinics become a priority to Orange County? The short answer is yes to all these questions. Again, what is the primary purpose of education here in Orange County? What can go wrong? Teaching is and should always be a priority of facts and knowledge and not politics or indoctrination of political ideologies.

Historically, for the past decade, the plan to integrate education, public health, and school health sectors is really nothing new. It dates back several years. The California State Board of Education years ago adopted the CDC model for the Whole Child Framework, integrating education with public health, social determinants of health. In the 2022 document, the California Department of Education once again supports its decision for California public schools to further the whole child approach originally conceived and adopted by the CDC.

Now, the federal priorities, the COVID-19 pandemic have called for greater alignment of these priorities that include integration and collaboration between education leaders, bureaucrats, hospitals, and public health sectors to impact education and our students at a local level. Therefore, no longer does local control of education exist when we have federal priorities. Without a single vote by locally elected leaders, public health and education going forward will impact our students with changes that parents, many teachers, and our constituents do not want.

The CDC refers to their plan as a Whole School, Whole Community, also called WSCC, W-S-C-C and I will pronounce it WSCC model throughout this presentation. This is the same model that the California Board of Education adopted. A coincidence? Again, the California Whole Child Education Plan implements the CDC federal model called WSCC. WSCC advances aligning certain controversial federal goals to be put into action without a proven approach to education. Naturally, this causes significant mission drift because it is the federal vision of the local model school reform that the federal CDC funds in this grant are advancing. While this presentation is

limited to the grant at hand and other negative local impacting goals, if you are interested in learning more about the WSCC model, you can go to the WSCC website.

The Centers for Disease Control and Prevention, Division of Adolescent and School Health is called DASH and it was created in 1988. DASH plays a key role in working with state and local education agencies on the governance position and principles on teen sexuality. In the subsequent grant reviewed in this video, the CDC through its division of Adolescent and School Health, again, also called DASH, promotes the very similar principles as a guidepost for local efforts to implement school-based medical health clinics or WellSpaces that will be described later.

My primary concern with this grant is the concerted effort by local, state, and federal government entities to disrupt and change local control of education, or to dismiss the role of parents and parental rights to direct the upbringing of their children. By the way, many U.S. schools already have healthcare and mental health services infrastructure in place. It doesn't take a rocket engineer to figure out that this is ongoing throughout our nation. The problem I see with federal grounds is that it eventually transforms governance policies, such as the Orange County Equity Initiative that came from Washington, D.C., and from there to the Orange County Healthcare Agency. These grants transform the role of governance of locally elected officials and bypass the process of democratically controlled governance decisions.

I believe they are a ruse and through public and private entities, the CDC and these public-private partnerships, public health departments and local and county schools are implementing policies by bypassing dutifully elected government officials. In particular, the Equity in Orange County Initiative and the federal funds were originally for the COVID-19 pandemic. But with COVID-19, really an endemic viral pathogen, an epidemic does not exist. The vaccines never produced and protected our population as Dr. Fauci promised.

What other impact can these federal government funds have on our community? Well, let's read the words of the plan itself. The Equity in OC Initiative, or plan, defines it as an evolving document and supports community members with a common language and shared understanding of health equity. So how do community members with a common and equitable language respond to an evolving document? How can a document and values evolve and change if we are so divided already as a nation and community? And by implementing these federal funds, divisive models like Critical Race Theory are introduced into the common day affairs of our citizens. This is a word cloud from the source document Equity in Orange County. The shared language that we see here is not shared by everybody here in Orange County. In and of itself is contentious at its roots. It is very troublesome. It is based on Critical Race Theory, so it looks like we are doing one thing and implementing COVID-19 relief funding.

In the Equity in OC website, under frequently asked questions, we begin to see some of the problems of this program from its very inception. Under general questions, it asks, how can we address institutionalized and systemic racism to achieve better health equity? Here is their response. "The first step is to gather and then collaborate. The Equity in OC Taskforce is a space where many different community members and organizations can gather, review and analyze

data, learn, and share stories of resilience. Our hope is to collectively take action against systemic health inequities in Orange County.

The recent poll by John Nelson and Associates showed that 65% of our constituents oppose Critical Race Theory being taught in schools, while only 27% supported it. That is a 2:1 ratio opposing Critical Race Theory. So let's look at some of the details of the Equity in Orange County Initiative. Now, within the grant itself, the first goal objective is to design, implement opportunities for collaborations, focus on improving equitable access to mental health. It is a good idea that we increase mental health access, but let's do it appropriately with parental consent. I like that concept.

The second grant objective is to collaborate with school administrators to establish infrastructure and process for integrating community-based WellSpaces into schools. But what are WellSpaces? What is the purpose of establishing infrastructure and integrating community services into WellSpaces? Children's Hospital of Orange County has been a community spearhead advancing WellSpaces or medical mental health clinics in Orange County. Within an EdSource article, we see the strategic long-term goal of schools in Orange County joining with Children's Hospital of Orange County to address student mental healthcare needs. Nothing wrong with that. But what happens with this partnership between Children's Hospital and the Orange County Department of Education is a streamlined connection between the schools and the hospital system.

These WellSpaces will be on every campus where students can visit counselors and in their words, do yoga and meditate, and generally relax. Who wouldn't be for relaxing and practicing yoga? But really, do we believe that is the goal? I believe the ultimate goal by unelected individuals controlling this grant is to create a streamlined connection between public school-based wellness medical clinics and organized medical entities in Orange County. Naturally, with parental consent, we want to increase student access to mental health services. But the stated intent of a streamlined connection by school-based clinics providing general health services is not a really good idea.

In further reading the EdSource article, we observe these WellSpaces or general medical health clinics will be staffed by school counselors, psychologists, or social workers who will be available for appointments or regular meetings and drop-in visits. Eventually, these medical spaces or WellSpaces will include technology to offer virtual health checkups and counseling sessions with doctors and nurses at Children's Hospital. Again, there is certainly nothing wrong with mental health screening to help save the life of a depressed student, or perhaps a suicidal student. But these WellSpaces potentially go beyond mental health screening and the primary purpose of education causing mission drift. There has been no public document relating the type of health related services that will be offered.

What does it mean by a streamlined connection between schools and a hospital system, as cited by the EdSource article? Should we have even health clinics on school campuses that provide doctors and nurses? How do parents feel about all these concepts? And oh, did I tell you that these ideas are being implemented without one elected representative from the public or constituents voting in favor of these concepts? Many parents will ask, why are schools getting

involved in providing healthcare to their children? They will ask their child to be offered healthcare without their consent. Will their child be given permission for their child to access these healthcare clinics?

Many parents and community members are concerned that these health clinics will offer other controversial services, such as hormone or puberty blocking medications for students who are struggling with their gender identity. Or, perhaps in a few cases, will offer permanent mutilating gender-related surgery on students without parental permission, consent, or knowledge. Does this actually happen in other communities and in our nation? Yes, it does, and children do not need parental consent for medical services, per AB 1184.

Additionally, these WellSpaces advance mission drift of public schools, and also potentially dilute parental rights to direct the upbringing of their children, and they change many aspects to our public school's primary purpose. Again, the primary purpose of education is diluted, and this is certainly mission drift for educators. And it is certainly a complete revolutionary change in the relationship of students to their schools, their parents, and these teachers. So let's walk these funds back to their origin.

As I mentioned earlier, the CDC refers to this national plan, and approach, and model as the Whole School, Whole Community or Whole Child. Often, the acronym WSCC is used. This is really what is being implemented here in Orange County by Washington, D.C., politicians. The \$2.25 billion grant originated from the Center for Disease Control. Yes, there is a lot of public and government entities, as well as private entities involved in this plan.

So let's follow the money of how these federal funds are passed to the OCDE in Orange County. The money originally comes from the U.S. Congress that appropriated these funds to the CDC, which eventually reaches the Orange County Healthcare Agency here in Orange County, which then it funnels the fund to another group within the Healthcare Agency called the Office of Population Health and Equity. So these funds eventually go from the Office of Population Health Equity in the Orange County Healthcare Agency to the United Way, which then gives the funds to other public and private entities in Orange County. The grant is over \$507,000 for Orange County Department of Education. The actual grant is called the Social Determinants of Health Implementation. So let's look at the source documents in this Equity in Orange County initiative. As we observe the language, it really doesn't sound like they are establishing medical health or mental health clinics by themselves. The source documents in the Equity in Orange County plan state that addressing health and inequities requires systemic change through collective action. So this grant tackles an inactive Covid crisis and health inequities, but appears that they want systemic changes in collective actions. Again, we all go back to the CDC WSCC plans as originally described. So why systemic change? Why medical health services from a local children's hospital that provides many, many services, being planned here in Orange County? We already have many local mental healthcare grants and efforts already being done.

But really when you look at this, this is nothing but a ruse. It is a ruse for the implementation of changes in communities by bypassing elected forms of local government. In essence, this grant has nothing to do with COVID-19. I feel it has a different purpose aligned with the goals of the WSCC plan. In the documents, we find other partners in this OC initiative that establishes

common language, collective efforts, and alignment of activities and resources, and evolves around the CDC WSCC model. And we know that most bad government has grown out of too much government.

So what's involved in this document? Let's explore a little bit more. Number one, again, in the source document is to adopt and adhere to the Equity in OC initiative Charter. Expectation number two is build community power, design and delivery of WellSpaces or these medical mental health services. Expectation number three is to build, leverage or expand the infrastructure and data systems and identify and implement cross-partner infrastructure and data systems improvements. The fourth expectation is to cultivate and strengthen collaborations that improve health equity and equitable access to mental health and wellness services for students. The fifth expectation is to impact policy and systems, establish infrastructure and the process of integrating community-based services into these WellSpaces, even as an alternative to discipline. Expectation number six is to design and implement a comprehensive system change that impacts primarily the social determinants of health. From the health and human services, from the Office of Disease Prevention and Health Promotion, they describe social determinants of health.

Under the Equity in OC, everybody who is in this grant will be responsible for examining their own power and privilege, and capabilities, supporting the vision of the collective action, inspiring cooperation, and using modified consensus. That is a problem. It undermines government and decisions by locally elected individuals. So how do we react to this county plan, this grant that is before us, that is obviously overreaching and bypasses locally elected representative government? Do we want to assist our students with mental health related issues? Of course, we have done that in the past here at this board. But when you look at it, do parents really want to have their rights as parents to direct the upbringing of their children bypassed by unelected government officials by a federal plan? I believe the answer is simply no.

I believe these funds are really a ruse for a systemic change. And in the end, it falls far short of assisting Orange County students, and it is significantly causes mission drift for educators creating medical clinics on schools. But to avoid mission drift, we must be aware it is a ruse because health clinics are re-designated, disguised, and concealed as these WellSpaces on school campuses. Again, these WellSpaces are really healthcare clinics and not a casual classroom where kids can relax and practice yoga. And who knows what will happen if parents are bypassed and students get access to these health services without their granting privilege or authorization.

If documentation demonstrates the harmful effects and reactions to the Covid crisis by state and local government officials, public health department, local education bureaucrats, and teacher union leaders, can we really trust the same unelected and elected individuals and entities to make governance decisions that are good for our children's future? The mission of education, the primary purpose, the misdirection of governance by unelected individuals making systemic change, I don't think it is good for our country and our community. Thank you for watching this video, and I do appreciate your citizenship and involvement in our community decisions. God bless you.

VIDEO VOICE 1: I have a dream that one day this nation will rise up, live out the true meaning of its creed. To hold these truths to be self-evident, that all men are created equal. [VIDEO ENDS].

WILLIAMS: So where do we go from here? The whole purpose of the video is to set a foundation of information. Because this really started when I received information being on the medical staff at Children's Hospital about this grant. I called Dr. Mijares and he didn't know anything about it. He said he would look into it and he got me the grant the next day or so. I appreciate that. But then when you start to connect the dots, when you start looking at things and the source documents, and you begin to ask questions about what is the purpose of this. It was quite troubling. And there is a lot of parts to this that I don't understand. I still have to wait for the actual grant from the Orange County Health Department. I want to look at that.

But there is a lot of questions that were raised from this and obviously my video raises those questions too, so I'm not so sure if we are ready. Because it is a late hour, I'm willing to table this and lay it on the table for another time if we want to, especially to get the original grant that came from the CDC. I have no problems if it is the will and consensus of the Board, to table this, to study a little bit more, and to bring it up at a later board meeting. I have no problems about that.

VALDES: My comment is this. Dr. Williams, you weren't here at the last meeting. But when we were talking about the budget, I raised this issue because this alerted me and my constituents notified me that this grant was happening. I think Renee initially came up and she called up Christine. I asked Christine, what are the services that are being provided? She told me it was psychological counseling and kids are playing with sand. I haven't known Christine all that long and she is no longer an employee of the school district. But I have had no reason to disbelieve what she told me. My collaborations with her over the months that I have been sitting on the dais have always been good. She has always sounded very forthright to me and she seems like an incredibly competent person to me.

If we are not going to take money to provide psychological counseling, I'm not sure that that is a good idea. That doesn't benefit the students. I understand the concern that this is going to lead to something else. But without more evidence that that is going on, I'm sort of agnostic on this. I don't know really what to do.

SHAW: Well, I think you kind of asked the question rhetorically, Ken. What do we do now? This money has been received, and is being spent, and has been spent to some degree. Is that correct, Renee? Wasn't this received in November?

BOYD: The Department received the grant award in November. Contract is supposed to start in January 2023. I think in context, Dr. Williams' presentation is Equity OC in its entirety, not what this Department received for wellness centers. So from that standpoint, it is mixed. Depending on what it is that you are concerned about or discussing, is it Equity OC from the Board of Supervisors and the Orange County Healthcare Agency, which is a bigger grant, or is it specific to the portion that this Department received to establish five wellness centers and work with districts on those wellness centers? They are two separate issues.

I think the other thing that I would respond, and it is unfortunate Dr. Mijares had a scheduling conflict and wasn't able to be here tonight, but we recognize as has been stated before, the Board as an elected body has certain roles and responsibilities. Dr. Mijares as an elected county superintendent also has certain roles and responsibilities and the ability to act in response to those roles and responsibilities. So from that standpoint, I think the context of the discussion also in terms of where the Board might be going, I'm not sure. I saw it earlier today when we were trying to get it up and running for Dr. Williams, but there is a lot of information in there. But again, as I said, are you talking about Equity OC, Orange County, or is this board focused on the five wellness centers that funds were appropriated for us to respond to?

SPARKS: So let me get something straight. The Equity in OC for all of Orange County is the \$23 million grant funding. Correct? And then the portion that you got, that OCDE got, is the \$507,000, or whatever it is.

BOYD: Right. Exactly.

SPARKS: For these five wellness centers.

BOYD: Specific to expanding five wellness centers in districts. So this is district elected officials and boards have their own policy with regards to how they develop those wellness centers. From that standpoint, our team works to support them in terms of giving them information and helping them with the design and so forth. As Dr. Olmstead mentioned last month, in terms of trying to reassure the Board in what was happening in the wellness centers, because there is a lot of misinformation. As Dr. Williams' video pointed out, there are health clinics in some districts. Wellness centers are not health clinics. As this board and Dr. Mijares discussed on numerous occasions over the past year, the mental health issues that our students are facing as a result of coming out of the pandemic have been heightened. As a result of that, this was one creative response that was identified by educators, by students, by different partners in terms of the medical industry, not just CHOC.

This is something that is happening across the nation in terms of being responsive to what can we do to help students in the moment, and deescalate behavior, provide some supports, find out what is happening. We have a heightened number of suicides that are occurring in this county and across the nation with our young population. We are trying to be responsive.

The next item, we talked about a couple of times the fact that we had our wellness center installed at Sunburst Youth Academy. We will have a video after the discussion on this item to share with you all. And I have individuals here that can answer questions related. The Colonel from Sunburst Youth Academy is here, the Principal Dina Ismail is here, and our Assistant Superintendent Vern Burton is here with regards to that.

I'm not trying to rush you to the next item. I'm just letting you know because we are talking about wellness centers, what they are used for, how they benefit students, how they benefit staff. But again, every district in this county and their superintendents, local governing boards, are making decisions with regards to what they think is important for them. And they are all different.

BARKE: Nina, just a question. Do we know what districts are getting the five wellness centers? Has that been decided?

BOYD: That, I'm not clear. Stacy, do we know? Okay. You want to know which ones?

BARKE: Sure, sure, please. Thank you.

BOYD: Okay, Stacy.

DEEBLE-REYNOLDS: Good evening. Just to clarify—

BOYD: Stacy, for the board members, would you state who you are?

DEEBLE-REYNOLDS: Sure. My name is Stacy Deeble-Reynolds and I serve as Director of Student Achievement and Wellness here at Orange County Department of Ed. In this proposal, we said that we would work with, between three to five existing WellSpaces. So we are not creating WellSpaces with this money. We are layering services on existing WellSpaces. And while we did not identify which sites in our proposal, we did in our work look at a variety of data to identify which would be good candidates, which existing WellSpaces have already identified a variety of needs for extra services. Those sites are Buena Park Middle School, Gordon Beatty Middle School, both are in Buena Park School District, Buena Park High School, which is in Fullerton Joint Union High School District and LaQuinta High School, which is in Garden Grove Unified. They have existing WellSpaces.

The funding does not allow for furnishings. It does not allow for any kind of medical treatment that is identified as an unallowable cost, so medical clinics, unallowable costs. You can't spend the money on things like that. I just want to clarify that difference as Ms. Boyd mentioned. The difference between a medical clinic on a school campus and a WellSpace, it is what Dr. Olmstead mentioned in the last meeting. It is a space of calm. It does allow students to deescalate, regulate their emotions, et cetera. So this funding will support existing WellSpaces, with some additional services. Because quite frankly, school counselors, school-based mental health staff, they don't have the capacity to meet that high demand of students' mental health needs right now to be able to support them when they have large caseloads and a lot of needs coming out of Covid as we have all been talking about this evening.

SPARKS: What are those additional services and needs?

DEEBLE-REYNOLDS: Counseling services on campus. There are two different agencies that we propose to work with. Actually there are a lot of components that include families. So Straight Talk Counseling, they currently work with multiple schools to provide teen substance abuse and anger management groups. They provide counseling for students in need including trauma-informed and evidence-based individual and group counseling services, addressing various mental health issues, including trauma, grief, depression, anxiety, substance use. So you can imagine bringing a group together in the WellSpace with someone with a licensed clinician from Straight Talk. It is staff that a school district doesn't have enough of, enough people to provide that counseling. So we worked with two different agencies, one being Straight Talk to

provide a menu of services, essentially for that school. For that school district to make their decision, their local decision about what is needed in that district and at that school site.

The other agency is called Project Kinship. I don't think I shared and I just want to point out that Straight Talk Counseling was created by families who had children experiencing substance use issues 30 years ago, so there is a lot of family components to what they do and what we intend to do with getting student input via the Advisory Committee. Also family input in where the gaps are, what we need to do to continue to improve services at the WellSpaces, et cetera.

Back to Project Kinship, they do a lot of work with young people who have had high levels of trauma. They have encountered a lot of challenges due to incarcerations, gang involvement, substance use, so they also have a lot of mental health clinicians who know how to best support these students, support gang reduction, et cetera. Two very credible agencies with a lot of contracts in other schools and districts.

VALDES: Stacy.

SPARKS: How do you operationalize trauma-informed approaches?

DEEBLE-REYNOLDS: With Project Kinship, what we could do is provide for you, I would suggest at the next meeting, Nina I don't know if this is a possibility, I'm just going to throw it out. But we can between now and then, a description, a better description of what Project Kinship does and how they do it. Because they do a variety of things that through after school programs, on school campuses, in faith communities, they do great things with youth who are incarcerated and who are coming out of incarceration.

SPARKS: I think the concern of a lot of the constituents is the EIOC initiative is committed to putting community at the center. This is done by incorporating racial justice, social justice, and trauma-informed approaches. So I think people want to know what that means, and is how is that operationalized with this grant?

DEEBLE-REYNOLDS: Sure. So, Equity in OC, as Nina mentioned, there is the umbrella Equity in OC.

SPARKS: Yeah.

DEEBLE-REYNOLDS: They actually provided, I believe it was 15 grants that are approximately \$500,000 each. We received one. All of the other agencies are providing different services to support the community and social determinants of health. Our focus was on health and improving health conditions, mental health conditions. So for us, we want to make sure that we are serving students in communities where they might not have the ability to easily access mental health supports. Quite frankly, it is difficult as a parent when your child needs mental health supports and you don't know who to call and how to coordinate the services. When a school district or school site knows that a student needs some supports, they have to make a lot of calls and it is a lot of work.

SPARKS: Absolutely.

DEEBLE-REYNOLDS: Mom and dad are called as well. They are involved in this process, but a lot of moms and dads also struggle with trying to find a good counselor for their child or to find a crisis stabilization unit, things like that.

SPARKS: It is almost serving as a navigator, a sort of family navigator in this space. But I think the idea behind helping our youth with mental health issues is needed. We have seen it post Covid. But I think people are concerned when they read the Equity in OC language, and that this is a spinoff of that. People have a right to know what exactly is going on.

VALDES: Stacy.

DEEBLE-REYNOLDS: Yes.

VALDES: But for me, it is the medical issue. It is the counseling. The stress relief, I don't think anyone objects to that. But for me, it is the medical. You said earlier that that is specifically excluded from the grant as something— That cannot be provided. Would you share with the Board that language because that is my concern?

DEEBLE-REYNOLDS: Sure. In page five of the RFP that was produced for the Social Determinants of Health Implementation Grant, it says, allowable expenses, these are program funds to be used to by the awarded organization to conduct activities and strategies related to their project plan. See project budget and narrative, page eight, for more details. Per CDC guidelines, there are certain unallowable costs as follows. The first is medical or scientific research. The second is medical or clinical care. And then it goes on to additional bullet points, scholarships or fellowships, purchase construction or renovation of facilities, property or land, furniture, equipment or artwork, political campaigns, lobbying or propaganda, fundraising or fund matching, endowments, debt reduction or loans, and reimbursement of pre-award costs.

SPARKS: Yeah, I think the more information that the public can have, the better so that parents know what questions to ask as these services start to get rolled out. I think as people are digging and seeing that the CDC is involved in adopting certain curricula through these health grants, that is why people are a little uncomfortable with this. I think being extremely transparent is going to be very, very important.

BOYD: President Sparks.

SPARKS: Yeah.

BOYD: Our understanding is that districts who have implemented wellness centers are communicating with their parents related to that. Because as they are developing these on different campuses and so forth within their district, that communication is going out so that the parents of students, not only on the campuses where they are developed, but just the district as a whole is being provided the information. That is why I think some of the other schools that might

not have been identified initially, they are now saying, because parents are communicating with the district, why don't we have one at our school, that type of thing.

In terms of the general public, information may not be out there in the same way. But in the education community, as we communicate, we first reach out to our own, the parents of the students that we service. That is how the communication is being disseminated currently.

SPARKS: Thank you for that. The other thing I would ask is, I think people are going to want to really know line by line what those subcontracts are and who they are with. You mentioned a couple of them.

DEEBLE-REYNOLDS: That is it.

SPARKS: Okay.

DEEBLE-REYNOLDS: There is just two agencies.

SPARKS: Okay.

DEEBLE-REYNOLDS: Actually, Orange County Department of Ed was sought out by various agencies. It was sought out by various agencies to partner with them for these grants. These were two that we felt had very good reputations in the education sector and with their counseling support services for students.

SHAW: If a student were to seek counseling services at a school, are the parents automatically notified or not? Does it depend on what the local district decided to implement as far as the—?

DEEBLE-REYNOLDS: So districts have their own policies. I'm not familiar enough with the circumstances of if a child were to walk into a counselor's office and start talking to a counselor, I don't believe that any district has a student stop talking before they start to share whatever it is. But, yes, parents are typically included in the circumstances going on. I think a lot of our school districts do a really great job of communicating to parents that they are seeing some red flags that maybe the families don't even see.

SPARKS: Yeah. Like when a child falls and scrapes their knee or something, there is a little slip that goes home.

DEEBLE-REYNOLDS: Yeah.

SPARKS: And the parents are informed. So this would be a similar kind of thing within the day. They would be informed that they had stopped by the office. They were, were they, you know, given a survey to fill out or something like that. I mean, I think parents need to know exactly kind of what is going on.

DEEBLE-REYNOLDS: Each district has its own policies and there are of course state laws about information shared, so I would defer to each district's own policies about how they go

about sending home information. I imagine that it would be a phone call versus, like you said, the handing a note to the student to give to the parent in case they worry it wouldn't go back to the parent.

SPARKS: Okay. Any other comments or questions?

WILLIAMS: Yeah. What health and data are you collecting?

DEEBLE-REYNOLDS: That is a good question. We have in our WellSpaces, a check-in/check-out process where a student when they enter the space—I actually have—I brought some data on it. When they walk into a WellSpace, we have an iPad and the student, they enter the last four digits of their id. They don't put their name in the system, but they put in the last four digits of their ID. They are selecting from a handful of adjectives that describe how they are feeling. There are a variety of words there in that list that they can choose from. They range from things like afraid, annoyed, hopeful, happy, inspired, interested, they can select from a huge list of terms.

We have a few of them that are monitored terms. What this means is if a student were to walk in and click on afraid, or depressed, or hopeless, lonely or miserable, that would send an automatic email to the school staff to let them know that a child did in fact identify as one of those things. That is so that they can follow up immediately. Because if a child walks in and they are saying that they are feeling miserable, they are not telling someone. But they are doing a check-in saying I feel miserable, and then they go over and sit down in the corner. You want that to be a quick catch of the eye of the counselor to sit down with that student and check in with them and see what kinds of support they might need. Maybe bring in the family, whatever needs to happen to support that child.

Just so that you know, we do have data that shows that students checking into the WellSpace, they most often come in for the reason to sit in a calm space. That is why they want to go in there. We have had a lot of increase in students' feelings from being in that place of, I'm feeling uninspired to a lift when they exit, if that makes sense.

WILLIAMS: So these WellSpaces are going to be staffed by psychologists, social workers, and counselors?

DEEBLE-REYNOLDS: That is a good question too. Every WellSpace we have, there are so many different variables. There might be a different size. It might be an unused classroom that we furnish. We work with the school staff. It is the school district and the school site's decision on who they are going to put in that space to staff it. It is typically going to be a counselor who already works on campus, and now they are going to move that counselor into the WellSpace so that his or her office is actually in that space and they can oversee what is going on in the WellSpace. At the same time, work on their computer, meet with a student within the space, if that makes sense. But they are, yes, they are school-based mental health staff. They are a counselor or school psychologist, typically counselors.

WILLIAMS: So if a school district does not employ anyone, does this grant pay for some of the money to hire somebody?

DEEBLE-REYNOLDS: This grant does not pay for staffing to hire people. It really isn't that much money and it has to be spent in a small window. It is why we worked with two different agencies that provide the services so that a school district doesn't—they really can't hire someone for that short window.

WILLIAMS: What agencies are you working with?

DEEBLE-REYNOLDS: As I mentioned, Project Kinship.

WILLIAMS: Okay.

DEEBLE-REYNOLDS: And Straight Talk Counseling.

WILLIAMS: Okay. Those are private entities. Is that correct?

DEEBLE-REYNOLDS: No. They are non-profit agencies.

WILLIAMS: They are non-profit. Okay. So they are private, non-profit entities? They are not government run. They are private.

DEEBLE-REYNOLDS: Correct.

WILLIAMS: Okay. So these private entities you are working with, they are in existence already?

DEEBLE-REYNOLDS: Straight Talk has been in existence for over 30 years, and I think Project Kinship—I don't want to guess. I can get you the specifics, but over a decade.

WILLIAMS: We probably have been in some way or form associated with these clinics before. With all the funding that we have had, and we have been dispersing, and we certainly support the mental health of our kids.

DEEBLE-REYNOLDS: What clinics, I'm sorry?

WILLIAMS: These two entities,

DEEBLE-REYNOLDS: They are not clinics.

WILLIAMS: Well, excuse me. The entities, these nonprofit entities, we have worked with them before?

DEEBLE-REYNOLDS: Yes. Pro. I believe our ACCESS division has worked with Project Kinship. I'm seeing some head nodding from Vern, and Straight Talk Counseling has partnered with a variety of Orange County sites over the years.

BARKE: My daughter participated as a fifth grader.

WILLIAMS: Right. Okay. So these wellness clinics, you are collecting what type of data?

DEEBLE-REYNOLDS: They are not clinics. They are nonprofit agencies that provide counseling support, so they are going to be collecting basically the numbers of young people that they meet with, they are going to report out. We have to report out monthly to the Equity in OC grantor how all of the services that we proposed are going. We do have to say, yes, we are meeting with students. Yes, we are holding groups on grief therapy, for example, if we have some kids that need a grief group.

WILLIAMS: Are you holding student wellness services? Are you providing those?

DEEBLE-REYNOLDS: Everything I have mentioned are student wellness services. Do you have specifics?

WILLIAMS: Health wellness, general health wellness.

DEEBLE-REYNOLDS: Mental health, or when you say general health, do you mean, can you be more specific, general health?

WILLIAMS: General medical services.

DEEBLE-REYNOLDS: We cannot provide medical services with this funding. That is what I highlighted as outlined in the article.

WILLIAMS: But can, within these WellSpaces if the school district wants to, can they provide that?

DEEBLE-REYNOLDS: Oh, okay. I understand. We have created WellSpaces in 20 schools; however, some schools have—

WILLIAMS: Hold. If I may stop you, so OCDE has created 20 WellSpaces?

BOYD: We have partnered.

DEEBLE-REYNOLDS: Yes.

WILLIAMS: You have partnered?

BOYD: Yes.

DEEBLE-REYNOLDS: We have partnered with CHOC and have supported districts with opening WellSpaces on 20 school campuses.

WILLIAMS: Right.

DEEBLE-REYNOLDS: In Orange County, however—

WILLIAMS: That is with the contract with CHOC and OCDE, correct?

DEEBLE-REYNOLDS: I don't believe it is a contract.

BOYD: It is not a contract.

DEEBLE-REYNOLDS: We don't have a contract.

BOYD: We don't have a contract.

WILLIAMS: We have a memorandum of understanding.

DEEBLE-REYNOLDS: I don't believe for WellSpaces.

BOYD: I'm not aware of that, Ken, but we can certainly research that. I don't know if you have some information we don't.

WILLIAMS: We talked about that when Maggie Chidester came and we had discussion about all of the Education Codes that require Board approval.

BOYD: Right.

WILLIAMS: That was 14 months ago, 16 months ago, somewhere like that. The one contract that she did say that required board approval, we didn't have board approval on, that was this memorandum of understanding with Children's Hospital. In the EdSource article, if you look at what they are doing, Dr. Weiss who is a part of the population health, he said there in that article, we are putting health clinics on every single campus. We are going to where the kids are. That is where all of this question comes up. This contract, all these things coming to mind.

BOYD: The contract that you are talking about, districts have the contract with CHOC.

WILLIAMS: Right.

BOYD: But the Department does not have a contract with CHOC. When you are talking about the contract—

WILLIAMS: I will get it. I will show it to you, the one that I'm referring to.

BOYD: Okay.

WILLIAMS: We had a public meeting about that. Maggie Chidester went through about five.

BOYD: I know she questioned one, but my recollection is different than yours. So, yes, certainly we could talk about it.

WILLIAMS: So other districts may be creating the school-based health clinics and this is just for wellness spaces?

DEEBLE-REYNOLDS: WellSpaces, to my knowledge, not only the ones that we have created, but everyone I'm aware of in Orange County does not look at all like a medical clinic. We have toured clinics, student clinics in San Francisco area. Sorry, I'm thinking of one other area. Gosh, I can't remember. But it is nothing like that. We are not providing treatment. We are not prescribing any medication. There is no dental exam or anything like that happening. There are schools that sometimes work with, I think CHOC Vision. I think they have like a vision bus, or maybe there is another nonprofit that does something with glasses or dental work. I think a district would work directly with that particular agency.

BARKE: Smiles OC, or something.

DEEBLE-REYNOLDS: Yeah. There is different nonprofits that do things like that. But to my knowledge, there are not any WellSpaces or student wellness centers that look at all like the clinics, that look like maybe a doctor's office, like in your video.

WILLIAMS: So the wellness centers that we are creating are providing mental health care? Is that correct?

DEEBLE-REYNOLDS: Mental health supports, yeah. They are providing mental health supports. But most of the students who go in, they go in mostly because it is not staffed with a, if you will, if you can imagine, phase one is like we build the space. We make sure that it has design elements that feel relaxing for students and create a space of calm. When they are in there, they can, as Mr. Valdes said, play with sand. They are not just playing with sand, but you are right. I mean, it is getting your hands with fidget toys, or sand, or things that are going to just feel calming for them. They can even have a hot cup of tea.

Most of the kids that go, go at lunchtime. This is not something that they are missing class, unless they receive a referral from a teacher or counselor that this child is really struggling today and could benefit from using the same kind of mental health support they would receive at a school without a WellSpace. Go talk to the counselor. That same kind of thing.

WILLIAMS: The State Board of Education introduced the Whole Child model. They modeled it after the CDC, which introduces school-based clinics onto campuses. Are we doing anything like that here at our Department?

DEEBLE-REYNOLDS: I didn't hear who you said introduced, I'm sorry, the first part of what you said.

WILLIAMS: The State Board of Education has adopted the WSCC model, the Whole Childhood Whole School model. That is what they want to implement in—I would say probably every school. If the State Board of Education wants to implement this WSCC model, the WSCC model is based upon general medical services being offered in these clinics. My question is then, are we doing that? Have we done that as a Department?

DEEBLE-REYNOLDS: We have not as a Department done that.

WILLIAMS: Okay. But other school districts have?

DEEBLE-REYNOLDS: I am not aware of which school districts in California have implemented medical clinics. I just know that in Orange County, we have not.

WILLIAMS: Okay. Go ahead.

SPARKS: What about self-assessment tools?

DEEBLE-REYNOLDS: Can you clarify?

SPARKS: Well, you mentioned an iPad and they would come in and—

DEEBLE-REYNOLDS: Check in, check out.

SPARKS: Check in, check out, but they are kind of self-assessing how they feel.

DEEBLE-REYNOLDS: It is to help us understand the value of these spaces. We have data that shows that these are beneficial to students in lifting how they are feeling in terms of stress, things like that. The information is—I guess I will stop there. That is what it is used for.

BOYD: If I can interject? Capturing information in terms of utilization, how many students are using it through the course of the day, types of services so that at some point data can be utilized in terms of value and benefit. I think that is probably the best way to answer that.

DEEBLE-REYNOLDS: I will be honest. We have many more students that check-in than check-out. They will start and then the bell will ring, and they will have to go to class. Lunch is over. They have to go to class, so they skip the checkout. That does happen.

SPARKS: Yeah. I think the other element of what the constituents are concerned about is if you go back to the original CDC document, they are saying that a self-assessment tool encourages teachers, administrators, and health staff to endorse LGBT activist symbols, consult with LGBT activist organizations, and change school policies in an LGBT activist direction. The CDC really hasn't been able to answer the questions about how it might defend this LGBT self-assessment tool as a necessary health measure. So I think people are—

DEEBLE-REYNOLDS: I'm unfamiliar with that.

SPARKS: Going back to the original funding from CDC and how it is trickling down, that is why a lot of the parents and constituents are concerned.

WILLIAMS: Have any of these wellness or health clinics ever been turned into the school-based clinics that DASH advances?

DEEBLE-REYNOLDS: In Orange County?

WILLIAMS: Let me not restrict it to Orange County. Let me restrict it to your understanding of what other districts, or other counties, or other states are doing.

DEEBLE-REYNOLDS: I am not certain of the chronological order of if they started as a student wellness center and then evolved into more. I'm not familiar with that at all. I just know that in Orange County, we do not have anything like that. And of our student wellness spaces, we have a consistent model that is based on a variety of things that we have been looking at and taking best practices from across the state. They do not involve this vision, I guess, of an evolving medical clinic.

WILLIAMS: Okay.

SPARKS: I appreciate you answering all of our questions.

DEEBLE-REYNOLDS: You are very welcome.

SPARKS: I think it really helps the constituents to know what is going on.

DEEBLE-REYNOLDS: Sure.

SPARKS: We really appreciate it.

BOYD: Thank you, Stacy.

VALDES: Dr. Williams, what do you want to do with this? I haven't heard anything that would cause me to want to take action. I'm not afraid to take action, but nothing that I have heard is alarming to me. It is your agenda item.

WILLIAMS: Yeah. I don't think the research is done. I would like to look at some of the other factors, grants that came from the CDC directly to the county. That is why when I made the motion for discussion, it wasn't for any sort of action. The primary purpose was to open the thought and ideas about what is happening at a greater level. Certainly the language—

VALDES: Sun lighting things is always important.

WILLIAMS: And that we did.

SPARKS: I would like to ask our attorney Greg Rolen to comment on if we are at a point where Dr. Williams wanted to bring some sort of action, what is our role here with this?

ROLEN: I'm not certain I understand the question. But the way the agenda is configured today, there is no further action going to be taken.

SPARKS: Okay.

ROLEN: If the Board takes action to table the item, it will come back exactly the same way at the next meeting.

SPARKS: But I mean, when Dr. Williams has done his additional homework and wants to bring something forward, what is our role in terms of, you know—

ROLEN: It depends. That is a legal issue. That is an attorney-client privilege conversation—

SPARKS: Okay.

ROLEN: —that we are going to have with regard to the Board's approval authority or lack thereof.

SPARKS: Okay.

WILLIAMS: I agree with Trustee Valdes.

SPARKS: Thank you.

WILLIAMS: From what I have heard so far, this is nothing serious at this point from what we have been told if everything is true that Ms. Reynolds told us here. The language in such that is within the documents is very concerning. What is being implemented may not be exactly what we agreed to in Attachment A and in the Equity in OC charter language.

VALDES: The EIOC—

WILLIAMS: Pardon me?

VALDES: The documentation is incredibly alarming, but then the implementation just seems to be completely different.

WILLIAMS: Please forgive me, any type of government entity can be deceiving elected entity and it may not be totally—we heard one thing and it may be totally something different that is being implemented. Forgive my mistrust of government. The idea is, and may I make a motion then since I'm through with my questions. I have a little bit more investigation. May I ask that this be laid on the table to be brought back in future, should anything be found that would be significant for this board to know about?

VALDES: I'm not opposed to that, but just tabling it indefinitely doesn't seem like that is necessary. You could just raise it up again.

WILLIAMS: That is true.

SPARKS: Yeah. Yeah.

WILLIAMS: We can do that. Okay.

SHAW: Alright.

WILLIAMS: That is reasonable.

SPARKS: Okay. Do we need to vote or anything or we just?

WILLIAMS: No. There is no need to vote.

SPARKS: Okay. All right. Good discussion. Okay. This brings us to announcements. Do we have any announcements from our Deputy Superintendent?

BOYD: No. Sunburst video.

SHAW: Video.

SPARKS: Oh, Sunburst video. It got moved around. Sorry.

SHAW: Here they are waiting patiently.

SPARKS: You have been waiting there. Sorry about that.

BOYD: I would like to bring up Vern Burton, the Assistant Superintendent of ACCESS program. I would also ask that Colonel Sanchez and Dina Ismail, our principal, stand at the podium also in case there are questions after you have seen the video.

As we discussed last month, and Dr. Olmstead answered a number of questions, we mentioned that we were already in the course of wanting to introduce this video to you all. That is why we had Media go out a couple of months ago, and film, and tape it and so forth. We asked the Colonel, and we so appreciate you taking the time to be here tonight, but in terms of our relationship with the National Guard we thought it was important that you hear from him in terms of what he has seen from the students and his cadre and so forth. I will turn it over to Vern and then you can let the Media know when you want them to.

BURTON: Excellent. Good evening, everyone.

SPARKS: Good evening.

BURTON: First I want to apologize to my colleagues here. I told them they would be out of here by 7 o'clock.

SPARKS: So sorry.

BURTON: No, no, no. I'm going to owe them a lot of lunches. What we want to do is show you the video first and then we can open it up to questions if you have any after that. The video is only a couple minutes.

SPARKS: Thank you.

BARKE: To make sure, it almost ties in because this is a wellness center at Sunburst, right?

BURTON: I'm sorry. Yeah.

BARKE: Okay.

BURTON: This is a wellness center at our Sunburst location, specific to Sunburst.

BARKE: Okay.

SPARKS: Okay, perfect. Thank you.

[Video is displayed on the screens.]

VIDEO VOICE 1: Having tranquil spaces on campus are really beneficial to us. As you see, we are on a military base, so they stand in contrast. Sometimes this environment can be high stress. Spaces for tutoring, spaces for student council to meet peers, our student groups to meet, places that could be used as a reward or incentive for kids that are holding the standard and tracking throughout the program. If they have these little breaks from the structure of the program, then they are able to replenish, rejuvenate, and then get back into the program feeling a little bit more calmer, a little bit more motivated.

VIDEO VOICE 2: This is a space where they can come in and really find a different space and a place where they can just decompress, just kind of be in the moment. Overall, the military staff has embraced it. We are the first to have any kind of WellSpace.

VIDEO VOICE 3: It is more of a small room with a lot of little activities. You could draw. You can play guitar, and it kind of just helps people kind of in a sense connect.

VIDEO VOICE 4: Sometimes when I'm in quiet areas like this, I can work more diligently and be able to perform better in the schoolhouse as well as emotionally.

VIDEO VOICE 5: I really see these spaces being used as a safe space for students to be able to come get reentered, refocus on their why. Then we can kind of get them back into the game, back into the plan of finishing Sunburst.

VIDEO VOICE 6: These spaces are very important. Whether staff understand why or cadets understand it, it is that feel. When you walk in here, you feel like you are taken somewhere else. It is important to have that mentally to be able to shift and just kind of endure what our cadets are going through. [Video ends.]

BURTON: As you could see in there, it is a great partnership between the military and our Education Department. There is also an outdoor space if you caught that in there, so they have the inside and they have the outside as well.

SPARKS: So, can we have a space for us?

BURTON: You are more than welcome to drive to Sunburst. We will let you use the space there anytime.

BOYD: Staff first.

SPARKS: That is right. That is right.

BARKE: So this is not inside that \$500,000? This is a separate space?

BURTON: From my understanding, this came out of the Ed. Services budget?

BOYD: Right.

BURTON: Yes. This wasn't part of that. This was a different budget to do that.

WILLIAMS: So this came out of our Department budget?

BOYD: Department budget, yes.

WILLIAMS: Oh, first time I have heard of that. Okay.

BOYD: Superintendent's budget. From that standpoint, yes. He designated some funds for—

WILLIAMS: I see. We approved it. He wanted it, and we approved it, and we weren't aware of it.

BOYD: Well, you approved his budget.

WILLIAMS: We approved his budget.

BOYD: And then he utilizes that budget for a lot of things.

WILLIAMS: Okay.

BOYD: Yeah.

WILLIAMS: Is this built, this wellness clinic, in collaboration with Children's Hospital?

BURTON: No, from my understanding.

WILLIAMS: Nothing involved in there?

BURTON: No.

WILLIAMS: In this clinic, do you collect and provide medical services?

BURTON: No. Medical services? No.

WILLIAMS: No. Do you provide mental health, psychological services?

BURTON: Well, mental health, there can be a counselor that can come in. Kind of that same what you heard before. I mean, obviously you have seen the students coming in and playing guitar. That is one aspect. The other one is, this used to be a space, Dr. Williams, where when a student was acting up in class. As you know, the students that come to ACCESS, it is more of an at-risk population. They have some challenges. They would pull them out, bring them into what was an empty room. Now, with this space, there is couches put in there, so it really helps the de-escalation with those students that are facing challenges.

WILLIAMS: Did we change the purpose of the high stress academy?

ISMAIL: No.

WILLIAMS: Okay. So it is a high stress academy. You got—

BOYD: Vern, would you have her step?

BURTON: I'm sorry, yeah. Go ahead.

WILLIAMS: Okay. So it is a high stress academy. You got a tack officer in your face. He is taking these kids who otherwise go down the bad road in life. You are re-changing, and reforming how they see life, and that there is accountability. You have to be structured. You have to have discipline. You are inculcating those type of traits and character. Then you have this decompression space. When it gets too difficult, can they go in there any time?

SANCHEZ: They do not, no.

WILLIAMS: Is there certain times that they are allowed to go into this?

SANCHEZ: Just for the record, Dr. Gilbert Sanchez. I'm the director at Sunburst. The WellSpace, it is not a clinic or a center. It is literally a space. That space used to be empty. It was used for storage. We had chairs stacked in there. Now that space is used outside of the school during downtimes for our on-staff counselors or any supports that are needed. If they have one-

on-one therapy, sometimes they have therapists that will come in and they will meet with them either on that patio or in that space.

WILLIAMS: Do they have to put requests for the one on one services?

SANCHEZ: It is all when they come to us. Those are our continuing services. We have students that come to Sunbursts that are already seeing some kind of therapist or something, so it is ongoing. Nothing new. There is no new diagnosis. There is no new medical care. It is ongoing. We do have students that require once a month, couple times a month, either on Zoom or now in person.

WILLIAMS: Do you have a separate medical clinic?

SANCHEZ: We have a contract doctor that works out of our medical clinic, along with our three medics that are all our staff. There was no plus up in staff at all.

WILLIAMS: Right. So the medical clinic is separate—

SANCHEZ: Completely separate.

WILLIAMS: —from this wellness clinic. In this wellness clinic if someone came and—

SANCHEZ: Again, it is a WellSpace, it is not a clinic or a center. What you saw in that video is literally just a patio—

WILLIAMS: My, my bad.

SANCHEZ: —and a space.

WILLIAMS: It is a WellSpace.

SANCHEZ: Yes.

WILLIAMS: What services then are you providing for these kids that come in? Let's say they are saying, I'm suicidal. I want to end my life. What is the next step?

SANCHEZ: That would trigger a different response. That could be a 5150. We will call 911. We will call in the CAT team or any of those others. Anything like that will trigger a totally different response. That is not what the WellSpace is for. The WellSpace is in between those times, they are there for five and a half months. On a holiday weekend if they are going to take a phone call home, they can go into that WellSpace, sit on that back patio, and take a phone call home instead of sitting in an office space or sitting in a barrack.

ISMAL: So for clarification—

BOYD: Dina, can you scoot over to the mic? Thank you.

ISMAIL: Just for clarification, our services at Sunburst Youth Academy haven't changed. The only difference now with the WellSpaces is instead of white walls, it is warmer spaces and better seating. What I appreciated when Stacy and her team came into Sunburst, they met with our students, they met with our military team, and our education team, and designed the spaces around what the students felt might be missing from our academy. As you can imagine, a five and a half month, highly structured residential military program can be challenging. It is challenging on purpose. Our students just advocated for spaces that were a little bit calmer, a little bit smoother, instead of all the white walls, maybe like a beige, some soft cushions. The spaces haven't changed and the services haven't changed. Our academy is exactly as it is always been for the last 15 years.

We still offer the same highly quality structured services. They needed, as you guys know, we have all seen it post pandemic. Our students are coming in with more anxiety, more depression, and it would be negligent of us to ignore that and try to just copy/paste the same models that we have used in the past. We are really grateful and appreciative for the spaces. We just wanted to share that with you guys.

WILLIAMS: It was an empty space and now it is painted walls, and furniture, and a lot more calmer theme?

ISMAIL: Yeah. One was a storage space that we were really utilizing to its full potential. The second was the deck, the patio that we have, which there they put—students said they wanted to feel like they were flying, so they put a zero gravity chair there. They put a table there that kind of is a farm to table table where student council can meet, tutoring can take place. We had a room, which was our counseling room, but it was white walled with ugly furniture. They came in and kind of warmed it up and put a water feature, changed the color of the walls, so it is just much more conducive if a student is feeling stressed out.

They live with 49 other boys or girls for five and a half months. There is just time where they need some quiet space. They named the rooms, The Lounge, The Deck, and the Quiet Room. Our student council actually named the rooms.

SPARKS: Nice. Thank you for sharing. That was wonderful. Thank you.

BARKE: Yeah.

SHAW: Thank you.

SANCHEZ: Thank you for your time.

BARKE: Thank you for your time. Sorry it was so long.

SPARKS: Yeah. Absolutely.

BARKE: Four hours.

BURTON: Thank you.

SPARKS: Okay, so now we will move to announcements. Do you have any announcements, Deputy Superintendent, Nina?

BOYD: Just a reminder with regards to the next board meeting, which will be on February 1 and submission deadline for agenda items is January 18. There are a number of items in your red folder, so just want to call your attention to that. Please take a look at your OCBE At a Glance because that also details the upcoming months in terms of the standard things that would be on the agendas. If there is anything that you see that might be missing or that you have a question about, please let us know.

SPARKS: Okay, thank you. Any legislative updates from anyone? No. Any committee reports?

BOYD: I'm sorry.

SPARKS: Yes.

BOYD: When you are finished, our associate superintendent had just a brief comment she needs to make—

SPARKS: Sure.

BOYD: —to let you know about something that is going to be coming forward related to the audit.

SPARKS: Okay.

BOYD: I was remiss. I'm sorry. I didn't have it on.

SPARKS: Oh, okay. You want to pop on up? Sure.

BOYD: Sorry, Renee.

HENDRICK: The Audit Report will be coming to you in your next board meeting, which is on February 1. It is a very lengthy document as you well know, so I do want you to look at the last pages when you receive it. This is probably the first year we have had some significant findings. I wanted you to be aware of that and know what to look for. I can answer any questions when we get to that time, but I will tell you we did have a very large finding on our attendance accounting. We did have a choice of either changing that data and not having the finding. But in consultation with our auditors and our colleagues across state, over 50% of the districts in the state are going to have the same finding. It was because the Legislature changed the rules in August after we had already started school. It is about the in-person attendance, so we have decided to take the finding and we are going to appeal that to the state.

I just wanted you to know because it is a little shocking when you see it. The other ones are smaller. But it is the first time, at least in my time period that we have had a section that said qualified, instead of unmodified. So it was a little stressful.

SPARKS: It is an attendance issue?

HENDRICK: If you were doing distance learning, or what we call distance learning. Basically, if you were not present in school, you had to do a brand new contract. Our kids had already started when that law went into place, which is effective in October. Since we had already started school in July, part of our schools actually did change and redo all their contracts. We had a small section that didn't. So the state deems that all that is ineligible ADA then.

SPARKS: Oh, I see.

HENDRICK: Where you don't get that money for that.

SPARKS: I see.

HENDRICK: They would disallow that, so that is why we are appealing it. One, it is unfair of the Legislature to change something so far into the year, especially when our school ends in July. Since, like I said, more than 50% of our districts across the state have the same exact issue. Our auditors felt like it would be better for us to go forward and maybe not lose those funds. It is about \$1.8 million.

SPARKS: Oh, okay.

HENDRICK: Okay. The other two are smaller items. One, are instructional materials, you are supposed to post 10 days in advance. Due to some complication, we did it in nine days. There is no actual financial ramification for that. The other one was just some training issues on attendance accounting also.

SPARKS: Okay.

HENDRICK: So that is it. It starts on page 105 when you receive it in the findings.

SPARKS: Okay.

HENDRICK: But I can get more detail for you, or you can ask me ahead of time if you want that.

SPARKS: Okay. Thank you very much.

BOYD: Just as a reminder, that is just a received document.

HENDRICK: Yes.

BOYD: But it is information that you should be aware of.

SPARKS: Okay. Wonderful. Thank you. All right, do we have any board member comments? I will start to my left. Trustee Barke?

BARKE: No. I think I would just say that I appreciate all the conversation tonight, all the information. I think that it is really important for us to be aware and know what is going on. Just because something is one way today, it can change in the future. I think that we just have to remain diligent. I appreciate everybody who came today, and asked questions, and made comments, and provided information. I appreciate you guys being here for four hours to show us your lovely film. That was great. I want to thank everyone for their time and their diligence in really protecting our children and what is going on in Orange County.

SPARKS: Trustee Williams?

WILLIAMS: Nothing.

SPARKS: Nothing. Trustee Valdes?

VALDES: Just one. We had a lot of comments today asking for the Board to do an investigation of OCSA. I just wanted to tell the people who made those comments whom seem to have left already, I don't blame them. We are not an investigative agency like that. We don't have the authority to do an investigation like that. The most we can do is bring OCSA down here, and spotlight the issue, and start asking questions. But, I just felt these people needed an answer. I felt I needed to give it to him because OCSA is in my district.

There was one comment tonight by a lady who I think is involved in a lawsuit now. She said that someone who is in the administration now is being sued. That kind of changes the facts as I understood them, because I thought it was someone who was not here any longer. If someone wants to give me any information, that someone who is in the administration now is being sued and is still has access to students. I will ask them to come down here. I don't mind making that an agenda item. But if it is somebody who is living in Connecticut or Massachusetts, which is what I heard. That school was chartered under Santa Ana years ago and those criminal activities occurred 20 plus years ago. I am willing to take action, but it would have to be with somebody there now. The most we can do is just spotlight the issue. We are not an investigative agency like that. We can't just tell the Department start spending money on criminal investigators. I just wanted to say that. Thank you.

SPARKS: I think the lawsuit that I am aware of, it has 10 John Doe's. But I don't know that there are any names on those. I would think that if we get more specific lawsuit related to someone who is currently there, maybe at that point we—

VALDES: Trustee Sparks, if I found out that there was somebody there now who is still exposed to students, who is being sued or who has got criminal charges against him, I don't mind, I have no problem with bringing them down here and asking them questions about what they are doing

with that person. But that is not what I have heard. I have only heard about someone who no longer has access to students.

SPARKS: Mr. Rolan, do you have any clarification on this from seeing the lawsuit?

ROLEN: No. I have no reason. A lot of people in this room have been sued, but I don't have any reason to believe that there is still a current administrator there. I can double check that with counsel.

SPARKS: Okay. Great.

WILLIAMS: Question for you, Greg. Hearing all of the individuals who came, I was very sympathetic to their need. As Trustee Valdes stated, if there is someone currently there, what is the role, what action can we do?

ROLEN: Well, the role—

WILLIAMS: I am troubled by everything here. People who came up and shared their hearts, they were crying. If there is something seriously going on, I would think we have some type of responsibility and duty.

ROLEN: If there is something seriously going on, that would be taken care of in the courts and through criminal action, criminal investigation. Our oversight responsibility is prescribed by the charter school laws, by the Charter School Act and so forth. If we think there is something going on, we don't have any proof of anything at this point. We have a number of people coming with allegations to the county board meeting and those allegations are gut-wrenching. There is nobody in this room that would support any kind of thing that was being alleged. But that will be taken care of by way of a lawsuit, by way of the courts, by way of a criminal investigation if there is any maleficence going on.

WILLIAMS: Would we be liable?

ROLEN: No.

WILLIAMS: If there was something actually going on at OCSA?

ROLEN: No. No. No.

WILLIAMS: We have no liability at all?

ROLEN: No.

VALDES: We do have the ability to bring them down here, right?

ROLEN: Certainly.

VALDES: And start asking questions of the executive director.

ROLEN: I would presume that they would probably say, under advice of counsel, I can't talk about that at the public meeting.

VALDES: I guess my last question to all is, why couldn't we have this discussion three hours, four hours ago right after those public comments were made? Why do we have to wait until now?

WILLIAMS: Because the Agenda was adopted by us and we didn't know what public comments were going to be made.

VALDES: I just don't know why trustee responses have to wait three hours after public comments. I will end with that.

SPARKS: All right. Any other comments? I just want to thank everyone for coming. I want to thank the staff for hanging out so long. Sorry we kept you, and I appreciate it. We will see you in February. Thank you. Meeting adjourned.