

Transcript of the April 12, 2023, Orange County Board of Education Meeting

SPARKS: We will call the Orange County Board of Education meeting to order. Darou, roll call.

SISAVATH: Trustee Barke?

BARKE: Here.

SISAVATH: Trustee Williams?

WILLIAMS: Present.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Valdes?

VALDES: Here.

SPARKS: Okay, thank you. Call for adoption of the regular meeting of April 12, 2023.

WILLIAMS: So moved.

SPARKS: Do I have a second?

SHAW: Second.

SPARKS: All in favor?

WILLIAMS, SPARKS, SHAW, VALDES: Aye.

SPARKS: Did you aye—adoption of the regular meeting of April 12?

BARKE: So moved.

SPARKS: Aye.

BARKE: Aye, sorry, sorry.

SPARKS: We already moved and seconded. Okay, passes 5-0. Approval of two meetings, the special meeting of February 17, 2023, and the regular meeting of March 1, 2023.

WILLIAMS: I so make the motion to approve both of those meetings.

BARKE: Second that.

SPARKS: All in favor?

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

SPARKS: All right, 5-0. Nina, do we have any comment cards for the closed session items?

BOYD: We do not.

SPARKS: Okay, thank you. So at this point we will take a recess and go into closed session to conduct closed student appeal hearings and closed session items. Thank you.

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

SPARKS: That ends closed session. Thank you all very much.

WILLIAMS: We are going to go into—

SPARKS: We are going to closed session and we will be back at time certain at 5 o'clock.

[The Orange County Board of Education conducts closed sessions and then returns to open session.]

SPARKS: Okay, we will call the meeting to order. For the Orange County Board of Education, we will go ahead and call the meeting to order. Thank you. Thank you. All right, we will start with our invocation. Robert Hammond, can you come to the podium? Give us your kind invocation.

ROBERT: Good evening, Board. Good evening, everyone. Thank you very much. Dr. Ken, it is nice to see you once again, sir. If you guys are ready, I will go ahead and give the invocation. Gracious heavenly Father, thank you for allowing us to meet in peace and freedom right now. I ask that you would give not only this board your wisdom and your discernment but the leaders across this great nation your wisdom and your discernment. I ask that you would put a hedge of protection around all that are here and around all of our leaders. Thank you for what you have bestowed upon this nation, and I ask you Lord that your love and your kindness would be felt here and that you would allow all of us to speak in kindness and in love. Thank you, Lord for allowing me to be here, as many of my Marines can no longer be here. In Jesus name, amen.

SPARKS: Amen. Thank you, sir. And for our Pledge of Allegiance, Trustee Shaw will lead us.

SHAW: Thank you. If you are able to, please stand and join me. Ready, begin.

ATTENDEES: 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, Trustee Shaw. At this point we will call Renee Hendrick to the podium.

HENDRICK: Thank you, President Sparks, members of the Board. This is the budget study session for the 2023-24 school year. Just wanted to walk you through a few items and then give you an update on the state budget. I have given you another copy of the Budget Book if you want to follow along with that. This book complains—contains, the narrative summary, which is the very—it does complain about it too, right? It has the narrative summary which explains all the details of the budget. Section one is the planning factors that we used in doing this budget, so it changes with every budget, obviously. Part two is the assumption, so this is going to compare one budget to the previous budget. What you are looking at is the second interim since we haven't completed the next budget yet. That was comparing the first interim to the second interim. The next budget you see will be the estimated actuals for 22-23 and the preliminary budget for 23-24. This between revenue buckets and also expenditures, it tells you what the major increases and decreases are.

Section three, will show you just a summarized one-page statement of changes between the two budget cycles. Then, budget four is the budget you are used to looking at. These are the state required forms. They are not as narrative as the other reports we give you. This is showing, in summary by object code what the revenue and expenditures are. Part five is the multi-year budget. Remember we are budgeting for the current year and two years out, that we are solvent for all three of those periods. If you look on page B-62, it will actually show you where we were in 21-22, our first interim budget, second, and then for 23-24 and 24-25. That will obviously switch and add 25-26 in our next budgeting cycle.

The criteria and standards are basically trend analysis that says where we have areas of concern in our budget, things that you should be aware of. We tried to do a narrative for you on the first page. That tells you, here is the ones that we didn't meet expectations and here is why. We give you a more detailed example there. Form A is our average daily attendance, that shows the records for that. Then, part eight is a listing of all the funds that the Department holds. Mostly what you are looking at is the general fund, that Form 01.

We have Form 10, which is special education pass through money. That is money that comes into us and then goes right back out to our SELPA districts. Then we have fund 12, which is our child development fund. Deferred maintenance, which is our pot for deferred maintenance. A special reserve fund, fund 17. Form 30 is the state school building fund, and then Form 35 is the state school building fund. That fund will expire probably at the end of this year with the last school that we had built.

Then fund 40 is for capital outlay and this is our fund used for Esplanade. Then we have the debt service, which is also for Esplanade. This is where we pay our loan from. Then Form 67 is our Delta health insurance for our dental plan. This just shows detail for each one of those forms that I just explained. Under Section 17, is a listing of all the state entitlements, grants, and contracts that we hold. It is separated by grants. It is separated and then it shows the entitlements and also

the contracts. It does list what the name of the entitlement is, the amount, whether it comes to the state, federal or local sources, who the funding source is, the purpose of those funds and who receives that funding. This is in each one of your budget files.

The last piece is, as we begin budgeting for the year, there could be many accounts where we have not received the detailed plan documents that say, you are going to get a million dollars and here is what you are going to spend it on. We may put those dollars in this holding fund under object code 4399. That just shows that it will get moved at the next budget cycle, what that may look like. We also have all the Covid relief funding. We probably have another year for that, to watch that. One of the questions you kept asking is, what are all these funds for? So we listed out all the different pots of money we had for that and what the use is.

Then the last one, these are reports that are required by the state. You see the first one is the cash flow, making sure we have adequate cash in order to pay our bills, our indirect cost rate, and just some various forms the state requires. What you do not see is, you see we are doing it by major object, that is what the state normally uses. Behind that, is a long number and it has the fund. Form 01 is our general fund. Then it has the resource that tracks activity, whether it is state, or federal, or local resources. The project year, the goal, what is the goal of that? Special education has a specific goal. Is it instructional? The function says, what are you doing with that? Is it instructional, non-instructional, supervising of instruction?

You mostly look at the object code. That is what the state—we are really heavily built on the object code. Those are all determined by the state. If you say, well, I want a new account for this. We still have to use the object code. We can set a cost center, which you will see in a minute. There is a school code that is three digits and that is usually our CDS codes, which are unlike a school district that is specific per school. Ours are based on major programs, so like the juvenile court schools has one, special schools has one. We have four in total.

We have added operational codes. We have a manager code and a cost center. The cost center is what we use to really delineate an additional program. That is the area we are really trying to drill down more to. Then there is also a site that we use, and that for us breaks it up as a major program, such as alternative education is a site, special schools is a site, special projects is a site. That is the way that we use for budgeting basically.

The Governor released his budget in January and here is some of the major themes. California seems to have turned the page in budget development from Covid-19. Since May 2020, it is more of business as usual. Unfortunately, business as usual comes with softening of the economy. Fortunately, California is better prepared to weather the proverbial storm due to investments made in reserves built up during the good years. The Governor's budget is focused on maintaining programs where possible, while trimming others. As the Covid-19 crisis recedes, other crises receive more attention: homelessness, housing, extreme weather, all of these which affect our students and educators. As bare bone as it is, the Governor's budget is precariously balanced and a change in the economic forecast could require more difficult decisions at the May Revision.

As a side note, we know that the state economy is not coming in as strong as the Governor proposed in January, so we do anticipate changes in May. They have missed all of their revenue marks, basically since January. But persistent to inflation, rising interest rates, lingering supply chain issues, and the struggling stock market continue to stifle growth. Most economic economists believe that a mild recession will occur in 2023-2024. Some say we are actually in one right now, so it kind of depends on who you are listening to. The state's revenue outlook is substantially different than the prior two years. The Governor's budget forecasted the general fund revenues that are \$29.5 billion lower than that of the 22-23 Enacted Budget. An estimated gap of \$22.5 billion in the state's general fund for 2023-24 is expected. Through funding delays, reductions and pullbacks, fund shifts trigger reductions in borrowing, Governor Gavin Newsom was able to keep the state's significant reserves and tax. In his January proposal, he did not take money out of the state reserves.

The Governor's revenue forecast assumes slower economic growth, but not a recession, which comes with elevated risks. It could be that as we see the May Revision, he may be forced to now use some of those reserves because I'm not sure he is going to have enough money to pay for everything. In the Proposition 98 budget, resources grow leaner in the Governor's budget as they do not propose investments in the K-12 and community colleges. He is maintaining the purchasing power of the local control funding formula and takes stage with the cost of living adjustment. Governor Newsom remains committed to key priorities. His main priorities for multiple years have been transitional kindergarten and expanded early learning. The budget furthers educational equity to address persistent learning and achievement gaps. Governor Newsom surprises K-12 with a sweep of funding for arts and music, and I will talk about that in a second.

For education, Governor Newsom proposed a state budget to preserve the investments made during the boom years. The number of major changes in 23-24 can be counted on one hand. We actually feel a little relieved. The last few years we have had a lot of new programs come in, so this will give us some time to hopefully implement those. However, the changes proposed are significant for the local agencies across the state and include a proposed mid-year cut to previously budgeted one-time funds. At least for now, gone are the litany of new ongoing and one-time categorical programs that have filled the Proposition 98 minimum guarantee during the expansion years. So you can see here in 2021-22, Prop 98 was quite a bit higher. We have shrunk in 22-23. He does show a slight increase in 23-24. The legislative analyst disagrees with the Governor's numbers and feels they are too optimistic. That will be something they will be discussing as they go through the budgeting process.

In his proposal, he has a statutory COLA of 8.13%, so that is a number that is based on inflation and the CPI. It is actually a formula. Since those have come down a tiny bit, that number could get lower. I do not expect it to get very much smaller than that though. He has set aside \$5 billion to fund the local control accountability plan using \$1.4 billion from one-time funding. He had suggested an equity multiplier during the legislative session. That idea has already been vetoed, so that part is not going forward. For the first time, he is saying that all of our categorical programs will receive a COLA also. A lot of times what happens is just the local control funding formula gets COLA and special schools, or special education, but the rest of programs do not. He is allocating the COLA to all those programs also.

One of the main factors driving increases for salaries is our STRS and PERS. The STRS is the teacher's retirement. Legislative is capped out at an increase this last year at 19.1. Obviously, both PERS and STRS retirement plans have had substantial losses from the stock market. We think this could come back in the next year with an increase moving forward for probably 24-25. For PERS, our rate will go up to 27%. For 23-24, you see it escalating up for 24-25 and 25-26. We normally do not talk about minimum wage, but this is starting to have an impact on us. The state, as of January 1, 2023, minimum wage in California is \$15.50 per hour. You would say, well, do we really have employees making minimum wage? We have employees very close to minimum wage. When you have Target and McDonald's starting salaries at \$20 an hour, that impacts some of our starting salaries. That is a concern that we are looking at closely.

We have the Arts and Music Instructional Material Block Grant. This is the one where he is going to be sweeping a portion of that. We had originally been allocated \$2.7 million. We are not exactly sure what the cut is, but we think maybe about a fourth of those dollars will be swept back by the state. The statewide enrollment trends continue to decrease for California. You can see from 2017-18 to 21-22 we had a steady decline and even a larger decline estimated for 23-24 statewide, declining by 0.81%, 24-25 is 1.02%. A lot of this is based on a multitude of factors. One is very low birth rates right now in California and also a changing of the age of people who may be living in California. The good news for our budget is we actually are not going to be projecting very much of a decline because we are actually seeing some growth in our programs for the first time.

Even though he is sweeping the Arts and Music Block Grant, we do have Proposition 28. For 23-24, we are supposed to receive additional funds that are dedicated specifically to arts and music. So, 23-24 will be the first year. Money is supposed to go directly to school sites for arts and music education. I can tell you, we haven't budgeted for these dollars because we actually do not even know how much that is yet. We probably will go into the next year waiting for those results.

Federal funding, this is what a lot of our educational advocacy groups have really been advocating for at the federal level. When IDEA was put in place, the federal government guaranteed us 40% funding for that. We are at about 12% right now. Even though through the Consolidate Appropriations Act of 2023, there was a large amount of funding given to schools. It included \$79.6 billion in discretionary appropriations for education and an increase of \$3.2 billion, but that is on a national level. California gets about 10% of that for the entire state and then that will filter down. We are just now receiving some of the grant acknowledgements for 22-23 on how much money this is. We are just trying to wait and see what that looks like. But there was more money for Title I, more money for impact aid, \$1.3 billion for 21st century learning centers, \$129 million for the entire nation of magnet schools assistance, \$23 million for American history and civics, and then \$129 million for education, homeless children and youth. Then, Career Technical Education was also given quite a bit.

Special Education is the one where we really need the federal government to give us more, right? Since they had promised 40%, it would be great if we could even get up to 20% at some point. This is a huge advocacy area for a lot of school districts. To say, you need to give us the funds that you set in place under IDEA. Nationally, it is \$15.5 billion for Special Ed, \$934 million

more than the fiscal year of 2022, and it also gave additional dollars to the Special Olympics. Since we received 10% of those funds, we are trying to backtrack to what that would look like.

So for OCDE, we have a lot of one-time funding that is ending at the end of this year. We had the \$14.2 million of the various Covid funds that will be expended by June 30, so all of that revenue and expenditures come out of the budget. Then \$6.1 million that will be expended by September 30. They will still be in the next budget you see, but we will have to expend them all by September 30. In addition, we have a lot of funds that we received in the current year that we won't be spending until 23-24. So the revenue is in the current year, but the expenditures are in the next year. It will look like we are deficit spending, but it is really based on these items.

There is \$21.9 million for MTSS. This is the ongoing of the \$50 million we received the year before last. All these are already slotted to go out as sub-grants, to schools across the state; \$27.3 million for Covid Relief Funds, ESSER II and ESSER III, \$6.9 million for the model curriculum. We talked about that at first interim. We had received contracts for three of those; \$6.1 million for Learning Recovery Emergency Funds, \$2.7 million for the Regional K-12 Collaborative, which is CTE; then \$1 million for Expanded Learning Opportunities; 900,000 for literacy coaches and reading specialists.

One of the things we are building into the budget at this point is the 8.13% cost of living as far as revenue. If AB 906 passes, it will enhance funding, so that is one of the bills that I know that CCBE, the county boards group, has been really pushing. That gives additional funding to juvenile court schools and community schools. It is specifically for county offices. The expenditure projections we have is increasing obviously statutory benefits for STRS and PERS. Also, we are seeing some very large increases for health and welfare.

We had our first meeting today with our benefits committee and the broker. We expected a large increase. I wasn't expecting as large as it is. We are still negotiating that number. But based on just the trend analysis of everybody saying, care that was not done over Covid is now resulting in higher healthcare costs now and then just the utilization of our plan. We have actually been running over 100 percent monthly of the use of our plan, so that will drive a significant increase. We had completed negotiations with OCSEA, which is our certificated staff. It was a two-year settlement for 22-23 and 23-24. We have already included those in the next budget. We have not started negotiations with CSEA, which is the classified staff for 23-24.

Then we have a lot of one-time expenditures that we budgeted in the current year that we are not going to receive in time, a lot of items just due to supply chain issues. I know there is some IT stuff that I was told we ordered now and we are not going to get it until June of 2024. That seems kind of shocking, right? Those are the type of things that we will be adjusting throughout the budget.

We have some major projects, obviously for next year. Rancho Soñado being one of them. Thank you for the approval for the budget on that a couple months ago. The architect is starting the plans and he will do the plan approvals as we go through that. We are being told that is a 10-month process, so we will bring that back to you as we keep moving on that. We have a lot of deferred maintenance projects for multiple sites. Some of them will be utilizing Covid relief

dollars if we can. One of those is HVAC replacement for multiple school sites. I think our Harbor Learning Center South and there is a whole list of sites for that one. We have done shade structures. This year, we completed Harbor Learning Center North and South. For 2023-24 is Hillview School, our special schools program there; Mann School in Anaheim and also Mission Viejo High School. The Hillview one, we are trying to move it back into this year if we can. We are waiting for the Department of State Architects approval on that one.

We have infrastructure upgrades for this building and Building B. We have a lot of electrical and technology updates that are needed. We haven't done any of those for over 30 years. Our furniture is also 30 years old. We have had it in the budget for this current year. You guys have seen that. As we have kind of gone through that process, there is a lot of ergonomic and health and safety standards. In order to fit the staff in, it is going to be a larger renovation than we thought. That is scheduled for 23-24. Those will all come out of either Covid relief funds or deferred maintenance. Those are the major changes that we have as of right now. Questions?

SPARKS: Well, first, I would just thank you for the ergonomic chairs we got in our room here.

HENDRICK: Thank you. That is a new desk.

SPARKS: I did notice.

HENDRICK: We were going to ask you if you like them.

SPARKS: Yes, we do.

HENDRICK: Nina didn't like them. I just want you to know that she didn't like the arms on them.

SPARKS: Well, I like them better than the other ones.

HENDRICK: You are testing them for us.

BOYD: It is an upgrade.

HENDRICK: Yes.

SPARKS: Right. It is an upgrade, so thank you. I did notice that. Yeah, I will start to my left in terms of questions. Trustee Barke?

BARKE: I will pass for now.

SPARKS: Okay. Trustee Williams?

WILLIAMS: Yeah, so Ranch Soñado. That is a 10-month process?

HENDRICK: Just for the architect drawings.

WILLIAMS: Just for the architect, then you have to go to the county to get all the certificates to build, correct?

HENDRICK: That should be included in that 10 months also. They will be working mostly with the Fire Authority. Because it is in an unincorporated area, they are working with the county and the county Fire Authority.

WILLIAMS: As iterated previously, that is a real important project for this board.

HENDRICK: Yes, yes, yes.

WILLIAMS: That is something that I was around over 25 years ago—

HENDRICK: You were.

WILLIAMS: —when we adopted that wonderful piece of land. Unfortunately for the public who was is there, we had the forest fires a year or two ago, two years ago now and we lost some animals, we lost our facilities, and we lost a wonderful learning opportunity for kids. We had kids from all over southern California go to our environmental studies program there, so that is in the process. That is going to be until next year, 24 then.

HENDRICK: Right.

WILLIAMS: Then the certificates and all the fees that are required for the county to build, what is going to be the build out long term look?

HENDRICK: The Board had approved up to \$15 million. The architect the last discussion felt they could do the majority of the learning space that they had outlined in their plan, to actually do that. But the fees are going to be big and the fire improvements is going to big, so we have to do probably an extra fire lane and even off. You are very familiar with the area. Right now, we are right off a Chapman and you just turn in. They actually are carving out a portion so the buses can turn in safely, so it is a safer environment for the students. All of the landscaping has been done to be more drought resistant, but also so that it is fire resistant. They have special plantings that will actually not explode, so those are the type of things that they are looking at.

WILLIAMS: And we are not going to be keeping animals on site? Is that correct?

HENDRICK: No, our animals are actually right next door now, anytime you would like to visit. We actually built a suite for them at Esplanade.

WILLIAMS: Wonderful. The actual structures, I assume they will exceed fire standards?

HENDRICK: Yeah, they know it is a high-fire zone, so that was one of their main requirements. It will be a green building. We were going to go lead certified, but that would have added a couple 100,000 dollars. We figured it is good to be green, that would meet the standards. And

they said California state standards are so high right now, that we are almost to that lead status without even applying for that.

WILLIAMS: Right. For a greater understanding for the public who are here for the first time, just learning about this, these fees to reconstruct and rebuild Rancho Soñado that came out of insurance funds that we had. Could you?

HENDRICK: Yeah, so \$2 million came from insurance funds.

WILLIAMS: Okay.

HENDRICK: And we have some Covid mitigating funds we will be able to utilize. Then we have reserve accounts that we have been building that will be utilized also.

WILLIAMS: Okay. So we have cash on hand.

HENDRICK: We do.

WILLIAMS: This is going to be a cash project. It is not going to be a loan.

HENDRICK: No.

WILLIAMS: It will be outright owned and no debt.

HENDRICK: No. No debt.

WILLIAMS: Wonderful. Question on the Covid relief funds, so the Covid relief monies, they go away?

HENDRICK: Yes.

WILLIAMS: Are they all spent?

HENDRICK: The ones that need to be spent by June 30 will all be spent.

WILLIAMS: Okay. All of the Covid relief funds are spent. Are they required to be spent on Covid-related items?

HENDRICK: We have a whole other pot that will go through 2024, September 30, 2024. The \$21 million I showed in there will be for the next year. They are not necessarily Covid related. They are learning loss. They are things that help improve airflow. That is why I have used a lot of the outdoor—the HVAC was one for more purified air, outdoor learning areas for more space for students. They give you a list and depending on what pot it is, they have specific restrictions.

WILLIAMS: Okay. Some of the CARES funds could go to HVAC upgrades and improvements?

HENDRICK: Yes. They did.

WILLIAMS: And replacements?

HENDRICK: Yes. That is on that list. We will be doing major replacements at Harbor Learning Center South. Argosy, which is our leased facility in Orange, the one we just opened. They are very old and we have a lot of issues with cleaning them. There is a few other school sites they will be updating.

WILLIAMS: I noticed in the documents that some of these funds went to instruction and curriculum.

HENDRICK: Right.

WILLIAMS: Tell us about that.

HENDRICK: For learning loss, the main thing was really to help students recover from their learning loss. A lot of our student programs have looked at extended-day programs to allow students to do activities after the school day to be able to improve instructional. We have hired a lot of staff with this that are temporary through the end of the last grant. Those are maybe reading specialists, academic behavioral specialists. There is just a whole list of them. They were in a plan. It has probably been a year since you have seen that plan, so it is hard to remember all the details.

WILLIAMS: Right. Yeah. I mean it is pretty detailed, all these documents in this budget.

HENDRICK: They are. And we get to do monthly and quarterly reporting. It is great.

WILLIAMS: That must be incredibly a lot of oversight, a lot of time. Why all the big cell phone bills? I noticed there is a lot of cellular phone bills.

HENDRICK: We have replaced a lot of cell phones this past few months. Part of that is technology. I will give you an idea. My facility staff, we had to do all new cell phones because their work order system, they use the mobile phone. They were so old that they wouldn't actually run the software, so some of those type of things. Our staff, if they are required to have a cell phone, they either have a district-issued cell phone and then we pay a stipend for any personal use, \$15 a month. Or, we have employees who want to use their own cell phone, so we give them a \$15 stipend to pay for the business use of that.

WILLIAMS: Okay. I'm done.

SPARKS: Okay. I have some questions, but I will go to my right first. Trustee Valdes?

VALDES: Renee, when the COVID funds stop coming in, how do you feel that the county is going to be impacted? Where are we going to have to make cuts?

HENDRICK: We have been very intentional on the things that we have done. They have been either one time in nature, so those expenditures go away. We have hired staff. When we have hired them, we have told them this job is only for two years. My concern would be those could have been positions that we really need, so we are going to have to find other ways to pay for those. That will be one thing we look at closely, but we track that very closely. We know every position.

VALDES: What kind of staff positions were hired on a temporary basis?

HENDRICK: We have some academic behavior support positions through ACCESS. Some of them we may, through attrition, not fill one position to keep that position. But I think that is the type of things we will look at. They are posted and they say, this position is only good through September of '24.

VALDES: Right. That is really what I have. Thank you.

SPARKS: Trustee Shaw?

SHAW: Thank you. I think you mentioned that CalPERS and CalSTRS both reported losses.

HENDRICK: Yes.

SHAW: Maybe I missed the headline, what were we talking?

HENDRICK: I think in the last year they were talking about their investment. They had losses in their investments.

SHAW: For last year?

HENDRICK: For last year.

SHAW: Have they reported for the first quarter of '23?

HENDRICK: They have not.

SHAW: Okay.

HENDRICK: PERS you can get it monthly. It is a little depressing to look at it monthly though. It is kind of up and down. Concerning for us is that usually is a signal that they may increase our rate.

SHAW: Was there losses the first few months here of '23?

HENDRICK: I didn't look at it the first few months. I know my personal ones have losses. I do not know about yours, but they are not looking very pretty right now.

SPARKS: Oh, okay. Thank you, Trustee Shaw. I'm going to jump around a little bit.

HENDRICK: Okay.

SPARKS: You mentioned, basically what we call the enrollment cliff.

HENDRICK: Yes.

SPARKS: And you mentioned that you see an upturn.

HENDRICK: For our ACCESS programs, we are seeing—

SPARKS: For ACCESS programs.

HENDRICK: —flattening.

SPARKS: Okay.

HENDRICK: And even a slight increase.

SPARKS: Increase. But generally speaking, the enrollment clip still exists.

HENDRICK: It does still exist.

SPARKS: Which means decline in enrollment?

HENDRICK: Yes, especially in Orange County.

SPARKS: Okay.

HENDRICK: Our only district still growing is Irvine and they are not even getting the same growth they anticipated.

SPARKS: Okay. I just wanted to make sure I understood that.

HENDRICK: The other thing if I could just take a minute to explain too. One of the things that all of our school districts and us are facing also is, even if you have the students right now, the amount of times they attend school is lower than what we had pre-Covid. That is affecting our funding also because we only get paid when they attend school. Parents have gotten very good about if the student doesn't feel well, they don't send them to school. Well that is good except for there is an adverse effect to that.

SPARKS: That varies by state, the ADA.

HENDRICK: It varies by state and it varies by our districts too. But you know, I will give you an example. I think it was Anaheim was saying they used to, in elementary, it used to be at 98%

attendance to absence. They are now at like 95. Three percent doesn't sound like a lot, but that is millions of dollars in losses. That is just another thing we are facing.

SPARKS: In terms of the funding coming in, the ADA accountability, the attendance accountability does vary by state and that is our current state system.

HENDRICK: Yes. That is our current state, yes. A lot of states are based on enrollment, not attendance.

SPARKS: Exactly. Okay. I wanted that clarification. Then, I want to make sure I understand some of the CARES Act relief fund information. For example, some of them ended in 2021, in May 31, 2021.

HENDRICK: Right.

SPARKS: And the money was not spent at all, 6.8, I can't even hardly read this, 6.8. It wasn't spent, the \$6.8 million on this line item that I'm seeing. What happens with that money? What happens if you didn't spend it and it is just sitting there, but it ended in 2021?

HENDRICK: We have not sent any money back, so I would need to look at the report a little bit closer to see. But it might have been for this current year, because it was spent in a prior year. I'm trying to look at it. Are you on page 150?

SPARKS: I'm on 153 at the bottom. Item 3220 or resource 3220, and it looks like there is a zero balance. Did you spend that already?

HENDRICK: There is a zero balance. That means there is no money left.

SPARKS: Okay. So you spent that in 2021 and that is done.

HENDRICK: We are not leaving any dollar on the table.

SPARKS: That is what I heard you say to Dr. Williams, so I wanted to make sure I understood.

HENDRICK: Yeah.

SPARKS: The ones that go through 2023 this fall basically, this September.

HENDRICK: Yes.

SPARKS: You have to make sure that you spend it or you are planning on spending it.

HENDRICK: You have to at least encumber it, which means you have to issue a purchase order or you have ordered that.

SPARKS: You have ordered it. Okay. But you also, I want you to clarify for me. You also have to make sure, because I did hear you say, we are going to do this maintenance if we can with those funds.

HENDRICK: Right. For capital expenditures, you have to send a report in to the state and get approval.

SPARKS: Okay.

HENDRICK: We are pretty good about—

SPARKS: It has to be connected to the Covid relief.

HENDRICK: Yeah.

SPARKS: You have to justify that it is being spent proper.

HENDRICK: Usually everything we have had on that list, we have not had an issue getting approval. We are pretty clear on what it is.

SPARKS: Yeah. Okay. I wanted to understand that. Then in terms of the section on the state grants, which is 17, contracts.

HENDRICK: I'm sorry, what page?

SPARKS: Well, it is a section, 129 to—

HENDRICK: Yes, 129.

SPARKS: —to 146.

HENDRICK: Yes.

SPARKS: You said those were state issued.

HENDRICK: They could be state or federal. Under source, you will see whether they are state or federal.

SPARKS: Yeah. State or federal.

HENDRICK: Or local.

SPARKS: What about local grants?

HENDRICK: They are in here also.

SPARKS: They are in there too, okay.

HENDRICK: Yes. Yeah.

SPARKS: I wanted clarification on that because I did see that. Then, my last of couple questions, if you wouldn't mind going back to the slide that talks about impact on OCDE, and you had a list? Yeah, yeah. I wanted to understand, I think you answered the first part. The one-time funding, it ends in 2023. Those are going to be accounted for. You are going to make sure they line up, that you can spend them on what you are supposed to spend them on. Correct?

HENDRICK: Right. Right.

SPARKS: Then, on the second, the \$27 million there of federal Covid relief funds, ESSER II and III.

HENDRICK: Yes. So we have received the cash in 22-23, but we won't be expending them until 23-24. Our accounting rules say, we recognize the cash—

SPARKS: Okay.

HENDRICK: —in 2023. So in 23-24, you will see expenditures that go with it.

SPARKS: Okay. But you will already have allocated or indicated what you are going to spend those on related to the Covid relief funds.

HENDRICK: Right. You will see those in the budget.

SPARKS: Okay. If you go back one more slide I think it is, okay, stop there. I had a question. No, one more. The one about magnet schools.

HENDRICK: This one?

SPARKS: Yes. The \$129 million for magnet schools assistance, does that include charter schools?

HENDRICK: I'm not sure actually.

SPARKS: Okay. Magnets are slightly different than charters, correct?

HENDRICK: They are normally slightly different. They are usually for a specific purpose. Since it is a federal guideline—I could check into that.

SPARKS: Okay.

HENDRICK: Yeah. It is \$129 million nationally, so I'm not sure. That is a large—if we get 10% of that.

SPARKS: Right. What would that be and does it include charter schools would be my question.

HENDRICK: Okay.

SPARKS: Then my last question for now at least is on the gray square over there, on the \$729 million for adult education state grants. How does that play out, adult state education?

HENDRICK: So there are still some school districts that offer adult education.

SPARKS: Okay.

HENDRICK: In California, that was something we had actually ended.

SPARKS: Okay.

HENDRICK: Some districts are still trying to do that on a fee service or other funds. There is hope that there will be a little bit of funds for that.

SPARKS: Okay. I just didn't know what that meant, so thank you. All right, that is all I have. Thank you very much for your report. Any other questions that have popped up since our question?

HENDRICK: Any items you would want to see for the next budget?

SPARKS: Any items for the next budget, specifically? Not at this time. We will be in touch.

HENDRICK: Thank you.

SPARKS: Thank you.

WILLIAMS: Good job, Renee.

BARKE: Thank you.

SPARKS: Well done. Okay, introductions. Nina, do we have any introductions?

BOYD: I have one introduction for you today.

SPARKS: Okay.

BOYD: I would like to introduce Dr. Ramon Miramontes, Deputy Superintendent of Instructional Programs. Dr. Miramontes was born in Oxnard, California and moved to Fullerton when he was eight years old. He is one of eight children, parents of immigrants from Nayarit, Mexico. He attended the Fullerton School District through eighth grade and then went to Sunny Hills High School where he was CIF Southern Soccer Player of the Year.

He accepted an athletic scholarship to play soccer at Vanguard University, formerly known as Southern California College, where he met his wife Debbie, daughter of an Army chaplain, 35 years ago when they both were undergraduate students there. The two have been married for 32 years now and have three grown children. Nathan attends the University of Tulsa College of Law. Emily is a public school teacher in Orange County, and Zach attends Vanguard University where he is playing collegiate soccer, following in the footsteps of his father. His siblings are majoring in English.

Dr. Miramontes received his doctorate in educational leadership from USC in 2015. He holds a master's degree from Azusa Pacific and his bachelor degree, naturally came from Vanguard. He has been working with children for the past 40 years, but he began his formal educational career in 1991 as a teacher at Cesar Chavez Elementary School in the Norwalk-La Mirada Unified School District. His first year, he was named Rookie Teacher of the Year and five years later he was named a teacher on special assignment at Benton Middle School. He became Benton's assistant principal in 1997. In '99, he returned to Caesar Chavez Elementary as its principal, a position he held for the next six years. Under his leadership, Caesar Chavez became the first California Distinguished School recognized in the city of Norwalk.

From 2005-11, he moved on to serve in his hometown of Fullerton, leading Beechwood School. Under his leadership there, the school was recognized as a National Blue Ribbon School and the first public school that received the International Baccalaureate Middle School recognition. He then moved on to serve as a director of human resources at the LA County Office of Ed. from 2011-14. Then after serving at Los Angeles County Office of Ed., he joined Buena Park School District in 2014 as the assistant superintendent of Educational Services. He was then appointed by the Board of Education to serve as its superintendent of 4,100 students. He was recognized at the California Association of Latino Superintendents and Administrator's Superintendent of the Year for Region 6 in 2021.

When asked why he came to OCDE, Dr. Miramontes stated that his experience as a classroom teacher, as a principal, district administrator, and superintendent, as well as serving at Los Angeles County Office of Ed. and understanding the county's role in collaboration with districts, led him to us. He felt it was his calling to have a greater impact on a grander scale in serving students alongside parents, teachers, and administrators in public schools to ensure that every Orange County student has the resources and support they need to thrive, is his personal goal.

Now, you would think with the litany of things that I stated, that he doesn't have any free time, but he did state that in his free time, he enjoys spending time with his family, walking his Golden Doodle Charlie and attending East Side Christian Church. He also likes western books, movies, gardening, and yoga. The one word that describes him is visionary. We are so pleased that he has joined our team and we already see what an asset he has been in the one short month that he has been here.

SPARKS: Wonderful, welcome. Thank you for that extensive introduction. That was amazing. We are excited to have you on board with us. This moves us to public comments and we have a lot of public comments, which is awesome. We are so excited to hear from you guys. Because

we have so many, we would likely need to keep them to two minutes so that we can hear from everybody.

SHAW: What I'm going to do, a number of viewers speaking specifically on items 12 and 13, so I will call you when we get to those items. The rest we will do now during general comments. I'm going to read the first name followed by the person on deck so that we can try to move expeditiously. If you hear your name on the on-deck circle, you might move over there and get ready to go. We will lead off with Lynne followed by Rudi.

LYNNE: Before I begin, may I please ask the board members if you have received the chart that I had Nina share with you? It is about the travel expenses for your general counsel. Do you have them? Alright, then I will begin and thank you.

SPARKS: We are very familiar with them.

LYNNE: Excuse me. Yes. I'm Lynne Riddle. At the March meeting, I commented regarding the \$360,000 in attorney's fees that you approved and paid to your Board Attorney Mr. Rolen for work billed in 2022. Those 2022 invoices were all approved and paid following an open session agenda notice and Board's public discussion; yet, as I pointed out to you in March, during those 12 open sessions, Rolen invoice review opportunities, not one of you ask a single question about the invoices content before you approve them in full. Let me underscore again, your fiduciary duty to review those invoices carefully and most importantly, your duty to not spend even a dollar that is not consistent with your fiduciary duty.

Our California Supreme Court in 1903, in an opinion of Denman versus Webster, set out perfectly and succinctly an unchanging principle of public funds trust law. Quote, "The school board occupies a position of trust of the city's school district and its inhabitants are the beneficiaries of that trust. The trust funds constitute the trust to be expended. As trustees, the board is not authorized to incur useless and unnecessary expense at the injury of those beneficiaries." Because you are spending public funds that are intended to directly serve the children under your care, you have a heightened duty.

Please look at the chart that I have given you here. And using the only data that is available to me, I have endeavored to set out the amount of money it costs both the taxpayers and our kids to hire an attorney from San Francisco and for his travel expenses. At page three, at the bottom, you will see that that comes to \$102,000 a year. Accordingly, does that \$102,000 expenditure meet the criteria?

SPARKS: Thank you. Your time is up. Thank you.

LYNNE: That is imposed upon you by law.

SPARKS: Thanks so much.

LYNNE: I thank you for your answer. I'm sorry when you prepare for three minutes and when you cut it, it is difficult.

SPARKS: Thank you very much.

LYNNE: Thank you.

SHAW: Thank you, Lynne. Rudi, followed by Charlotte.

RUDI: Hi, my name is Rudi Krause. I was here during the Covid crisis when you guys all acted wrong on everything you did. Every decision you made was wrong about Covid. Basically, you are useless thinkers. That is going to become a very important topic or word, concept that everyone is going to have to understand in the future. We are talking about Klaus Schwab, the great reset, and his depopulation plan. I have written extensively on this. I'm on my second book. I have written over half a million words on Covid science.

I have solved Covid science. I cracked the Covid code. Covid is an anaerobic virus. I will be nominated for a Nobel Prize for this. I'm the only person, the only scientist in the world discussing this. The gain of function was the aerobicized, the Covid virus to make it inhale a slight amount of oxygen. Forget about the furin cleavage site. That had nothing to do with Covid becoming super contagious. You could have just spliced it together with Godzilla DNA and looked in the microscope and said, oh my God, it looks like Godzilla. It is breathing fire. We will never be able to kill it.

But if it is anaerobic and it lives without oxygen, it is the same old story. Our oxygen-rich, red blood cells kill it. So what was the gain of function? They oxygenized it. Fauci made it so that it could inhale like 0.05% oxygen. Now can you imagine what that would be for a virus that has been trapped in an anaerobic prison for all its life. Now it can breathe a little bit of air and that is what made it contagious. That is the greatest guarded secret in the world right now. I cracked the code. All of the science falls thereafter.

SHAW: Thank you, Rudi.

SPARKS: Thank you. Your time is up, sir.

RUDI: All of the scientists are going to have to listen to me.

SHAW: All right, Rudi. Your time is up.

RUDI: And the anaerobic science of Covid

SPARKS: Your time is up, sir. Thank you.

SHAW: All right. Let's go to—

RUDI: Including the useless thinkers.

SHAW: Charlotte will be followed by Michelle.

AUDIENCE MEMBER: I want to talk to that guy afterwards.

SPARKS: Thank you.

CHARLOTTE: Hi, my name is Charlotte Finklea and I'm here today as a representative of WAVE, Women for American Values and Ethics. WAVE was founded six years ago to hold our elected officials accountable for fulfilling the duties of their office with the American values and ethics that Orange County citizens deserve. When they do not, WAVE and it is 2,000 plus volunteers mobilized to elect those who do. I want to acknowledge and thank the board again for taking a first step into implementing an investigation into the allegations of sexual misconduct at Orange County School of the Arts. However, WAVE continues to request an adequate outside investigation with an oversight committee that will report back to the Board of Education. I want to reiterate that a properly conducted investigation will help to maintain the historically excellent reputation of the Orange County School of the Arts, that the investigation will hold accountable those who have participated in the sexual misconduct while clearing the school of the cloud that hangs over its unique place in educating the students of Orange County.

It is your higher obligation to follow through on the requests of current students, alumni, parents, and the community to implement a third party investigation into the allegations of sexual misconduct at the Orange County School of the Arts. Thank you for listening.

SPARKS: Thank you.

SHAW: Michelle will be followed by Elaine.

MICHELLE: Time is valuable. Good evening, President Sparks and distinguished board members. My name is Michelle O'Brien and I'm a proud mom and grandma. Tonight I want to speak on behalf of children. It seems like every but or every day, someone or some groups want to destroy a child's innocence. This must be stopped. They are only young and innocent for a short period of their lives. For the rest of our time, we have to be mature adults, pay taxes, work. Let them have their childhood. I apologize. I lost my spot. They are only young for a period of time. Others do not have the right to rob our children of this.

I also want to thank the Board for fighting for our children and our parents' rights. Thank you for all that you do.

SPARKS: Thank you.

SHAW: Elaine, followed by Katie.

ELAINE: Good evening, Board and thank you for the opportunity to speak to you and to address you. This is very short, very succinct. As a teacher for over 40 years, there is no time to sexualize our children. Our academic scores keep going lower and lower. If you do not think so, we just change the tests so that it looks like they are not going lower. We need to stop demoralizing our school system. Sex is for adults, not children. Male and female has lasted for

thousands and thousands of years, so we need to stop this gender jargon. Life is based on science, not feelings. Rather than masks, children need earplugs. Thank you.

SPARKS: Thank you.

SHAW: Katie will be followed by Diane.

KATIE: Good evening, board members. My name is Katie Bollinger. I'm an alumna and survivor of the Orange County School of the Arts. I thank you again for your decision to launch an investigation into the decades of sexual abuse allegations at the Orange County School of the Arts. Our aim now is to ensure that this third party investigation is truly independent. Independent is defined as not influenced or controlled by others in matters of opinion, conduct, et cetera. For as large as Orange County is, it is also small. There are often fewer than six degrees of separation between the people and the institutions in power. A local law firm, superintendent, or other local elected official cannot act as a truly independent investigator.

Perhaps worse than no investigation at all, is an investigation where OCSA students are betrayed and silenced once again. We are demonstrating that higher and higher authorities do not care about or take their allegations of abuse seriously. It is hard to think of a more critical situation than making sure that children are safe from abuse of any kind, especially in their schools. If this sounds like a daunting task, that is because it is. There are investigators around the country who takes on cases like this. We learned of a man named Michael Johnson, a retired police detective who served for 28 years and is internationally recognized expert on child abuse, detection, and prevention. The American Society on the Abuse of Children recognized Detective Michael Johnson as one of the most influential pioneers in the investigation of suspected child maltreatment. Our commitment to have a true third party investigation is such that we have not contacted Mr. Johnson, nor made him aware of the circumstances at OCSA.

We hope that you will lead the way in finding a person and/or organization that will conduct a truly independent third party investigation. Doing something and doing justice are not the same thing. We trust that you will make every effort to ensure that a true independent investigation into the abuse allegations at the Orange County School of the Arts is handled swiftly, effectively, and justly. Thank you so much. I appreciate your time.

SPARKS: Thank you.

SHAW: Dianne followed by Charlotte.

DIANNE: Good evening. I'm here once again as a parent of an alumna of the Orange County School of the Arts, a concerned citizen, and a longtime resident of Santa Ana. I want to thank the Board for taking the first step toward the investigation of sexual misconduct at OCSA. However, this investigation should not be pushed to the Superintendent. It needs to be done right. Our students, our children deserve that and much more. I strongly encourage and strongly support the request for an oversight committee and an independent investigation, a true third party independent investigation. Thank you.

SPARKS: Thank you.

SHAW: Charlotte, followed by Isabella. Is there more than one Charlotte. Oh, Charlotte Schultz. Sorry. Okay.

CHARLOTTE: I was number 20, so I thought this is too soon. Good evening. Thank you for inviting us to address the Board. I am here because, we were at Newport Harbor Republican Women the other day and were informed that there are students who are being taken out of the Orange County schools and provided with hormone therapy replacement for sex change for kids who are confused about who they are and what they ought to be. My concern is that children are that, their children. Somebody told me once, the definition of adult is someone who is buying their own toilet paper and light bulbs. If they are living under their parents' roof, then their parents should make decisions about how they are treated medically, and that is my concern. Thank you.

SPARKS: Thank you.

SHAW: Isabella will be followed by Chloe.

ISABELL: Hello, everyone. I am a peer navigator with Alianza Translatinx, the first trans-led organization in Orange County. I'm going to let Khloe speak a little bit more about what Alianza Translatinx does for the community. I had a whole speech written for you all, but in light of the recent comments, I'm just going to go off book a little bit here. I want you all to take a second to look at me. Are you? Do you see me? Because not that many years ago, I was a student in the public school system who needed resources, who needed a teacher to support me, and needed the space, the kindness of individuals who are dutifully supposed to protect me and also protect my community. All right.

AB 1314 is an incredibly and direct attack on transgender individuals. What it does is it says that I do not have the opportunity to decide, and have a space, and a breath for myself to be able to define myself. What this bill does is it creates every single teacher, their responsibility to treat me identifying as who I am, as the person that you see in front of you right now, the same way that they would as a mandated reporter, as if something dangerous was happening. This bill, what it is, it shows directly what anti-trans individuals, the organizations that they are supporting, that they are working very hard, they are. They are doing a lot of good work. Honestly, it is a credit to you all. It is a credit.

Because what young people need is a breath. They need a safe space in order to realize who they are. And this is not just trans individuals, this is all young people. All young people need a chance, all right? What this bill does is it creates a status of danger. It is a threat to young people. I really encourage you all to really think about this. I'm sure I will be speaking here again. Thank you.

SPARKS: Thank you.

SHAW: All right, Khloe will be followed by Gloria.

KHLOE: Hi, good evening. My name is Chloe Rios Wyatt. Not too long ago, I was also a student in Santa Ana High School, Willard Intermediate School, Wilson. I grew up in a very Catholic and conservative home and was very scared to let my family know about my gender identity. Today, I wouldn't be standing in front of you proud of letting you all know that I am a transgender Latina. If it wasn't for the support and trust I received from school teachers, counselors, and school staff, I wouldn't be able to tell you that today. I also have the privilege and the honor to lead the work of the first and only transgender led organization in Orange County, Alianza Translatinx. I'm here to express my deep concern about the proposed anti-trans policy AB 1314 that is up for discussion and potential action for the Board's proposed meeting agenda of April 12.

This is a clear violation to the students' and kids' right to confidentiality. I want to remind you about the disproportionate number of trans youth that are currently homeless, misusing substances, and even dying due to the constant discrimination and marginalization we suffer even from our own families. As a recommendation, providing support directly to the students and making sure they are ready to share and to have the conversation with their parents is primordial. No one should have the right to out anyone, except that person who identifies as part of the LGBTQ plus community. This is a clear stab in the back for students and kids and I urge you to stand up for the rights of trans and non-binary students.

Policies that discriminate against trans and non-binary youth, as well as policies that violate their privacy while at school can have far reaching consequences. Do not let that happen. I am a clear example that trans people are not mentally ill. We are human beings and we deserve the right to also live our lives to the fullest that we can.

SHAW: Thank you. I'm going to ask folks to try to maintain some decorum. We are all going to be heard. We are going to have some differences of opinion, but we need to be respectful. Okay? Please. We will hear from Gloria, followed by Kelly.

GLORIA: [Spoke in Spanish].

TRANSLATOR FOR GLORIA: Good evening, my name is Gloria Sanchez. I'm a transgender woman and I come here representing Alianza Translatinx. The respect for others rights is peace. Mothers, fathers, we need for our kids, the youth, to express themselves the way they are. Mental health is important for everyone. Youth with good health will build a beautiful, brilliant future. Let every kid to make their own decisions so they can express themselves when they feel ready. When their mental health is ready to express themselves. The right to freedom of speech is very important. If God being the creator of the universe does not reject anyone, who are we to discriminate others only because they think differently, because they have a different aspect, because they live in a different way, or because they love in a different way. I request you to please have some mental health and acknowledge the kids from today. They can be the future for tomorrow.

SPARKS: Thank you. Gracias. Thank you.

SHAW: And, Kelly. Okay. Let's keep it down, folks.

KELLY: Tonight we heard a great presentation from Renee about the budget and funding for Orange County Schools. We noticed that the enrollments are tanking by a million students. While there are many attempted explanations to these declines, I believe that there is a fundamental flaw in the way California State Department of Education has been failing our students. We are seeing an overreach of government into our areas of parental rights. If I was denied the opportunity to parent my child when he or she is confused about anything, emotionally distraught about anything, I would be upset. I cannot be lied to by faculty at my school when I drop off my kid. That is not right. That is an overreach of government and I appreciate that you guys are working hard to protect our rights as parents and have a heightened duty to respond to Assembly Bill 1314. Orange County citizens appreciate all of your efforts.

I think there is a baseless and wasted amount of time that Lynne Riddle continues to complain about the Board's legal expenses in detail, but has never questioned the Superintendent's legal expenses. Why is that? Since Judge Riddle is so concerned about Board spending, why is she opposed to the Board signing the Superintendent's salary in line with the market? Why did she defend the Superintendent's exorbitant salary? It seems a bit hypocritical. Does Judge Riddle work for the Superintendent? Why was Judge Riddle so against proposed board policies that give parents more control in their children's schools, lives, and help protect them? These kids are minors. Does she want parents to have no say in their children's education? Does she want teachers and administrative bureaucrats to have complete control over students and keep the parents out? This is offensive. Thank you guys for working hard for our parents.

SPARKS: Thank you.

SHAW: We have a number of speakers who indicated they wanted to speak specifically on 12 and 13, so we will call them up when we get there.

SPARKS: Oh, I see. Okay. Thank you all. So we will move on. Now we will move on to the consent calendar.

WILLIAMS: I will make a motion for the consent calendar.

BARKE: I will second.

SPARKS: All in favor?

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

SPARKS: I would ask that we—

SHAW: Okay, folks, we are going to call you up when we call item 12 and 13, so we are going to call you up at that time. Were you trying to speak right now?

SPARKS: Yes, yes, yes. We are going to call you.

SHAW: We have a number of speakers still coming.

SPARKS: Yes. We are going to call you up with the topic connected to the item that you wanted to speak about. Again, a reminder if we could have decorum in the audience and treat each other with respect, we very much appreciate that. We were about to vote on the consent calendar, I think.

BARKE: Yes. Yes. You have a motion and a second.

SPARKS: We have motion and a second.

BOYD: Could you repeat the motion and the second?

SPARKS: Oh yeah.

BOYD: There was too much noise. Sorry.

SPARKS: Okay.

WILLIAMS: I made the motion.

BOYD: Thank you.

BARKE: I second.

BOYD: Thank you.

SPARKS: All in favor?

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

SPARKS: Okay, we approved the consent calendar items 5-0. That moves on to item number nine on charter schools. Nina, do we have any charter submission submissions?

BOYD: We have no submissions at this time.

SPARKS: Okay. So next would I go then to calling Teresa Johnson up? There you are.

JOHNSON: Good evening, President Sparks and Trustees. On March 2, 2023, Vista Heritage Global Academy submitted a material revision to remove high school grades from its operating charter and amend enrollment preferences, effective July 1, 2023. Today, the Board will hold a hearing to consider public input regarding the requested material revisions to the Vista Heritage Global Academy Charter School petition. Prior to public comments, representatives from Vista Heritage Global Academy are allotted 10 minutes to address the Board. I now invite representatives from Vista Heritage Global Academy to the podium.

FELCH: Thank you, Teresa. President Sparks, members of the Board. It is a pleasure to be here. It has been a while. Collin Felch, assistant superintendent of Vista Charter Public Schools. I'm

here today to speak about our material revision. It is really straightforward. In a nutshell, the Vista Meridian High School petition that this board approved, the countywide petition, is going to be opening with students this fall. And as a result, we are closing the high school grades in Vista Heritage, which originally was the middle school that we then did a material revision to add high school grades and now we are closing that. That is really what we are doing in a nutshell, again, pretty straightforward. In addition, since we are doing a material revision, we wanted to make sure that the legal language was updated according to new laws since the last approved petition. We wanted to make sure that things like our bell schedule and other items like that were also updated accordingly. We also updated our organization chart with new leadership. As I talk about new leadership, I would like to introduce some of our leaders that have not yet been introduced formally to this board. We have Ms. Roxanne Alessandro, who is our new—I guess I will still call her our new principal. She is finishing up her first year as principal at Vista Condor and Vista Heritage here in Santa Ana. And then we also have Ms. Karen Amaya, new assistant superintendent for Vista Charter Public Schools. And I will let them say a few words.

ALLESSANDRO: Good evening, Board President Sparks, Trustees, and guests. My name is Roxanne Alessandro. I'm the new principal of Vista Condor Elementary and Vista Heritage Middle School. I'm in my 28th year of education. I'm a product of Orange County Schools. I graduated from Brea-Olinda High School and then Cal State Fullerton. The majority of my teaching and administrative career has been in Los Angeles County and I'm happy to be back here in Orange County and a part of the Vista Charter Public Schools Organization. Thank you.

SPARKS: Welcome.

AMAYA: Good evening. My name is Karen Amaya. I'm the new assistant superintendent for Vista Charter Public Schools, 20 years as an educator, both teacher, and then I have served Vista Charter Middle School in Los Angeles as assistant principal for two years, then principal for six years. Dr. Felch and I actually started together, so I'm very, very excited to take on this new role where I will be supporting all of our schools. In the time that Dr. Felch and I have worked together, he has always just spoken so highly of the support and the collaboration of our three now Vista Schools in Orange County with this board, so I'm very excited and I have been a little envious, actually. I'm very excited to now be supporting all of our schools, working with all of our principals, and to also be part of the partnership and collaboration with OCDE, so thank you very much.

SPARKS: Welcome.

FELCH: And I wanted to keep this short and sweet. The last thing I will say, I know some of you have been to our schools, but there is an open invitation for all of you to come and visit our schools. We will have a new campus opening up soon, so you will have to visit that. But thank you again for your time, and, again, if you have any questions, we would be happy to answer them.

SPARKS: Thank you for all the wonderful work you all are doing. I just love it when you guys come to the podium, and always report all the wonderful things that you are doing, and how you are growing, and the decision making, and the rationale behind that decision making. It is

fantastic for all of our Orange County families who are able to attend your school, so thank you for your hard work and dedication. Thank you.

WILLIAMS: Can I say something?

SPARKS: Dr. Williams, yes. Oh, I think Dr. Williams has something to say.

BARKE: You have to open the hearing.

SPARKS: Oh, you have to open the hearing.

JOHNSON: Yes.

SPARKS: Oh, okay. Go, go.

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

BOYD: There are no public comments for this item.

JOHNSON: This then concludes the public hearing. The Orange County Department of Education staff recommendations including recommended findings will be published on May 23, 2023, and the Board will take action at its June 7 meeting. President Sparks, I now close the public hearing and turn the meeting back over to you.

SPARKS: Thank you so much. At this point, do we have any Board questions?

WILLIAMS: Yes. More for the education of the community and the people who are here. Collin, could you just come up? I want you to brag a little bit more.

FELCH: I would be happy to.

WILLIAMS: You are very humble. But what you have accomplished is quite a big deal. Let's go back to when we approved you as a charter school. What year was that?

FELCH: Originally, 2015 is when we first opened into Orange County.

WILLIAMS: Okay, 2015, yeah. Who took the lead and what board really took it up to promote your school? It was us, huh?

FELCH: You. Yeah.

WILLIAMS: Yeah. And you didn't have a whole lot of support at that time.

FELCH: Correct.

WILLIAMS: But we believed in you because of the vision that you had. How many kids do you have right now, eight years later?

FELCH: Yeah. In Orange County specifically, we have in all of our schools, slightly over 1,000 students.

WILLIAMS: Wow.

FELCH: Yeah. In all of our Orange County schools.

WILLIAMS: And your first year was how many?

FELCH: In the first year, I want to say 170.

WILLIAMS: Yeah.

FELCH: Something like that. Yeah.

WILLIAMS: Under your leadership, you got your doctorate too in between these years.

FELCH: Yeah.

WILLIAMS: Very impressive and very impressed with the new leadership that you brought on. Thank you for being a part of this organization. What you do is incredible for the community there in Santa Ana, and you are providing them with good, safe, and good back to basics education. Thank you very much.

FELCH: Thank you, much appreciated.

SPARKS: Thank you. You may as well stay up there for a second. Any other? Trustee Valdes?

VALDES: I just have some comments. I had the pleasure of touring Collin's School with him. I could just tell everyone in this room and the public, this is such a high level of educators at that school. I was so impressed with the tour. I was so impressed with what you are doing, the way you are doing it, the class, and the dignity that you conduct at that school. I just want to commend you for all the work you are doing for our community.

FELCH: Thank you. It is a team effort.

SPARKS: I would just add—well, something I would like for you to add, actually, in addition to the comments earlier that I had said, would you mind just explaining in a minute or two what your rationale was behind letting go of the high school push and making the decisions you did to exist in the way that you are existing now in terms of moving forward new campus, et cetera?

FELCH: Sure, sure. The high school became a separate LEA. We wanted to do that and we wanted to do a countywide high school because we are partnering with a number of the local

community colleges, many of which are in different community college districts. Through our pod model, we wanted to make sure that we were able to offer our students access to dual enrollment programs through these different community colleges. That is why we ended up changing from the material revision, which was only based in Santa Ana, to this countywide model that is now going to be able to be offered in multiple cities with multiple community colleges.

SPARKS: If parents were wanting to learn more about that, how could they get more information about how to enroll their child in such a program?

FELCH: Sure. They can always go to our website, www.vistameridian.org. They can also call our school. We would be happy to both, talk about this information as well as give a tour, just like we did with Trustee Valdes. Our number is 714-988-2719.

SPARKS: Okay. Perfect. Anybody else?

BARKE: Sure. I would just like to also, just reiterate everything everyone said. You are a true visionary. Over the years I have been to openings, ribbon cuttings, new campuses, just really seeing your campuses just really thrive. Even through the pandemic, you did an amazing job. You are just always a great leader, so we appreciate everything you do for Orange County.

FELCH: Thank you.

SPARKS: All right. I think we have exhausted our questions for today.

FELCH: Perfect.

SPARKS: Congratulations on everything you all are doing.

FELCH: Thank you very much.

SPARKS: We really appreciate it and welcome aboard. Thank you. All right, that brings us to item 11.

BOYD: President Sparks?

SPARKS: Yeah.

BOYD: If I could just interject, I apologize? I just noticed. On item 11, the board agenda backup, the stickers were inadvertently put on the wrong—so 11 and 12, the backup items are posted incorrectly. I just want to bring that to your attention because on item 11, it is actually the backup for 12.

SPARKS: Oh, I see.

BOYD: And on 12, the backup for 11 is there.

BARKE: Okay. Oh, thank you.

BOYD: It was also posted that way on the website.

SPARKS: Okay.

BOYD: I just want to make sure that the public and the Board is aware. The stickers that were put on, were just put on the wrong—

SPARKS: Okay.

WILLIAMS: We saw that. Yeah.

SPARKS: Perfect. Thank you for that clarification.

WILLIAMS: So, I will make a motion to approve item number 11, Madam President.

SPARKS: Thank you.

SHAW: I would second. May I ask a question? I do not know if it would be appropriate, Dr. Sparks. I know you are working so hard to support and get some funding for some of our schools. Would it be appropriate to share that at this time publicly? No?

ROLEN: We are going to have an agenda item. We will be addressing that.

SHAW: I withdraw my request then. But Dr. Sparks is doing great work for us, so I appreciate it.

BOYD: Can you repeat that because his comment didn't get picked up?

SHAW: Oh, I guess he said we are going to have a future agenda item, so we will discuss it then. I'm happy to help Lisa make this trip so that she can do some really great and exciting stuff for us in Orange County.

SPARKS: Thank you. All right, I guess we put it to a vote.

WILLIAMS: A question.

SPARKS: Yes.

WILLIAMS: You are doing some really good stuff.

SPARKS: Thank you.

WILLIAMS: You are flying back to Washington, D.C. You are working with both the Republicans and Democrats to create legislation, to modify and do something good for kids in Orange County.

SPARKS: Particularly with the homeless and foster youth. We are trying to really help with additional wraparound services around our charter schools.

WILLIAMS: Okay.

SPARKS: We are going to have a further update. Our lobby team will be updating people in more detail of all the exciting work that we are doing, but we are working really hard.

WILLIAMS: Very good.

SPARKS: So, thank you. Do I put it for a vote or somebody else does?

BARKE: Go ahead.

SPARKS: Okay. All right, I put it for a vote. All in favor?

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

SPARKS: Okay. We will move on from that item. Thank you all. This brings us to item number 12, and I will turn it over to, Trustee Shaw.

SHAW: Thank you, Dr. Sparks. We have four speakers on this item. We will start with Stephanie, followed by, forgive me Uyen.

BOYD: How many minutes?

SHAW: Oh, two minutes, right.

BOYD: Okay.

SHAW: So we will have two minutes. Stephanie, followed by Uyen.

STEPHANIE: Good evening, members of the Board. My name is Stephanie Camacho-Van Dyke, and I'm the director of advocacy and education at the LGBTQ Center OC. As you have may noticed, we are currently observing an uptick on anti-LGBTQ legislation across the country. So far, there have been 417 anti-LGBTQ bills that have been introduced so far. With a total of 283 education related bills, more than twice the number of bills introduced from last year. Certainly, we are witnessing a domino effect happening here in Orange County and across California. It is vital that we work together to ensure that we protect the rights of our trans and non-binary students and work towards strengthening safe and supportive environments within our schools.

Yesterday we learned that AB 1314, a dangerous and harmful potential bill is no longer up for consideration at this time. However, it is important to recognize these incredibly harmful anti-trans bills that are often based on misinformation and fear mongering rather than actual evidence or concern for the wellbeing of trans students. My fear is that AB 1314 may inspire school districts, such as in Chino Hills, for example, to consider similar dangerous policies in our schools, which would jeopardize the safety and wellbeing of our trans and non-binary students here in Orange County. These policies have greater implications and broadening impacting society as a whole, which would also kind of promote a culture of intolerance, discrimination, and hate. As we see here in Orange County, that hate is certainly on the rise.

By supporting policies that uplift our trans and non-binary youth, we are not only creating a more inclusive and welcoming school space, but we are also helping these students thrive and academically succeed. I urge you tonight to please stand with me and the broader community here tonight in support of our trans students for their safety and their wellbeing. Thank you.

SPARKS: Thank you.

SHAW: Uyen, followed by Robert.

UYEN: Hello, and good evening. My name is Uyen and I go by she/they pronouns. I'm a queer Vietnamese American, born and raised in Orange County. I graduated from Orange High, District 3. I went onto UCLA and I got two masters, one in public health and one in Asian American Studies. I'm currently executive director of Viet Rainbow Orange County. We are a grassroots Vietnamese American LGBTQ organization, and we have been in existence for 10 years now. I'm here to speak up on the dangerous and harmful anti-trans and anti-LGBTQ rhetoric that has been present and frequently put on the agenda. More specifically, I'm concerned about agenda items 12 and 13, and even more specifically, I'm deeply concerned at the lack of knowledge, compassion, and understanding that many of these board members here have on LGBTQ plus issues and experiences. Coming out to one's parents as a young LGBTQ person is not always safe, especially when you are a transgender or nonconforming kid.

In the youth work that we do, many of our LGBTQ kids do not come out to their parents because they are at risk of being kicked out, physically and emotionally abused by their parents and/or other harms. In the 10 years that we have been as an organization, we have seen so many LGBTQ youth get kicked out, harmed, and be emotionally abused by their parents. We have found as an organization that school is a safe space where kids can be free, themselves, understand who they are and what they want to be in the world. Where they have access to supportive adults who actually listen, and support them, and respect them for who they are. So do not bulldoze over the needs of trans and gender nonconforming youth and possibly put their lives at risk for a lifetime of harm and trauma in the name of so-called parents' rights. Because at the end of the day, like so many LGBTQ people know, not all parents are right. Thank you.

SPARKS: Thank you.

SHAW: Robert will be followed by Carla. Is Robert here? There you are. Come on down. You will be followed by Carla.

ROBERT: Good evening, Board. I'm a former special ed teacher. One of the toughest things I always had to deal with was when parents were not involved. One of the nicknames I picked up, I was known as "maestro duro," the hard teacher. The only way that I could get families involved is when I had to do home visitations. I was driving literally through at times, as I call it, the barrio. When I was having parents involved, absentees went down. Not one time did I ever have a family reject their kid, no matter what was going on. Even kids that were starting to get involved in things that we probably would never want them involved with, whether it was, maybe some, I will say gangs or whatever. I always taught in very tough areas.

When I hear about kids that are now coming out as they are calling themselves trans or whatever, I would reach out to certain families. I always found families to be supportive. Now, maybe there is other families that are not, but to me with AB 1314, to cut out families, to cut out the parents, to me is divisive and we can't have that. My experience as a school teacher, in all the years that I taught, when I had parents involved, I had better fortunes with my kids. When the parents were not involved, that is when I had the worst times with my kids. Please have more parents involved. There is ways that we can do that. I'm willing to have other teachers come and help, and I'm willing to lend whatever hand I can to the Board. Thank you.

SPARKS: Thank you.

SHAW: Carla.

CARLA: Good evening. I'm Carla Caden. Tonight, I'm here because clearly I can see some people, parents, I really respect them. I'm born in really a straight family and Christian family. I believe in God. But my parents, it wasn't educated to deal with me. At some point in my life when I was really young, I really needed help to identify myself and who I really am. But I was a victim of bullying. People hit me on the street and called me names. Now, I really want to help others to have mental health education. Now, we work in a nonprofit organization and we are always going to be there to help parents and kids together. We want to help take your hands to help them, your kids. So sorry, we still have the barrier of language, but we will just be here to help. I want to help others to be a better person and that is it. Thank you.

SPARKS: Thank you.

SHAW: Okay. We still have quite a number of speakers for number 13. But if you want to go now, Linda, come on down?

LINDA: (Inaudible). Sorry about that. That is entirely my fault. Thank you. My prepared script I need to really depart from.

BOYD: I am sorry, could you state your name?

LINDA: I really want to focus in on the key objection to AB 1314.

SHAW: Linda Cone.

LINDA: Yeah, Linda Cone. I'm sorry. The key objection to 1314. I'm going to let Attorney Erin Friday speak for me. She almost lost her child to the transgender agenda and she has been fighting this battle for three years. She actually helped write AB 1314, and interestingly, she is a democrat. Hours after AB 1314 was killed, she was on a Zoom call where I was on with several other people. What she said really touched me. She said, "I have worked with thousands of parents all over California, not one even considered rejecting or abusing their child. Saving them, yes, abandoning them, no." Abigail Schrier, who authored, "Irreversible Damage," said basically the same thing about the parents of transgender. A previous speaker talked about the importance of parent involvement. I really want to underscore that, and I want to try to address what was said by some of the very thoughtful people from the transgender community. I understand the concern that your transgenderism may not have been affirmed by your parents and your teachers were willing to fill that gap. But I also want to plead the case for the 45,000 people who are really questioning the decisions they made on the detrans Reddit website that Erin Friday refers to. The bottom line here is we do need parent involvement. Given the absence of evidence that parents abuse their transgender children, I urge that we not cut off parent involvement. Thank you.

SHAW: Thank you.

SPARKS: Thank you.

LINDA: Thank you.

SPARKS: Okay, thank you all so much. Now we move on to item 13, correct?

SHAW: No.

SPARKS: No.

AUDIENCE: (Inaudible).

SHAW: All right, we are going to hear from everybody. Okay? It says discussion and action on AB 1314 is what I had agendized.

SPARKS: Okay. Yeah.

SHAW: I did ask for this bill to be put on our agenda. Our board can take position on state or federal legislation if we deem it appropriate. I did think that this was in harmony with our board's general philosophy of supporting parents' rights. We did have a parent's rights—what do we call it exactly?

BARKE: Resolution.

SPARKS: Resolution.

SHAW: Parents Bill of Rights, recently, we adopted in trying to empower parents in the education of their children. We did have news a few days ago, the chairman of the Assembly Education Committee said he won't even have this bill come up, AB 1314, for a vote or a hearing. Sometimes people misuse words, they say the bill is dead. That is not exactly true. Our Legislature, we hold elections every other year, so it is a two year legislative cycle. In the first year of a legislation—I have worked for the State Legislature for many years. In the first year after an election, very few bills die per se, so there is nothing that would stop a bill from coming up again next year. What I would like to do, Madam President, is I think our board should consider taking a position on AB 1314. Obviously, it is not likely to come up for a vote this year. First off, Chairman Mariucci could change his mind this year and decide to hold a vote on it in his committee, or nothing would stop the bill from coming up for consideration next year.

I think we as a board might want to consider taking a position. I do have a fact sheet from the author of the bill. It is Assemblyman Essayli who comes from Corona. I will just read a few parts of the fact sheet that he has. The background, current law does not require schools to inform parents or guardians if their child is transitioning at school. The legal ambiguity around this subject has led to teachers not knowing what the proper protocol is, or how to approach this delicate matter with parents to ensure the best academic and social emotional success of the student. AB 1314, or 1314, would provide that a parent or guardian has the right to be notified in writing within three days from the date any teacher, counselor, or employee of a school becomes aware that a pupil is identifying at school as a gender that does not align with the child's sex on their birth certificate.

This bill does not, emphasize does not, prevent schools from acting to protect any child they believe are being harmed off campus or at home. If a teacher believes a child is in danger, they have a duty to report. It is pretty straightforward, pretty straightforward legislation to notify parents. I think that is probably the appropriate course of action. I know we are going to have agenda item number 13 here, where we are going to hear very specifically. This is not hypothetical. This is happening, of course, here in Orange County, as we are going to be discussing here in item 13. I realize we have a difference of opinion in this room. I just feel, Madam President that it would be the proper course of action to remove any legal ambiguity. What should a school district do if a student comes to them saying they want to be identified with a new gender, new pronouns?

I do want to address one thing here. It was referred to as an anti-trans bill. I realize that is that perspective. I see this very much as a pro parents' rights position to take. I want to tell the folks who are here on the other side how much I respect you and you are here having your voice heard. I hear and respect your position. I do not feel anti you guys. I do not feel Assemblyman Essayli is anti-anybody here. We are just trying to be for the parents, so my motion, Madam President is that our board take a position to formally support Assembly Bill 1314.

BARKE: I would second your motion.

SPARKS: We will take it for a vote. All in favor?

WILLIAMS: Wait a minute. We still have discussion.

SPARKS: Oh, discussion. I mean, sorry.

WILLIAMS: Yeah, yeah.

SPARKS: Discussion. Trustee Williams.

AUDIENCE: (Inaudible).

SHAW: Okay, we are not going to have outbursts right now.

WILLIAMS: Yeah, remember that they are disturbing. Remind them of that. (Inaudible).

SPARKS: If you all continue to disturb the flow of the meeting, we are going to have to ask you to leave, so please stay and politely listen. Thank you.

AUDIENCE: (Inaudible).

SPARKS: Please, we would ask for you all to either leave quietly or stay quietly, but we are continuing with the meeting. Thank you. Trustee Williams?

WILLIAMS: Okay. Yeah. A little bit of heated discussion here. On Assembly Bill 1314, it may be a two-year bill. That is what it sounds like then it may be, Tim. I agree that the Board should take an official position. I do want to talk a little bit about this bill, what it is and what it is not. The current bill that was signed in 2014 by then Governor Brown really has confused this issue of parental rights. No one is here to attack those individuals who identify with the LGBT community. They are human beings like anybody else. God loves them. We may not believe on political goals in aspiration, but they are human beings just like everybody else. No one is saying they are mentally ill. We love and show great compassion and charity whether you are a person of faith or whether you are not a person of faith.

The issue that I see here is that this is about the rights of parents to direct the upbringing of their children. This bill is nothing but saying to government, teachers, counselors, or employees, that three days, they should be notified if there is anything that their children identify with a differing gender. That is all this bill is about. None of this undo's any of the aspect of 1266. It does not alter any laws. There is a lot of people who make the accusation, stop politicizing this. Stop getting involved in political wars. Stop fear mongering. No one is fear mongering about this. This is something that impacts parents, parents who have children and their right to direct the upbringing of children, their children. No one has that right to take away from me or anybody here, the right of their parents to not be involved. That is the right of a parent.

That has been something that has been around for centuries and millennium. It is an offense if you say that a parent doesn't have the right to know. That that is a great offense. I also want to highlight that this bill talks about research. The Society for Research in Child Development came out February of this year, February 28, an empirical article that talks about those parents who are involved with their youth, the lesbian, gay, bisexual, transgender, or queer questioning youth, it does support that when they are involved, there is less depressive symptoms and less suicides.

When parents are involved, they may not agree, but the research and the data does show that these kids do better.

I am going to be showing in the next agenda item number 13, why when parents are not involved, the problems with that and the ambiguity of current Bill 1266 that that has been in legislation since 2014.

SPARKS: Okay. Thank you. Mm-hmm. Any other comments?

VALDES: I have some comments, Madam President.

SPARKS: Sure.

VALDES: I guess I'm one of two trustees up here that has school-aged children. My two young kids go to school at a charter school in Santa Ana.

SPARKS: Three. I have school-aged children too.

VALDES: Oh, sorry, I did not know that.

SPARKS: The three of us.

VALDES: Okay. I'm one of three.

SPARKS: Just saying.

VALDES: Thank you for correcting me on that. I really can't imagine my son Liam attempting to call himself by Lisa or another name that his mom and I didn't give him. I really can't imagine that happening and the school not telling me about that. I just cannot fathom a school counselor or teacher having discussions with my son or daughter about that significant an issue with my wife and I deliberately not being told that. I do not see that bill as being an anti-trans gender at all. I see it as pro parent. I think it is the right of a parent to know. If we talk about fear mongering, I think the fear mongering is in the allegation that these kids are somehow going to be rejected by their parents. I certainly would not reject my children for making that kind of overture. I think the amount of people that we are talking about in that rejection category is extremely, extremely low. I have taken a public stand several times now since I have sat on this board in favor of parents and I'm going to do that again. I would support Trustee Shaw's proposal.

BARKE: I would just make a really brief comment. I think most of you here know and those listening, that I'm always pro parent. I always believe parents make the best decisions for their children. I believe our children need us. We need to be there for them and we can't take that away. Our children deserve to have us there, and we can't have a bill that takes us out of the equation. It is so important for us to love and be there.

SPARKS: I echo those comments. I would just additionally note that the bill does not prevent schools from acting to protect any child they believe is being harmed off campus or at home. If a teacher believes a child is in danger, they have a duty to report. That is very, very important.

AUDIENCE: Report to who?

SPARKS: They have a duty to report. This isn't a dialogue. This is just me saying something as someone who is also in alignment with parental rights and parents understanding and knowing what is going on with their children. So at this point, we will take this for a vote, correct?

BARKE: Yes.

SPARKS: All right, all in favor?

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

SPARKS: Item 12 passes 5-0 in terms of support.

SHAW: For item 13, Madam President, we do have quite a number of speakers once again. I will call up a name followed by the on-deck speaker. Okay. Sara will be followed by Mary.

SARA: Hi. Good evening, President Sparks, Trustees, staff, and guests. My name is Sara Jocham and I am an assistant superintendent in Newport-Mesa Unified School District. Thank you for the opportunity to speak today on item 13 since the item contains emails from current and former NMUSD staff members, which are included as part of your information item for discussion tonight. The issue of gender support plans and parental involvement, approval and notification was discussed at our last district board meeting as requested by board members to provide greater transparency into our gender support practices. Our district follows the law. We support all students. NMUSD does not transition students. We do not provide medical support. We do not transition students. We provide students with a gender support plan in accordance with the law to ensure they are safe at school and have a plan to meet their needs while at school, which includes how to support them with facilities, PE, pronouns.

As a district, we looked into the concerns brought forward in these emails about parent participation and approval in gender support plans. We found that every single gender support plan at elementary and secondary within Newport Mesa had parent involvement and parent approval across all age groups. We have had parents decline gender support plans for their students at the elementary level, and we honor and respect those decisions. There is no secret district policy or practice to exclude parents in any of these conversations or discussions. We know that parent involvement is key to student success and support in all areas of education. We are strengthening our administrative regulations and practices.

SPARKS: Thank you. Your time is up. Thank you.

SHAW: Thank you. Mary will be followed by Sharon.

MARY: Good evening, Board. My name is Mary Reynolds. Good to be here tonight. We appreciate the time to speak. I came because I understood what the lady just spoke of was going to be happening here and you were making some decisions about that. I just wanted to speak on behalf of moms. I have four children, they are grown now, and I'm a grandma, so that is really an exciting time in our life. It would just kill me as a parent if that right would be taken away. I'm glad for that clarification just now. I appreciate that. I know that some of you here, if not all of you are parents and I'm sure you wouldn't want that right taken away from you either.

I did just have a minute to go outside and speak with some of the individuals that shared a different perspective. They seemed very angry and very, very vocal as we all heard, hence their departure. But we both agreed that it is an us/us thing instead of coming together and working together. Both of our concerns are for the child and the best thing for the child. If a teacher is tattling, is how they are seeing it, going behind the child's back, it seemed to me that there should be advocates for the children that do what is best for the children in helping them to speak to their parents if there is a problem with that. But I would be supportive of my child. That is not what I choose for my children. That is not how I have trained them. That is not the direction we personally go in our home based on our faith and everything that we believe in, but I can't see that the us/them is going to work. It is going to have to be something where we work together and have special advocates to work with the parents to understand, not belittle, and hurt their children. Thank you.

SPARKS: Thank you.

SHAW: Sharon, followed by Gabriela.

SHARON: Hello. Distinguished members of the Board. Thank you for everything that you are doing to preserve parental rights tonight. I'm the chief domestic officer at the McDougall residence, which means I have two children. They do not go to the public school. They go to the private school. Is my microphone on?

BOYD: Yes. If you could just back up just a little bit because there was an echo?

SHARON: Okay.

BOYD: Okay.

SHARON: They go to a private school, simply because we see the deterioration of the public school system. It is not focusing on academics. I did have a question for myself today. I said, when is an adult brain fully developed? I did some research and the age is 25. It says the most important part of the brain, from one of the sources I have found, to become fully developed is the prefrontal cortex, the front portion of the frontal lobe. This area handles many of the higher-level cognitive abilities, such as planning, problem solving, making decisions. It is also important for cognitive control, the ability to suppress impulses in favor of more appropriate actions.

The adult brain is better wired for cognitive control compared to the adolescent brain, which is more influenced by emotions, rewards, and social acceptance when it comes to making decisions. I came here in support. I wanted to voice my support of AB 1314. Which we all know it just legally obligates teachers and administrators to inform a child's parent if he or she is identifying as something of the opposite sex or any other genders that are being propagated in the modern day school curriculum. Based on the scientific fact that a brain is not fully developed until age 25, why are some educators and administrators in our school system with a clear conscience, gender transitioning and affirming children who claim they are of another sex in their elementary years without parental knowledge? This sort of fantasy thought needs to be lovingly processed with caring parents in home. Yes, teachers should be—

SHAW: Thank you.

SPARKS: Thank you.

SHARON: —Teaching academics and instruct their children.

SHAW: Your time is up.

SHARON: The Bible says, love thy neighbor as thyself.

SPARKS: Your time is up. Thank you.

SHAW: Gabriela, followed by Diane.

BOYD: Before you speak, if I could just let the audience know, we have very sensitive microphones. If you adjust it to your height, then please do not hold it because that is what is creating the echo and the static. Thank you.

GABRIELA: Good evening. My English is so terrible, so I will ask for help. I'm looking for the support of you guys. I'm mom of six kids. They are all eight different ages. Lupita is one of my special kids and there are other five. One of the things that I really need your support— [Begins speaking in Spanish].

INTERPRETER FOR GABRIELA: I think that what I understood is that you are really supporting us parents. We have the right to educate our kids under our faith and that you are allowing parents to raise their kids the way we think. I will have loved that the previous group that was here earlier was present at the moment, because it is common sense that we need to continue to reproduce ourselves. If we let our youth be boy with boy and girl with girl, where are we going to reproduce ourselves? What is going to be our future? They already shared that God loves us all. And yes, God loves us all, but this does not mean that God is going to allow us to break the innocence of our child. True love is not to teach sex. True love is to teach them the love of God, which is eternal love. Yes, please, we need your support. Especially people that do not speak English, we really need your support and we really pray that you support us. That is what we need.

GABRIELA: Please. Thank you and God bless you everyone.

SPARKS: Gracias.

SHAW: Diane, followed by Donna. Diane, followed by Donna.

DIANE: Can everybody hear me this evening? Good evening, President Sparks, Trustees and community. My name is Diane Wells and I live in Newport Beach. I'm a parent and a taxpayer. Tonight, I'm asking the Board to adopt a resolution to support AB 1314. AB 1314, which supports parental rights, must be allowed to go forward and be heard in the California Assemblies Education Committee. An update on that as of this afternoon is that it has been re-referred to the Education Committee as of today. We must not silence parents' voices. The following Supreme Court decisions affirm parental rights, Wisconsin versus Yoder, Washington versus Glucksberg, Troxel versus Granville, Stanley versus Illinois, Pierce versus Society of Sisters, Routten versus Routten. These Supreme Court cases all have one thing in common, they affirm the fundamental rights under the Fourteenth Amendment and the Due Process Clause for a parent to oversee the care, custody, and the control of their child. In the words of the Justice Foundation representing Kelly Routten of Routten versus Routten, we believe in protecting children from those who would destroy their innocence and exploit them from their own purposes. On the whole, parents are the best protectors of children and have the natural right and the duty for the care, the custody, and control of their children. Children in the main are naturally incapable of exercising self-government until reaching the age of majority.

Again, tonight, I urge this board to support AB 1314. Thank you very much.

SPARKS: Thank you.

SHAW: Donna, followed by Dawn.

DAWN: My name is Dawn Thomas. I come in the name of you Yeshua Hamashiach, the God you pray to, also known as Jesus. He says, if my people who are called by my name will humble themselves and pray and seek my faith and turn from their wicked ways, then I will hear from heaven, forgive their sin and heal their land. I thank you for what you have done tonight and what you are going to do in the future for our children, for our grandchildren. Because without these statutes, without following God's laws, we are nothing. We are nothing without him and we will lose our land. I thank you from the bottom of my heart for all of you standing for parental rights. I so appreciate what you know and what is important. Because we will lose this land if we do not stand up for what God has given us.

He said to be fruitful and to multiply and to fill this earth. We can't do that if we are doing abominations. It says in Hebrew, man with man is hell fire, woman with woman is hell fire. Man with woman, God is in the middle. Go back into the Hebrew and learn what it means to be truly living for almighty God who we just had in this season. He gave his life to give us life and life eternally. His salvation plan was so that we can live forever, so that we wouldn't die in our sin. And God loves everybody, even those who have done what is wrong. But they need to repent. Repentance changes things. Thank you.

SPARKS: Thank you.

DAWN: God bless you all.

AUDIENCE: (Inaudible).

SHAW: You are Donna, right?

DONNA: I'm Donna.

SHAW: Okay. We got a little out of order. Donna, followed by Chelsea.

DONNA: No problem. I just love that you have expressed things that have been in my heart and why I came. I'm really thankful for this board that is supportive of parent rights, as many people have spoken up today. It is so important. As a former teacher for 32 years, a teacher of teachers from Cal State Fullerton and Cal State Long Beach, as being in the classroom with students who did have problems at home or problems at school, you always incorporated the parents with discussions and never, ever took their problems to anyone else but the parents before you recommended a counselor or whatever. I'm so grateful to be here tonight in your support, so I thank you for that.

Also, I just wanted to mention that, as an academic, as promoting that in schools for all the years that I taught including now with my with my grandkids, I have four that have gone through the Newport-Mesa District. I have two more are that are still going. That is a wonderful blessing for a grandma to watch this happen, to watch them adopt the love policies, and freedom of speech, and all that we are advocating. I wanted just to say that schools need to teach academics. They need to supervise instruction and they do not need to promote sexual discussions, or behaviors, or whatever in the classroom. That is the parent's right to do.

I appreciate an opportunity to talk because it is so important for us to stand up. I'm nervous up here because it is not something that I normally would do. But it is wonderful to feel respected and appreciated.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: Chelsea, followed by Lorrie.

CHELSEA: Hello, my name is Chelsea. I am an Orange County resident and parent. I also went all my school-age years through the Orange County Public School system. I'm here to comment on item 13 and urge you in general to support policies that uplift and protect trans children and students in our community. The push of the Alliance for Education for quote "more parental rights" is just a disguise for putting trans students at risk. You do not get to decide what is anti-trans, trans people do. This is anti-trans. Outing trans students before they are ready to, to their potentially unsupportive parents, puts them at risk of an abusive home environment. Even though

you think that no parent would ever do that, it is clear that there is enough hate in this room, that that is actually the case.

While theoretically, parents should be a safe and welcoming space for kids to be loved for who they are, this is not the reality for many trans and non-binary kids. Students' privacy must be protected. Schools are not transitioning students. That is not what is happening. Those are lies. Schools should be a place where all students are valued and supported. We know from brain science that learning cannot happen when students do not feel safe. Having to fear that your teacher will out you to your unsupportive parent, does not create safety. If you truly desire Orange County Schools to be a place that provides a safe environment where all children can learn and thrive, you will support policies that protect trans students. Thank you.

SPARKS: Thank you.

SHAW: Lorrie, followed by Ashley.

LORRIE: I will be quoting from Erin Friday from today's EdSource: Schools that immediately presume that affirmation is the correct approach do a disservice to their students. Erica Anderson, Ph.D. is a trans woman, clinical psychologist of 40 years, former board member of the World Professional Association of Transgender Health, and former president of the U.S. arm of WPATH, who also worked at the Pediatric Gender Clinic at Benioff Children's Hospital for five years. She recently filed an expert brief in which she states that parent involvement is essential whenever a child indicates a desire to change their name, pronouns, preferred bathroom facilities, hairstyles, or clothing, so as to match an opposite gender.

It is Anderson's professional opinion that parents must play a role in their child's gender decision making. She states that (1) social issues are leading the surge in the number of minors stating they are trans (2) gender identity may not persist and social transition has a direct effect on that outcome (3) social transition is a psychosocial medical treatment (4) minors with gender dysphoria need careful mental health evaluations (5) social transition for minors is not endorsed by any medical societies, including the American Academy of Pediatrics, American Psychological Association, Endocrine Society, and WPATH, without in-depth mental health assessments (6) the number of children de-transition is growing, and (7) no medical association has endorsed school facilitated social transition without parental consent.

Schools are encouraging immediate social transition at the first signs of a student exhibiting gender incongruence without parent involvement. Removing parents who know their child's mental health histories, past traumas and struggles will result in harm. Schools do not take the place of parents. Schools are in session 180 days a year, but parents are present 365.

SHAW: Thank you, Lorrie.

LORRIE: And there are 45,500 that are in these de-transitioning.

SPARKS: Thank you.

LORRIE: So we need to keep them in mind.

SPARKS: Thank you.

LORRIE: Thank you so much.

SHAW: Ashley, followed by Craig.

ASHLEY: Thank you. Hello, good evening. My name is Ashley Anderson and I'm the current board president of Newport-Mesa Unified School District. Earlier Dr. Sara Jocham our Assistant Superintendent of Special Services, shared our current practices and policies related to parents' rights. I want to reiterate what she shared. We do not have a single student in Newport-Mesa who does not have parent involvement and parent support. That is not the reality in our district. We would hope that all parents would be a safe place for their child. Sadly, that isn't always the case. However, it is our board's belief that parents should be a child's first, primary, and most long lasting teacher. We believe so strongly in this, that our board updated our LCAP, our Local Control and Accountability Plan in June 2022 to include a fourth goal of family and community engagement, to engage families and programs that support positive student behaviors, that contribute to a better learning environment, to involve families in decision making and in programs that support student wellness and academic achievement, and to cultivate community partnerships with community organizations and industries. This also includes faith-based community partners.

We have existing board policies around parental notification and shared decision making. Board policies are different than administrative regulations. This is an important distinction. Administrative regulations, or AR's as we call them, are written by staff for staff, based on board policies. We are actively listening to and engaged with parents of students in our district. I'm here tonight to listen to any support or concerns raised. I was a bit surprised that a local district matter would be discussed at a county meeting. I think it is important to note that our district school boards have local control and are truly representative of the communities we serve. Thank you.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: Craig, followed by Patty.

CRAIG: Hi. Thank you for the vote, appreciate it. I think I'm with Mr. Valdes. I have raised four children perfectly in Orange County, and I could not imagine the school not telling me that one of my children wanted to change his or her name. The point is, there is an assumption that a child's feelings is correct and concrete, and it just isn't. If it was, I would have lost all my money, and let them drive when they were 14, and let them drink alcohol. They change their minds. Children are malleable, they are impressionable, and there is something too. If you haven't read the book by Abigail Shrier, there is a psychosis behind changing gender and it goes in waves like bulimia, like anorexia. It is very scary.

When a child goes on that path, it could lead to an irreversible position because hormone therapies create irreversible damage. We do not want a child to even step on that path without the parents' involvement, so we have to keep doing that. I think the problem we have with schools is that sometimes they are just a little too big. They have too many social programs. I think we can have more charter schools and break up the schools. I think that would be a great step in the right direction.

SPARKS: Thank you.

SHAW: Thank you. All right, we will have Patty and I think it is Kelly on deck.

PATTY: I would like to start by saying thank you to Dr. Ken Williams for having the courage and putting this agenda item together. I would like to know if the parents in Orange County know what a WSCC student mental health services are. I would also like to know if the parents in the county know what a gender support plan is. Are they given an explanation in a school or county email, or is the school individually responsible to provide that information to the parents? According to page 42 in the agenda, gender support plans are proactive—sorry. No, no, no.

I would like to know how transparent this school district that is putting this gender support thing together. There are so many parents that do not know what is going on in the schools that when you see something like this, like, I'm a regular person, I'm a mother. When I went on and I looked at it, I was very surprised because I had absolutely no clue what it meant. How many parents are not out here in Orange County that are unaware of what is going on in their schools? How can a parent trust these schools and leaving their children there? Now when you have to worry about their children being given hormones? And who are these teachers that are conducting these interviews, or are they surveys? Because the last time I checked it was illegal to give a child a survey in school. When they are being asked these questions with their gender, are they being asked a question for a survey, or is a doctor or a psychologist evaluating them? If they are being evaluated, is their answer going to help CPS remove these children from their home?

That is my main concern. Are children going to start being removed from their homes because they do not agree with this crazy and absurd and unrealistic thing that a boy is a girl and a girl is a boy.

SHAW: Your time is up.

SPARKS: Thank you.

SHAW: Thank you.

SPARKS: Thank you. Gracias.

SHAW: Thank you.

PATTY: Where do we draw the line?

SHAW: Kelly, followed by Joette.

KELLY: I'm in favor of education and I'm also in favor of parent rights. I was born in Iowa. I went to school in Iowa, Nebraska, Ohio, and Minnesota. I lived in the capital of four midwestern states. My dad grew up on a farm in Iowa. My mom's family is also from Iowa. Her family were educators, father was an athletic director and coach, her sisters were all teachers, and so was my mom. It says quality education. Why are the schools not focusing on education? That is what they need to be doing. Why are they sexualizing our students? Why are they trying to get involved in things that they should not be involved with? Mr. Williams, we appreciate you getting these emails out. What people do not understand is what the schools are doing behind the scenes here. There is emails, and they are grooming. They are trying to change the lives of sixth graders. People at elementary school, elementary counselors, they get into the pronouns. They have an About Me Project. They tried to build connection with the students, building connections with the students. That is all about grooming, trying to change and do these things. They are talking about having a safe place to meet with them, especially at the elementary school. Are they going to have privacy, confidentiality? It looks like they are trying to get them off campus so they can build a connection. I just do not understand it.

The schools need to focus on education and keep these other things separate. They have nothing to do with that. Where I come from, boys are boys, girls are girls, and right is wrong. This is wrong. I'm one of five kids and I have kids still in the school district out here. I graduated from Villa Park High School, USC Business School, Pepperdine Law School, and this is not right. To take away the right of the parents to be informed of something and have disclosure, kids can't even sign a contract until they are 18 because they are minors. How can you not allow their parents to be informed of something at least up until that age? It is not quite legal.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: All right, Joette followed by Jesse. Am I saying that name right? J O E T T E? All right.

JOETTE: I want to thank all of you. I had no idea what I was going to be up against when I came out here and I will tell you I was on fire, but you people have reassured me. Mr.—I was trying to get names down. Mr. Shaw, Tim Shaw, thank you so much for bringing that up. I commend you, sir. That kind of courage was just unbelievable. Thank you for clarifying for me what it was for the 1314 because so many people are confused. Parents are confused. I was amazed that you all passed it 5-0. Is that right? Did I get that correct? Unbelievable. Thank you. You have reassured me. Please understand that you are not in the majority. Parents come here and we expect to be attacked just like we were.

I had asked Mr. Collin Felch as he exited, that you all were so pleased and proud of, I said, are you planning on taking away parents' rights? And he said, no, we have no policy and we will not do that. He is a good man with a good background. We appreciate that. But it has to be stated, refusing to notify parents assumes that parents will not agree with the policy of gender change. I'm going to say it again. Refusing to notify parents assumes that parents will not agree. This is

discrimination against parents. I have been attacked for appearance. I have been accused of things. One person said, so-called parents, another person said, students at risk. That is assuming that parents are all bad.

SHAW: Thank you.

JOETTE: We are not bad. We are good people.

SHAW: All right.

SPARKS: Thank you.

SHAW: Your time is up.

JOETTE: And we love our children.

SPARKS: Thank you.

JOETTE: Thank you.

SHAW: Jesse will be followed by Maria.

SPARKS: Jesse, right?

SHAW: Yes.

JESSE: Good evening ladies and gentlemen. I would like to apologize for being a little aggressive when I got here earlier with these people here. But we all know one thing, God created man and he created women. That is it. There is no in between, nothing. Bible doesn't say anything about transgenders, is there, that they exist, that they should exist? I do not think so. You should be saying, no. We can't be teaching our kids this in school, and we need to notify our parents onto what is going on. We have every right as a parent to know what is happening with our children. That is why we are parents. It is wrong for you to say that it is okay to be transgender because it is not okay. God made man and he made women. That is it.

I ask you to please reconsider of what you say regarding that, because we have every right to know of what is going on. Our kids need to be kids. They do not need to be taught this. When I was in school, I never knew anything about gay or transgender stuff in school. All we did was play, and learn math, learn reading, and play all day long. That is it. Nobody was teaching me, hey, you could be a boy if you are a girl, you can be a girl if you are a boy. That is nonsense. Thank you very much.

SHAW: Okay.

SPARKS: Thank you.

SHAW: Maria, followed by Rosa. Maria? Maria L.? Are you Maria? Oh, you are Rosa. Maria? Yes. You are up.

MARIA: Good evening. Thank you for letting me speak tonight. For many years, society has declared that the ills of the world for the inner city children could be cured if there was more parental involvement. Recently in the last couple of years, there has been a push towards less parental involvement by certain organizations and certain special interest groups. I do not understand what that is, but I'm very concerned that there is a lot of different things coming down the pipe way, like Planned Parenthood being in the school for mental health clinics and hormone referral therapy. Also, another thing is, I would like to know why Planned Parenthood was having a meeting at the Orange Unified School District and El Modena Democrats had put that announcement out. Why is Planned Parenthood there at the school district in Orange? I do not understand. They do not have any reason to be there.

My concern is that a lot of these school personnel are biased in the transgender plans. They are biased and they guide kids towards transgenderism and not to recognize their biological gender. I'm curious to find out how many of them actually do guide the children back to their biological gender, as opposed to switching their gender. Another thing is, I was reading, "Understanding Sexual Grooming, Child Abuse Cases." It says, Sexual grooming can include targeting the victim, secure access and isolating the victim, gaining the victim's trust, controlling and concealing relationship. It could be in-person, internet, or institutional settings. Now that description kind of makes me think of some of the programming that is going on in the schools. So please, let's be aware of that.

SHAW: Your time is up.

SPARKS: Thank you.

MARIA: And not allow that to happen to our kids. Thank you.

SPARKS: Thank you.

SHAW: Alright, Rosa, followed by Laura.

ROSA: Hello, my name is Rosa Otero. I'm an OC resident. We are immigrants from Mexico. We were raised very traditional. My mother was very Mormon, so extremely traditional. Three sisters of my younger brother, two years younger than me, he was always very feminine in his mannerism. He actually, between the ages of 13, 15, 16 years old started dressing gay. He, himself was quite confused, tight jeans, everything. He tried being a bisexual during those teenage years. Although he was picked on, me being the older sister, I stood up for him. During the ages of—later on, 18-19, in the early 20s, he started turning only gay, so only dating men. After that, in his 20s, he decided to try cross-dressing and dressing in dresses and being trans.

Now, at 43 years old, he is a completely bisexual man. But, come to find out, he actually had a severe mental illness. He has damage in his frontal lobe. Had he been in our schools that we have now, and I can testify to this, he would have gone through the ideology and he would have

mutilated his body. He was confused. He didn't find out who he wanted to be until his 20s, until he found out all those. He went through bisexual, gay, trans, and then he went back to being bisexual. That is a decision that we allowed him to make even though our family is very conservative.

I, myself, am very Christian. I have two younger daughters, which I raised one through the Orange Unified School District. She is 26, and the 7-year old that I have right now. I have always supported him, whatever his decision is even though I might not agree with it. So we, in a Christian household, I can testify to you that even though we do not agree with it, we will always support our family. It is very important to have a parental involvement. Our testimony to show you, he would have completely mutilated himself.

SHAW: Thank you.

ROSA: So it is very important to have the family support.

SHAW: Thank you, Rosa.

SPARKS: Thank you.

SHAW: Laura will be followed by Lucy. Laura.

LAURA: Good evening. Hi. If a girl was to think that she was Superman and she could stop a speeding train or could fly, would it be charitable to call her Superman and allow her to stand in the path of a speeding train or to jump off a tall building? What would be the natural consequence to that choice? If a boy were to think he could become a woman and a mother someday, no amount of hormones or genitalia mutilation will make it possible for him to conceive and bear a new life. It is a biological fact. We learned this in our high school biology, and maybe even some earlier grades now too, that if you have an X and an X chromosome, you have a female. If you have X and y, you have a male. That is unchangeable. There are men competing right now in women's sports and robbing them of their rightful medals and recognition. The women have sacrificed. They have worked hard. It is a loss to their self-esteem as well.

I have seen in my school district where there was a boy who thought he was a girl being named homecoming queen. The girls who should have had that opportunity were crushed. This is not charitable to the boys and it is not affirming to the girls. I'm not sure why feminists are even going along with all of this stuff. In God we trust is on the wall, but we do not have prayer in schools. There are satanic clubs proliferating on campuses and public libraries across the country. Without God, of course, there is all sorts of abominations that will take place. I hope that what you had said was correct.

I saw the vote, 5-0 supporting the parental rights. I truly hope that that is the case in the long run. That it is not just a virtue signaling. Because I have seen in the last couple of years where I came to another meeting and we were told that there would be no vaccination sites at schools; and yet, it became one for the experimental shots without parental support, without approval.

SHAW: Thank you. All right, your time is up.

LAURA: God bless you.

SHAW: Thank you, and, Lucy.

LUCY: Good evening everyone. My name is Lucy. I go by they, she, he pronouns. I'm an OC resident, also went through the OC school district. We have talked a little bit about children and stuff. But being pro parent is actually a really bad investment. If we actually talk about kids attending school and school not being a safe place, chances are they are not going to go to school and you all won't get your money for that. Furthermore, 25 to 30% of Gen Z generation are starting to identify within the LGBTQ community. The last thing I will say is that I'm so excited for this generation to replace this board and also replace the people here. Thank you.

SHAW: Thank you. Lucy was our final speaker.

SPARKS: At this point, let's take a five-minute break before we jump into item 13. We will take five minutes. We will be back in five minutes and let's try to keep it to that because we are going to have a big agenda item coming up.

[The Orange County Board of Education recesses for a short break.]

SPARKS: All right, we are back to order. Thank you all. Alright, we are moving on to item 13, board update and presentation. Trustee Williams, your own deck.

WILLIAMS: Thank you, Dr. Sparks. In the January 2023 board meeting, I gave an overall update about the Equity and OC Grant that was based upon the whole child, a whole school methodology that was created by UNESCO, and then adopted by the CDC, and adopted by our State Board of Education. It was a very lively and good conversation. I thought it was a healthy conversation. We were told by our staff that these mental health services that we were giving were only wellness spaces and nothing else was going on. I told also the Board that I would be back with them if I found anything of great significance. The *Epoch Times* broke a particular concern regarding issues at a local school district that I think is important. Thus, what I'm doing is presenting these findings that are part of the Public Records Act and public documents that is happening in one of our local school districts. So with that, the rest of my comments, Nina if you want to get going.

SISAVATH: We are ready.

WILLIAMS: —will be in this video.

[Presentation is presented on the screens.]

VIDEO VOICE: This presentation by Dr. Ken Williams—

WILLIAMS: If we can lower the lights?

BOYD: (Inaudible).

VIDEO VOICE: —the Orange County Board of Education is an update of an earlier presentation on the Centers for Disease Control, Whole School, Whole Child Model for public education. As the primary purpose of education and controversial progressive public governance methodologies, such as Critical Race Theory is integrated into public school curriculums. The information in this video is not new information and the original disclosure from an earlier discussion can be seen online at the Orange County Board of Education website. This update is focused on Public Records Act acquisition of emails from the Newport-Mesa Unified School District, originally exposed in an *Epoch Times* article by journalist Brad Jones, a pro parent based group in the state called the California Alliance for Education, obtained several controversial emails that were subject to the Public Records Act. These emails are presented in this presentation.

This public discussion will focus on the content of the emails that are a part of the public record. The California Alliance for Education is a parent driven and directed organization. They advocate for student achievement, school district's transparency and parental rights across California. According to their website, they believe every child in our state deserves a safe school and non-political education. And, their advocacy work is designed to create the checks and balances needed to have a well-functioning education system that puts the needs of students above special interests. With this background, let's examine the emails and public concerns.

VIDEO VOICE OF WILLIAMS: Hi, this is Dr. Ken Williams, and I'm here outside of the Newport-Mesa Unified School District headquarters. As we investigate and look at these emails which certainly undermine the rights of parents to direct the upbringing of their children, these emails are quite concerning. In 2019, the Newport-Mesa Unified School District adopted this secret gender support plan. It was done without public input. It was certainly done without parental knowledge and understanding. Even now as we talk to parents, they do not know that these type of things are happening in their schools. In a period of approximately 33 months, 23 students, and eight elementary students were socially transitioned without parental consent or knowledge. In these emails, you are going to see the results of this gender support plan that were adopted really in secret and without parental consent knowledge. And certainly the constituents of this district have no idea about these things happening.

Exhibit two is an email summarizing a conversation between a Newport-Mesa Unified School District elementary principal, whose name has been redacted, and Sarah Coley, director of Student Services. In this email, they discuss adding elementary school counselors to assist with gender support plans. The principal confirms the need for counselors to build connections with elementary students and ask about preferred pronouns. The principal further warns in this email that we do not have a guaranteed expectation of privacy when meeting with students in Zoom, so something that we all need to be mindful of, especially elementary students.

Exhibit three shows a 2021 email from a local political activist and editor-in-chief of the *Orange County Lawyer Magazine*. Her name is Gialisa Gaffaney. In this email, Gaffaney reaches out without parental consent or knowledge to a Newport-Mesa Unified School District staff member whose name has been redacted. She offers a sixth grader who wants to use certain pronouns,

despite the mother who is not supportive. This email is remarkable in that a self-identified attorney activist is offering her legal advocacy for a child without parental consent and knowledge. This activist also recommends a book called, "George," in which it is described as a terrific age appropriate, fiction story that explains gender transitions.

Exhibit four shows a 2021 email documenting the gender transition of a student without parental consent or knowledge. The email originates from an unnamed and purposefully redacted Newport-Mesa Unified School District psychologist sent to a Newport-Mesa Unified staff school teacher whose name has also been redacted. This email states that the student in need of gender support plan has already been socially transitioned as the teacher states in this email.

Exhibit five, to honor Trans Visibility Day, an email is shown from Kristen Henry, who is the mental health and outreach coordinator from this district and as well as from Sarah Coley, the director of Student Services to different and varying psychologists and counselors. The emails regarding gender galaxy resources and curriculum, a very interesting document. It is important to read everything because it prompts students for things like self-exploration, or my sexuality, or when I was little my gender galaxy felt like. Again, this is for kids who are still in the grammar school age. It is certainly age inappropriate and parents simply do not know anything about it. In an April 1, 2021, email from a redacted staff employee to Kristen Henry, the question is asked, "Do we need parent permission to start doing this activity," in reference to the gender galaxy teaching and curriculum, "or can we just lead them through the activity?" In her response later that day, Ms. Henry, in an obvious frustration says, frick, you draw your own conclusions to what she meant.

Exhibit seven is an April 2, 2021, email from a redacted staff counselor in the district, to Sarah Coley and Kristen Henry. In this email, the counselor expresses her frustration, and she took a couple days to respond because she couldn't fully wrap, as she said, my head around the issue at hand. These activities have not been authorized or approved, either through Student Services or the Board of Education and it is a bit confusing. She also said that she needs to firmly express her following concerns, that her role as an educator is far different than that of a parent. And that the role of an educator is to provide a safe and unbiased environment to learn math, science, history, and English. The activities presented in the curriculum far surpass what is appropriate for educators. So she says in concluding, as a parent, I would be appalled if these conversations happened with my kids at school. It is an incredible overreach.

Exhibit eight, in this Tuesday, February 15, 2022, email from Sarah Coley to a redacted district employee. The question is asked, do we have an obligation or are we even permitted to inform other students or parents if a student selects accommodations that are within their preferred gender expression? In the response, Sarah Coley says, legally, you do not have the right to tell them. And if you do tell them, you have to be careful about what you say or how.

Exhibit nine demonstrates staff deception. It is written December 1, 2021, and it is from high school counselor regarding the use of pronouns for a high school student. In this email, the identified gender is male and the preferred pronouns are he, him, and they. But the staff counselor says when communicating with parents, please use the first name and please use she, her, or her pronouns. Amazing how staff can deceive parents and not be honest and transparent.

Exhibit 10, the email shows that a school psychologist from the district wanted to offer a child a wellness gender support plan. Even though the plan was not asked for by the patient, it was taken upon the school psychologist to offer this plan. The question is, did her parents provide consent for the psychological intervention? Most likely not.

Exhibit 11, in this email we see is September 27th, 2022, email from a staff and school psychologist asking questions about the transitioning of a child without the knowledge and consent of the parents.

Number 12, I will call hidden names of principals, Starbucks cards, and the announcement of more than 500 students who have been impacted by this gender plan that has been secret to parents in the Newport-Mesa Unified School District. This email is dated November 18, 2021. It comes from Kristen Henry and it goes to many, many staff members. It is quite alarming in that it talks about, if you look on page two, holy shnikes - more than 500 students have been discussed since a implementation plan has been supported at the elementary school alone. This is quite alarming, because again, all of this is being done in secret without parental consent or knowledge.

This is an email that originally starts from the list from the Orange County Department of Education. It is dated August 15, 2022. It is then picked up by Sarah Coley and redirected to Kristen Henry, talking about a workshop entitled, OC Students Mental Health. This is the first documentation of the Orange County Department of Education being involved in workshops. As is well known, this was denied earlier by the staff from the Orange County Department of Education. In this August 8, 2022, email, all names have been removed and redacted. This is an email from a district principal to a school employee who said, we can't change permanent records unless parents consent and there are official protocols to follow, but this is a start; referring to changes of the name in the yearbook and ASB cards.

Exhibit 15. In this November 22, 2021, email from Sarah Coley to a district school nurse whose name has been redacted. Coley addresses the district's obligation regarding a student's gender identity and makes a statement, the student's age is not a factor. Children as early as two years of age can be impacted. Thus, a reasonable person pauses with a statement by a school district employee and asks the question, can a two-year-old really identify with a gender that is preferred when they are two years of age? Common sense says no. A curriculum developed under Yale Medical School called the Ruler Curriculum, is using emotional persuasion tactics to trigger children to become angry about social justice causes and aid them in developing an intersectional identity. The curriculum was created by the Center for Emotional Intelligence at Yale Medical School Child's Study Center. Yale's clients are forbidden from sharing the contents of this curriculum with anyone who is not employed by the district, according to the contract that it has signed with partners.

According to the Harmeet Dhillon Law Group, the lessons probe deeply and sometimes often truthfully into the students emotions, personal relationships, traumas, beliefs, and triggers. The California Alliance for Education, the California Policy Center began a legal action against the Newport-Mesa School District for alleged violation of such parental and student rights. In a March 24 letter to the district, Karin Sweigart, an attorney at the Dhillon Law Group, addresses

concerns regarding the program; again, known as RULER, recognizing, understanding, labeling, expressing, and regulating. This lawyer demands that districts implement policy changes to require parental notice, the right to inspect the curriculum, and an opt-out option to comply with state and federal statute. The letter alleges the district has exploited children to elicit information about their beliefs and feelings with the goal of changing their emotions and behaviors in accordance with the cultural bias of the day and without regards to the family beliefs or values.

In this August 9, 2022, email, a district principal whose name has been redacted, attended a professional development presentation and then subsequently emailed district administrators after this workshop. He said in the email that parental consent is not required for gender support plans.

In presenting this, the last of the exhibits of the PRA emails from the Newport-Mesa Unified School District, the constitutionality of gender support plans as envisioned by the Center for Disease Control WISC Model, and adopted by the Newport-Mesa Unified School District is uncertain. While I am not a legal scholar, there are differing opinions from scholars regarding the rights of parents in the upbringing of their children. Despite what was said by this principle, there are great federal unconstitutional issues that are at odds with one another. An earlier California law, AB 1266, passed by a democratically controlled Legislature and signed into law by then Governor Brown is constitutionally flawed. Most likely, and ultimately, this issue will have to be decided by the U.S. Supreme Court.

So what does one do when the state laws and the US Constitutional laws are different? That they give different rights to different people, where parents do not know about what is happening to their kids? What happened to these parental rights laws that we are talking about? Have they been usurped by AB 1266? I think they have and only time will tell, but the worst part is students and parents do not know about what is happening. That is the purpose of this video and the purpose of updating the public on the tragedy of socially transitioning kids without parental input and knowledge. Thank you again, my name is Dr. Ken Williams and it is a pleasure to serve the people of Orange County. Take care. God bless you.

[Presentation ends.]

SPARKS: Dr. Williams, the floor is yours.

WILLIAMS: I just had the last 18. The whole purpose of this, and I appreciate the administrator Sara Jocham from Newport-Mesa and Ashley Anderson for being here at our meeting. I was contacted by parents who do not want to be known. There are some great concerns. I was told by them that they had no idea about this. If you do say that everybody knows about it, they must sign something to document that. These parents did not sign anything and that was their concern. That is their whole issue with this, is that they are not involved and they do not know anything about this. Hopefully, you learned something from this, that this is very serious stuff. I wish your district the best in resolving your issue. Again, my purpose was just to bring this to light, that this does happen and it is not just in your district. It is probably in many, many other districts. A lot of Public Record Act requests will be going out and we are going to find the bottom of this and who is actually doing this. We will empower our parents.

SPARKS: Thank you. Do we have any other comments from board members? Trustee Valdes?

VALDES: I do.

SPARKS: Yeah.

VALDES: I appreciate the Newport-Mesa administrators being here. I just have a comment. One of them said that they do not have an official policy to do this. But as I read these emails—and I want to thank you again, Dr. Williams for putting that video together and putting this presentation together. But when I look at these emails in totality, it just seems like a de facto policy; whether it is actually on the books as an official policy, it seems like a de facto policy. That is the way, they are going to operate, and that is speaking for this trustee only. That is just simply unacceptable.

To suggest that a two-year-old can transition their gender with any type of knowledge, it is just unacceptable to me as a parent. It is unacceptable to me as a trustee in Orange County. I also wanted to make a comment. Another one of those administrators in their public comments said that this is a local matter. It is most certainly not a local matter. All of your kids are represented by a trustee up here as well. Again, I want to thank you, Dr. Williams, for putting this presentation together.

SPARKS: Trustee Shaw?

SHAW: The only thing I have been thinking about in watching this, as well as in our discussion about AB 1314, I try to think about a young person who is, I guess experiencing gender dysphoria. The idea that you would go to school, and presumably with the kids you grew up with, and suddenly you are going to take a new name, probably a new pronoun, kind of take on a new gender identity. But then go home and if you do not want to tell your parents about it, I'm trying to think, do you just go back to the old gender? I think for a student that is going to experience one gender at school and then go home. If they are trying to keep this a secret from their parents, kind of revert back to their previous gender. That can't be the healthiest set up for them. I'm just thinking about that and the idea of keeping parents in the dark or keeping this a secret from their parents has got to be the least healthy thing you could do for them. I'm glad that we are drawing some attention to this, so thank you.

SPARKS: Thank you. Trustee Barke, do you have a comment?

BARKE: I'm good. I think the video and all the comments have said enough, so I do not have further comment.

SPARKS: I will because I live in Newport Beach and as a trustee for District 5 represent this area and south county families. As such, I feel I should say something about what parents are telling me as well. Thank you for putting this video together. I know you worked really hard on it. OC parents are understandably pretty outraged and need more school choice to walk with their feet to schools that are transparent about opt-out policies, but also that show a deep commitment to teaching solid subject matter to prepare students academically, to set them up for a bright

future. Parents are telling me they do not send their children to school to learn under the guise of socio-emotional learning, that they or their friends are part of a shifting gender galaxy.

Like many friend families across the country, many Newport Beach families have expressed to me that they feel trapped by their zip code and what they are calling public school prison. Opt out policies for such supposed evidence-based research, which I would like to see as a researcher, it is often opaque and not available. Frankly, our country is going to have fierce competition and we can't compete with the rest of the world if our children are not taught math, sciences, computer science, foreign languages. Students are in school for a finite amount of time and we must focus their learning on these core subject matters, rather than the arcane dictionary of the gender galaxy and these SEL concepts. This approach is not the preferred education pathway for 99.9% of the families that have been talking to me about these issues that have been emerging these last several months. I hope that we can inform as many parents as possible.

Parents, it is your job to do your due diligence and ask the questions of your districts. I do appreciate the district coming and clarifying any misconceptions that might be occurring. But certainly parents need to be involved in their kids' education. As we stated earlier, certainly if there is any indications of violence or risk to these students, certainly that needs to be reported. But I felt since I live in Newport Beach, this is a broad county issue. It is not just existing in Newport Beach. I appreciate everyone who is paying attention to this and helping to spread the word so that our kids are getting the best education possible. As an educator, that is super important to me and it is important to the future, to their future and the future of Orange County in general, as well as state of California and our nation. So, thank you all very much.

BARKE: Well said.

WILLIAMS: Well said. Well said.

SPARKS: Okay. Well, that brings us to our information items. First item being any communication, information, or discussion? Do we have anything to report from our trustees?

BARKE: I would just briefly say that I have recently attended CCBE, California County Board Association, and learned a lot. It is great. They put together a handbook for us, which I'm going to be sharing with the board. It was just nice to see some of our colleagues from around the state. Also they did a case about our legal case, OCBE versus Mijares, so it was kind of interesting to hear the perspective from the legal counsel of CSBA. It was a very interesting meeting.

Then the following, Lisa and I attended CCSA. Again, very interesting, fun to see our colleagues from around the state and what is going on, sit in some of the sessions. I actually participated in some of the sessions with some of our charter leaders on the last day, so both were a good experience. Thank you.

SPARKS: In the rain.

BARKE: Yes.

SPARKS: In the rain. All right, thank you.

BARKE: Windy rain, I think I remember.

SPARKS: Yes, Windy rain. It was definitely, yeah. But it was enlightening when we were inside. Definitely. Anybody else, any other trustees have anything to announce?

VALDES: I have a question, but it has to do with the OCSA investigation, Madam President.

SPARKS: Okay.

VALDES: I thought we were going to put on the agenda a request to Dr. Mijares to update us on a monthly basis. I do not see it. It is usually at the end right here. I was wondering if Nina Boyd would update us on where they are with that. Any updates with respect to that would be appreciated.

SPARKS: Sure.

BOYD: It is not on the agenda. From the standpoint, we can't have a—but in terms of just a general update, I would repeat what I stated before. Until the investigation is concluded, there would not be anything to report to the Board because of the fact that while it is an ongoing investigation, then things could change. Whether it is on the agenda or not, the update would continue to be until it is finished. There is no update because there is not draft communications going back and forth or anything.

SPARKS: Yeah. The reason we didn't agendize it is we weren't sure if our Superintendent would be able to make it. He has had some health issues.

VALDES: Okay.

SPARKS: All right. That brings us to any announcements from our Deputy Superintendent.

BOYD: Just a reminder that the next meeting is May 3 at 5 o'clock, and your submission deadline for any agenda items is next Wednesday the 19th, so that we can make sure that we have everything prepared. I will remind you that the Memorial Day Essay Contest, Darou did send out reminders to solicit whatever contributions would be coming. We do have some contributions from both Dr. Mijares and staff. Those will be joined for the financial awards. We did extend the Memorial Essay Contest to our students so that they would have some additional time. We currently have 30 entries. It will close this Friday. I have not received anyone saying that they were interested. We have teachers and some instructional administrators who are reviewing and currently judging. But if any one of you would like to participate in that, then please contact me by Friday so that we can make sure that we include you in the process if you are wanting to read those.

We did it again the same that we did last year, both programs, our Special Education program, as well as our ACCESS program. If you recall from last year, the students in our Special Ed.

program submitted artistic pictures to portray the Memorial Day Essay Contest requirements, as opposed to essays due to primarily to disability. We wanted to have some type of accommodation that would allow them to participate again this year, so we are excited about that. Then you have additional items in your red folder. I wanted to bring to your attention that we have updated our Orange County at a Glance for 2023, and it has the statistical data with regards to our schools, our charter schools, enrollment data and some financial information. So that concludes my report.

SPARKS: Okay. Thank you. Well, this brings us to our legislative updates. I will bring up David Turch Associates. We have David Turch in the flesh, as well as Elaine Temple, his associate, and they get to elaborate on some of the great work that we have been doing.

ROLEN: Normally during this time in the meeting, I use my prater natural third grade reading skill to read a report from our nation's capital. We thought we would just bring our nation's capital to you and enlighten the Board and the public about the efforts that we have been making to benefit the homeless and foster youth populations in Orange County. With that, Elaine Temple.

SPARKS: Thank you, Mr. Rolen.

TEMPLE: Thank you. Well, I know how to empty your room, don't I? First off, last fall David Turch came and spoke to the board regarding having an advocacy in Washington. I would like to thank you all for allowing David Turch and Associates to be your advocate. What I want to do today is to come before the Board and any interested parties about how we go about advocating for the Orange County Board of Education. The first thing that we started when we went into this in the fall, was we started a weekly Zoom conference call. Dr. Sparks, Mr. Rolen, a couple of people from his office, and a couple from our office, we get together, we strategize on what we are going to do and how we are going to implement it. I would like to compliment Dr. Sparks on her enthusiasm and her spirit of working together across all aisles to reach out to various factions.

We also provide resources on funding opportunities for the Board to research for additional sources of revenue to help implement in the county. We talk about this every week in our conference call. We also facilitate meetings with senators and representatives. We started this last fall when Dr. Sparks came to Washington. We visited with several representatives and senators. We are going to repeat that this April when she comes back to Washington. We are so excited about that. One of the most important things we are doing is working on congressionally directed funding. The best parts of this job is working with Dr. Sparks and her enthusiasm for the citizens and the students of Orange County. We, this past February, she brought to us a prototype at Scholarship Prep that we thought might work for Congressional directed funding.

We have been working on this since February. We submitted a request to both senators and three of your representatives for \$1 million dollars for Scholarship Prep to do a prototype of housing where, this is K-8 grade, where we would have pod, not a dormitory exactly, but housing arrangement for our homeless families and fosters. Scholarship Prep is a lottery directed, no-fee charter school. A lot of their kids, 24% are either homeless or foster children. Kids can't learn if

they are not safe. He is looking to give these children and their families a safe environment. We were very fortunate that Jeanette Christian from Senator Feinstein's office came down today, visited the facility. She was impressed not only with the facility, but also with Jason Watts. And thank you all so much for setting that up, Lisa, to bring that to our attention so that we can work on it for you.

Oh, there is a different philosophy. Sometimes people think you can work through a national association and that is good. There is nothing wrong with that. We work a little differently. We work one-on-one with our client, their representatives, and senators. Mr. Turch has an excellent relationship with most people in Congress, but we work with the congressional offices and agencies to try to find funding opportunities for the Board. I followed the emails for National Alliance for Public Charter Schools and they are trying to plus up the amount in the budget from \$440 million to \$500 million for charter schools. Their problem is, is it is more of a call your senator letter writing campaign. That typically does not work. It takes more, so that is what we are working on. We are working directly with your senators, your representatives, to support you.

I want to thank the Board for all their support, their enthusiasm, their cooperation. When we need something, they turn it around and they get it for us. Thank you very much. Do we have any questions?

SPARKS: I will just add a little bit to that. In terms of kind of the elevator pitch that we sort of give to the various folks that the team sets up for me to meet with is, we can't solve all of the problems in California. We have too many problems, huge problems in this state. Many things in this state are not working and failing, but there are pockets where we can make a difference. I believe, and therefore pitch the idea that we have this unique ability to pivot in the charter school space. Data shows that it is Maslow's hierarchy, Maslow's hierarchy of needs. If your safety and security needs are met, which means food, shelter, a place to lay your head at night, you know where your food is coming from, and you are in a safe situation, you can learn. Okay? In helping lift up foster kids and homeless kids through a pilot program like this and get just a little bit of extra funding around it, we can really change lives in this space. If it works, we could scale it. We will start with one school hopefully, get some funding around that. Test it out and see how it works.

There is data already that shows that it can work and it will work. It is just getting the right setup. Charter schools are small enough and flexible enough that we can do this and work with everyone who is committed to our youth, which is everyone. It has no political affiliation. That is what we have been doing. That is what we have been working on. I wanted to have the team of David Turch Associates, Elaine Temple has been leading the charge here in organizing all of this, connecting the dots. Thank you all for everything you are doing to lobby for this. Telling me who I need to talk to, when I need to talk to them, and all of that. I think we can really make a difference one step at a time. This is that one step that we are hoping we can make progress on. I couldn't do it without the help of you all and the support of the Board. Greg Rolen, we need to give credit as well, because he has been an integral part of this as well. Anyway, say a little prayer that we are going to get some traction on this because we are working really hard.

TEMPLE: Yes. I do not know if I failed to mention, but the request for funding was for \$1 million dollars. This was just to sort of finish outfitting the dormitory. It was not to build it or to buy the land. The charter school is doing that. But this is just to add the extras on top that we need. And again, thank you so much for allowing us to advocate for you. It is exciting to do. I enjoy it and I love working with the Board. Thank you.

SPARKS: Thank you. And we love working with you guys. It is a lot of fun too. Thank you so much. Are there any additional questions from anyone, board members?

BARKE: Great, great work. Thank you.

WILLIAMS: Yeah. Great work.

SPARKS: Thank you. Appreciate it. Okay. Do we have any committee reports? Okay. Then we will have board member comments, and then we are going to call Jonathan Brenner to report out on the closed session. Do we have any board member comments? Mr. Shaw?

SHAW: Just want to just state, I will be in Sacramento during our May meeting next month. We are trying to nail it down where I will be participating from. I plan on participating on screen. But I do have to be in Sacramento the first week of May for work.

SPARKS: Thank you.

SHAW: Forgive me.

SPARKS: Thank you. Thank you. No, life happens. All right, anyone else?

BARKE: I think I did mine earlier actually.

SPARKS: Okay.

BARKE: I think I was out of order maybe.

SPARKS: Okay. I will call Jonathan Brenner up to report out on our closed session and then we will begin to wrap up the meeting.

BRENNER: Good evening, members of the Board. Pleasure to be with you this evening. This is the report out for closed session items one through six. The Board held a discussion with counsel and no action was taken with the exception, with respect to items two through four of approving Epstein, Becker, Green's invoices. I will read those numbers out for staff, 1112137, 1112138, 1112139, 1115227, and 1115228. And that is the report out. The vote of approval was five in favor and zero against, and that is the report out for the closed session. Thank you very much.

SPARKS: Thank you, Mr. Brenner.

WILLIAMS: Motion for adjournment.

SPARKS: Motion for adjournment, I will second that.

WILLIAMS: Great. We are done.

SPARKS: All right. That is it. It is a wrap. Thank you all.