

Transcript of the June 7, 2023, Orange County Board of Education Meeting

SPARKS: We will call the meeting of the Orange County Board of Education 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: I will call for the regular meeting of June 7, 2023, adoption with removal of items 19 and 20, because those are going to be bumped to the June 21 meeting.

BARKE: Okay.

SHAW: I will move the adoption with those changes.

BARKE: I will second.

SPARKS: All in favor?

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

SPARKS: Okay. Then, the regular meeting of May 3, 2023, approval of the minutes.

BARKE: So moved.

SPARKS: Do I have a second?

SHAW: Second.

SPARKS: All in favor?

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

SPARKS: Okay. At this point, we will go into closed session and we will come out, probably just a little after 5:00 PM.

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

SPARKS: We are calling the Orange County Board of Education meeting to order. Welcome, everybody. Can you hear me? You can't hear me? Hello? Hello, hello. Can you hear me now? Is that better? I think they are fixing it back there. Welcome to the Orange County Board of Education. We are calling the meeting to order. I don't know if you heard that. I will do it again. First of all, we will have our invocation and our Pledge of Allegiance and I believe Sarah is going to come up with her friend. Hi.

SARAH: Good evening. Thank you. Thank you for this honor. I appreciate it. My name is Dr. Sarah Bach and I am the founder and executive director of Sycamore Creek Charter School. I'm also giving the invocation this evening. Which comes first? The Pledge of Allegiance? Oh, okay. Always. Please stand and put your hand over your heart. I'm so nervous, so I'm actually going to make sure I have the words just in case. Of course I do. We will let you all start. Thank you.

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. Amen. Thank you. Pardon the nervousness. All right, well, my father was a reverend, so I should be pretty comfortable up here. I just ask that everyone close their eyes, fold their hands, and I ask our heavenly father to bless the meeting this evening, bless everyone in the room who is here with good intentions in their hearts for the best outcome for our children in this county and beyond.

I pray for the board of trustees and President Sparks to use their intellect, their intuition, and their compassion for all the hard work that goes into education each and every day and make those difficult decisions that I know weigh on their hearts. In Jesus name, amen.

SPARKS: Amen. Thank you, Dr. Sarah we appreciate it so much. All right, Nina are there any introductions?

BOYD: No.

SPARKS: Public comments?

SHAW: We have a number of you wanting to speak. What I'm going to do is read a name and read who is on deck so that the on-deck person can be ready. Now we have, I think over 20 here. I do not know if we want to go to two minutes or three minutes. How do we want to proceed?

SPARKS: If we did two, it would be 40 minutes.

SHAW: Okay. If it is okay with everybody, we will try to limit you to two minutes. That way we can get through everybody in a reasonable hour, so we will begin with Lynne, followed by Billie.

LYNNE: Good evening. Before I begin, may I just ask whether the board members have received this graphic? Thank you. I need to get my glasses out. I'm Lynne Riddle with praise and gratitude for the self-identified transgender women of Alianza Translatinx for their comments at the April 12 board meeting opposing AB 1314. They spoke not in anger, but in openness about the crushing hostility that they have endured by non-supportive family and schoolyard bullies. These brave women came with nothing more than to explain from their own lives the reasons for their opposing a legislative bill they understand would put significant numbers of transgender school children at a grave risk of indelible harm; yet not withstanding their kindness and their fragility, they were put upon by an undisciplined, vile mockery by an especially and publicity-curated audience.

In a combined and compressed nutshell, I will give you some quotations. Here is what they said: I want you to see me. Look at me. Do you see me? Not many years ago, I was a student in the public school system who needed reassurances, a teacher to support me, needed the kindness of individuals to protect me and my community. Not just trans, but all young people need a chance, a safe place to realize who they are. Growing up in a very religious, conservative home, I was scared to tell my family of my gender identity. I wouldn't be standing here proud, letting you know that I'm a transgender Latina if it wasn't for the support and the trust that I received from school teachers, counselors, and school staff. If God being the creator of the universe does not reject anyone, who are we to discriminate against others only because they think differently, live and love in a different way?

Board and disagreeing audience, do not bulldoze over the needs of trans and gender non-conforming youth, putting them at risk for a lifetime of trauma in the name of so-called parents' rights, is not parents' rights. As many of us in the LGBT community and other folks well know, not all parents are right.

SPARKS: Thank you.

LYNNE: Thank you.

SHAW: Thank you, Lynne. Billie will be followed by Stephanie.

BILLIE: Good evening. My name is Billie Joe Wright from the city of Anaheim. I'm a high school teacher speaking on behalf of several organizations that I represent. But most important this evening is that I am my mom's son and a member of the LGBTQ community. I want to wish all of my LGBTQ plus siblings out there a happy Pride Month, especially our LGBTQ kids and families that are witnessing so much hate toward us being displayed. From violence in Glendale, to this board supporting policies like AB 1314, which thankfully did not move out of Committee. I want them to all know that I am one of many who will continue to fight for our rights and demand elected officials like yourselves to wake up and stop the dangerous hate that you sow.

Hate will not win by trying to erase the LGBTQ community or place us back in the closet, or by trying to use policies to intimidate our kids as you wanted to do with AB 1314. The primary role of elected leaders is to provide for safety and security, not further create unsafe environments for their citizens, taxpayers, youth, and especially youth in education. Yesterday the human rights campaign just declared a state of emergency, a historic warning for LGBTQ people traveling anywhere in the U.S., including Orange County, the home of Disneyland. On May 24, the Department of Homeland Security issued an alert titled, Summary of Terrorism. Among the quote, likely target to potential violence include individuals or events associated with the LGBTQ plus community.

It is time that you wake up to your responsibility and truly honor the God that you speak of every single meeting and that you truly prioritize the human lives that you continue to mess with. Thank you.

SHAW: Stephanie will be followed by Eileen.

STEPHANIE: Good evening, members of the Board. Happy Pride Month or not so happy Pride Month. My name is Stephanie Camacho Van Dyke and I'm the director of advocacy and education at the LGBTQ Center OC. Echoing what Billie mentioned. Yesterday, for the first time in 40 years, the human rights campaign, which is the largest LGBTQ organization here in this country, declared a state of emergency for LGBTQ people here. During this legislative session, there had been over 525 state bills introduced that attacked LGBTQ people, and over 220 of those attacked the trans folks or trans community members. More so, 70 pieces of legislation have officially become law. That is one.

Two, yesterday the Orange County Board of Supervisors voted to remove all pride flags, as well as non-governmental flags from county buildings. The timing was too coincidental. The fact that this decision was made just before Pride Month is suspect. What kind of messages is this sending to our queer and trans students living in Orange County? We are witnessing at this time reverberations of hate across the country happening here in Orange County. Several meetings ago, the Board of Education, you all, voted in support of AB 1314. Thankfully that was shut down. However, to see where the Board stands on this issue is a sad realization that you do not have our students wellbeing in mind.

I ask, what will you do to support your LGBTQ students here in this county? I challenge you all to directly engage with your LGBTQ student constituents and school faculty, which is a vital step in understanding our experiences as LGBTQ people and hearing our needs. By actively listening to our perspectives for safety, representation, for visibility, and demonstrating a commitment to addressing our concerns, you can help by creating these safe and supportive environments so we feel heard and valued. Again, what kind of message do you want to send during this time of heightened violence and hate here in our community? And what will you do to address this with our young people? Thank you.

SPARKS: Thank you.

SHAW: Eileen will be followed by, forgive me, Uyen, I believe.

EILEEN: Hi. Good evening, everyone. My name is Eileen Cararvelo Penan. Since it is Pride Month, I would like to make a statement about school and diversity that manifested itself in our daughter. I'm also on the board of Planned Parenthood of Orange and San Bernardino counties too. I attend PFLAG meetings, parents of friends of lesbians and gays, and I have been listening to a lot of stories from trans families. How the families that support their children and the schools and friends that support them do much, much better. There is a lot of suicide. Our daughter was in the Newport-Mesa school system from first through fifth grades. I saw how important it was to conform and fit in and how our daughter felt she couldn't be herself.

Our daughter went on to OCSA and then to Berkeley, and actually lived in a gay co-op for a couple of years because she had gay friends. She became an ally and understood what they went through, and she advocated for them and stood up for their rights. It was a very safe place for a woman to be, as opposed to, in a heterosexual mixed environment. Our daughter was not influenced by being around kids struggling with their identity. She had many friends in the LGBTQ plus community and she became an ally. She saw the discrimination and fear they experienced. She spoke up for her friends in the community and she got me involved with attending PFLAG meetings to educate myself on their struggle.

If your kids feel judged or that they are letting you down because of their choices, they won't open up to you. That is the real fear for me. I always had an open door for my daughter. I told her about my own struggles and I think we just need to be loving and compassionate to everybody because we are all different. We all walk different paths. Thank you for listening.

SHAW: Thank you. Uyen, followed by Wendy.

UYEN: Before I begin, can I confirm that you all got the letter that we gave to the secretary? Cool. Cool. Great. Thank you so much. Hello, my name is Uyen. I go by she, they pronouns. I'm the executive director of Viet Rainbow of Orange County, aka VROC. You should know me by now. I have been here at a couple meetings. I was also at the April 12 meeting when you had stopped public comment to vote in support of AB 1314, which would require the forced outing of trans and non-binary students to their parents without their consent. Even though you knew that this bill is dead and wouldn't advance in Committee, you all chose to move forward to signal that you do not care about trans and gender nonconforming students and their safety in their schools.

I'm here to deliver our letter that we created with Advancing Justice to keep you accountable to our community. As of 2:00 PM today, we have over 200 signatures from local and statewide community organizations and community members who care about making Orange County schools safe for trans and non-binary students. Read the letter. But to summarize, our demands are: rescind your endorsement of AB 1314 and apologize for the impact that you all have made by endorsing anti-trans, anti LGBTQ legislation; prioritize supporting policies; put these policies on the agenda and meet with the LGBTQ communities and their allies by the end of this Pride Month.

A lot of the board members had stated that they could not understand the challenges that a parent with a trans and LGBTQ plus child faces, so meet with the community and learn from our

experiences. You all cannot be leaders in education if you yourselves are not open to learning. Thank you and happy Pride Month.

SHAW: We are going to hear from Wendy, forgive me again, I believe followed by Gourush.

WENDY: Hello, my name is Wendy Anguiano and I am a resident of Orange County. I am here in support of LGBTQ plus youth. School is often a safe haven for LGBTQ youth and it should continue to be this way. As someone who works in training service providers on LGBTQ inclusion, I see firsthand how important it is to be affirming of all youth including LGBTQ youth. Therefore, I ask that the Orange County Board of Education to rescind their endorsement of AB 1314, prioritize policies that protect trans, non-binary and gender nonconforming students, and meet with LGBTQ community and allies by the end of Pride Month, as this is an important step to show that we support LGBTQ youth. Thank you.

SHAW: Gourush, followed by Juliana.

GOURUSH: Hi, my name is Gourush. I'm with PSL. It stands for the Party for Socialism and Liberation. I'm here today to demand that the Board of Education rescind its support of anti LGBTQ legislation, like AB 1314 and instead support policies that protect LGBTQ students. This board recently supported AB 1314, which is a dead bill that required school district employees to out trans and non-binary students without the student's consent, which is a disgusting attack on gay and trans youth who face a lot of oppression, a lot of bullying in school.

The Board's support for this bill obviously endangers their safety. It comes at a time when there is anti-LGBTQ legislation nationwide. We believe that an attack on one of us is an attack on all of us, that we are not free until all of us are free. That is why we all need to unite and fight for full equality for our gay and trans allies. Please listen to the stories of the community who are fighting for basic equality. Please rescind your support of AB 1314, support policies that protect trans, non-binary, and gender non-conforming students. Thank you.

SHAW: Juliana will be followed by Van.

JULIANA: Hello, my name is Juliana. I'm also here with the PSL, party for Socialism and Liberation. As you all know, there has been a widespread attack on LGBTQ youth and people throughout this country. I would like to just point out that this attack is not democratic. It is not being pushed by the majority of people in this country. It is being pushed by a very small interest group composed of the far right who have very coordinated tactics and have managed throughout this year to put 500 plus bills, anti-LGBTQ bills, into the Legislature. Now the time has come for our local governments to decide. Are they going to side with the majority of the U.S. and the vulnerable youth that are already facing bullies and discrimination and prejudice, or are they going to side with the far-right demagogues who are using this as a wedge issue to distract us from what really needs to be done in our schools and for our youth and for our families, which is to expand mental healthcare, healthcare, and resources in this time where a lot of people are struggling? I urge you, rescind your support and stand on the right side of history.

SHAW: Van will be followed by Mlou, I believe.

VAN: Hello, my name is Van Bui and I'm a resident in Westminster. I have been born and raised here in Orange County my entire life. I have gone to school here in O.C., even for my undergrad. I went to Robert M. Pyles Elementary School in Stanton, Dale Junior High in Anaheim, and Western High School in Anaheim as well. I didn't come out as queer until I graduated high school; but overall, my journey as a queer, Asian woman has been wonderful, to say the least. Thanks to people who care like those from VROC who turned out this amazing crowd of community, I can confidently say that my queer experience would not be the same without community.

Endorsing anti-trans and anti LGBTQ plus legislation like AB 1314 would negatively impact the experiences of youth across O.C. to be drastically more different than mine. To have to stand in here today and speak out against the Board of Education's endorsement of AB 1314 is frankly beyond disappointing and disrespectful to the LGBTQ plus community. Anti-trans and anti-LGBTQ plus legislation does not serve any purpose except to erase the visibility of LGBTQ youth, negatively impact those youth, physical and mental health, and literally put their lives in danger. We are talking about literally life threatening circumstances when it comes to this kind of legislation. Forcing young queer students to come out without their consent could have drastic implications, ostracization from their loved ones, depression, anxiety, homelessness, even suicide.

Someone literally just gave an invocation today where they asked God to bless and protect their students, our students and youth. How is AB 1314 supposed to do that? Please at least pretend to have some regard for these young lives when you deliberate here about AB 1314. The queer community here in Orange County has always been here and will continue to be here and be queer. Please rescind your endorsement of AB 1314, publicly acknowledge and apologize for its impact on our community; and instead, prioritize supporting policies that actually protect our queer youth. Thank you.

SHAW: Mlou, followed by Joseph.

MLOU: Hello, everyone. My name is Mlou Aquino. I grew up in Costa Mesa all my life. I'm an alumni and product of the Newport-Mesa School District and now a staff member and advocate in higher education at Orange Coast College. I'm also transgender and non-binary. My pronouns are they, them, theirs. I have been on hormones for about four years and I have been out for about six years. I'm able to live a happy and proud life because of the supportive community that I have that is filled with family, friends, teachers, professors, mentors, coworkers, and colleagues. Their support and care has allowed me to grow and develop into the person that I am today. If a bill like 1314 existed when I was in school, I do not think I would have the same happy story. Outing someone without their consent rips them from their own autonomy and identity.

If a child is outed to a family that won't support them for who they are, it can lead to abuse, violence, homelessness, or even suicide. This bill is cruel and will cause irreparable harm to many youths today. As a trans and non-binary individual and advocate for folks similar to me, I beg that you rescind your support for AB 1314 and take the demands from the LGBTQIA plus community into consideration. Thank you.

SHAW: Joseph will be followed by Joyce.

JOSEPH: Hello. My name is Joseph Navales and I'm an attorney with Asian Americans Advancing Justice Southern California. I'm here to show our support for LGBTQ plus students in Orange County and their right to privacy. This board's support for Assembly Bill 1314 does nothing more but harm the lives of students in Orange County. Forced outings of one's identity are wrong in every imaginable way. To come out and reveal to the world who you are is a sensitive and personal process that should be left to no other than the student and to decide how to do it and who to let know. AB 1314 does not consider the struggles and challenges the LGBTQ plus community face every single day. This is not only a matter of when someone decides to come out, but a matter of personal safety. What if a student knows that their lives will be at risk if their family finds out their gender identity?

What if the student loses trust in their teacher or mentor, no longer considers the classroom a safe environment because the person they trust and look up to has to report them? What if a parent is not ready or does not have the appropriate resources to discuss with their child their generated identity? What if a student is struggling with their mental health and reporting their identity endangers their life? These are only some of the very real life considerations AB 1314 will produce. The school needs to remain a safe place for teachers, students, and staff to grow and build community and support one another through their diverse backgrounds and the exact things that make them unique. We stand in solidarity with Orange County's LGBTQ plus community and together with VietROC call on the Board to rescind their endorsement of AB 1314, to prioritize supporting policies that protect trans, non-binary and gender non-conforming students and their families, and to finally meet with LGBTQ plus community allies by the end of this month. Thank you.

SHAW: Joyce, followed by Hana.

JOYCE: I'm Joyce Mc Nabb, Costa Mesa, also known as Grandma Joyce. This Pride Month, I want to share my support for the LGBT plus community. The people among them that I know impressed me as genuinely interested in others and they do not seem to care where these others find themselves on the gender spectrum. They seem to know what really matters in life. As for me, I tend toward thinking that the people who are most outspokenly hostile toward their community are people who harbor doubts about their own sexuality. But who really knows what matters most? I hope it is kindness and inclusivity. Thank you.

SHAW: Hana, followed by Justin.

HANA: Hello. My name is Han or Hana. My pronouns are they, them. I'm a health educator at APAIT, which is a nonprofit organization here in Garden Grove. This is my first time coming to a space like this, so please give me grace. I come from a family who told me that if I came out, I would be kicked out from my home and that I would not be able to live with my family and be cut in my family. I think it is very important for you all as public leaders to make a decision that thinks about those who do not have the safety and space to speak like these wonderful people are speaking today. Coming out in order to live openly isn't something that you do once or twice. It

is something that you do every single day in your life if you are someone who is not within the social norm.

Every coming out experience is unique and must be navigated in the way that is comfortable for each person. It is brave to live authentically and it is f***** hard to do. Understanding one's identity and meaning of life is difficult. It is a process that takes our entire lifetimes to explore. AB 1314 removes the narrative of someone's life. Identity is a private, sacred entity that deserves respect. Disclosing identity can put people in danger. LGBTQ plus individuals are nine times more likely than non-LGBTQ plus people to be victims of hate crimes. I urge you all to think twice about exposing someone's identity. Rescind AB 1314, rescind anti-trans and anti LGBTQ plus legislations, prioritize the safety and protection of all children and their journeys of life.

To the parents who see their children as possessions, I hope that you can look at your family and accept that differences are to be celebrated. To my queer community, remember that you are on a journey that is uniquely yours. You and only you get to decide how you live it.

SHAW: Your time has expired.

HANA: There are those who will care for you, see you, and support you. Thank you.

SHAW: Thank you. All right, Justin, followed by Mienah.

JUSTIN: Hi everyone. My name is Justin Amigo, he, him, his. I'm a student and practicum psychologist over at the Chicago School of Professional Psychology and I'm also a restorative and racial justice trainer at the California Conference for Equality and Justice. I want to center my speech on some data and material on child and adolescent development. Children need time to explore, gain independence, and even rebel within reason. If the rebellion and liberation is stifled and controlled, more than likely the rebellion is likely to go out of control. I can't help but see the link of this child and adolescent finding to high-risk behaviors that are linked with queer communities. Queer adults are often victim blamed for their self-destructive behaviors including substance abuse, alcoholism, and even suicidality.

What if we were to just lean in with curiosity and ask what psychological purpose is numbing to that degree serving for this population? What systems and policies are in place that put someone in a chronic state of severe despair and ultimately withdraw? When I was in the K-12 system, there was lots of dialogue around Prop 8, eliminating the rights of same-sex marriage. I'm sure we remember that. Cisgender and heteronormity prevailed and schools didn't do a good enough job to prevent cisgender and heterosexual males saying words like faggot.

When I was 21 in 2016, the nation's largest mass shooting at the time was Orlando Florida's Night Pulse Club, a nightclub called Pulse. When I saw current events and policies that stifled who I was, it was hard to not feel despair and it was hard to not hate myself. As a child, what I needed to see was inclusion, safety, and love from our community. Primary caretakers and parents aren't always equipped to provide that for their children. Oftentimes, primary caretakers are their child's first abusers. Rectify your actions by rescinding your endorsement of anti-trans and LGBTQ plus legislations like AB 1314. Thank you.

SPARKS: Thank you.

SHAW: Mienah, followed by Hector.

MIENAH: Hello, good evening. My name is Dr. Mienah Z. Sharif. I am an Orange County resident. My entire family resides in the county of Orange. I have over 10 years of experience working in the K-12 system, including as a middle school teacher and director of an afterschool program. I'm a professor of public health and I'm a member of the advisory board for the National Academy of Medicine. But most importantly, I am here today as a proud ally of the LGBTQ plus community. I stand here before you today because I am alarmed and concerned with the increasing hostility and hatred in our country. AB 1314 is an example of this hostility and hatred. We open this meeting with the Pledge of Allegiance that ends with "justice for all." AB 1314 fundamentally contradicts that.

As a school teacher, I witnessed, myself, personally and there is also considerable and growing amount of research documenting the critical role the school context plays for students' sense of self, belonging, community, the development of their social relationships, which, and these have implications across their life course, as well as implications for their employment trajectories across their adulthood. All of this is in jeopardy. As a community, we all lose if we do not create a safe and welcoming school environment for our youth. Every child deserves to be loved and supported for who they are. The Board can demonstrate that you believe this as well by rescinding your endorsement of AB 1314 and you can set a national example for the rest of the country to, instead redirect your efforts towards unity and community. Thank you.

SPARKS: Thank you.

SHAW: Hector will be followed by Bulmaro.

HECTOR: Good evening. My name is Hector Bustos. I'm proud to serve as a member at the Santa Ana Unified Board of Education. I'm here today as a member, proud member of the LGBTQ plus community, in support of VROC and our community here today speaking. A little bit about my lived experience, why I'm here today, and why I'm addressing you. As a young person, as a queer person in Orange County, I didn't feel like I had the support system at home or at school to be able to come out. It wasn't until I left Orange County that I was able to find community in college where I felt safe enough, where I felt I had that support system. If I would have stayed in Orange County, I probably wouldn't be here today. I probably wouldn't be alive today. That is the severity of what our students are facing.

I'm here because I continue to see a rise in anti-LGBT rhetoric and policy across Orange County. Before being sworn in I was a community organizer, so it is critical for me to be here and talk about the importance of stepping up for our children. What we are doing at SAUSD is suicide prevention because we are passing policies that support the transgender community, the gender nonconforming and gender non-binary community, and I ask that you do the same. What we are doing, like I said, is suicide prevention. If you want to save the lives of our children, start with the ones that are already breathing. Start with our transgender community. Start with the LGBTQ plus community because they need your support.

They need elected officials who are going to speak up for them and I'm not here to speak up for the LGBTQ youth. I'm not here to be their voice. I'm here to take up space so that when they are ready to come out and be their authentic selves, we have already created that space here in Orange County. So, I ask that you rescind your decision and your support of AB 1314 and meet with LGBTQ organizations here in Orange County that are asking for your support. Thank you.

SPARKS: Thank you.

SHAW: Bulmaro, followed by James.

BULMARO: Hello, Board. My name is Bulmaro Vicente, although folks call me Boomer. I'm a resident of Santa Ana and I'm also a proud member of the LGBTQ community. I currently serve as the vice-chair of the Lavender Democrats of Orange County. We are one of the many voices of the LGBTQ community in O.C. We condemn the Board's decision to support AB 1314, which will have mandated the outing of trans and non-binary students to their parents without their consent. This bill disregards the emotional and physical safety of students who often rely on school as a safe haven. By supporting this bill, the Board has shown a shocking disregard for the voices and concerns of our community and our allies.

I personally know what it is like to grow up in Orange County, afraid of being open about my sexuality, and fear of being kicked out, and fear of being ridiculed, and fear of being hated upon. It wasn't until I actually went to school up at Berkeley, that I was able to really understand myself and who I am. I hope that we can create a world where youth can live freely, without fear of being their authentic selves. The recent action taken by the board members are deeply concerning and detrimental to the wellbeing and inclusivity of our community. Your job is to protect our students, not harm them. Our community doesn't just mobilize, but we vote. I want to remind the public that in 2024, the seats for District 1, 3 and 4 are up for reelection. That is Jorge Valdes, that is Ken Williams, and that is Tim Shaw. We see you and we are taking notes.

I urge the Board to reconsider its stance and take immediate steps to rectify the harm caused by their actions. Together we must work together towards fostering a supportive and inclusive educational environment that values and respects the rights and dignity of everyone. Thank you and happy pride.

SPARKS: Thank you.

SHAW: James will be followed by Mads.

JAMES: Hi, my name is James Huynh and I'm a community member of Viet Rainbow of Orange County. I'm part of their research committee. I'm also an educator who cares about the wellbeing of young people. I am deeply concerned and outraged that the Board unanimously endorsed a resolution supporting AB 1314. The rhetoric of a parent's bill of rights hides the intensely transphobic motivation and intent behind AB 1314. Students and young people deserve to grow into independent humans. Yes, adults help guide them, but adults do not own young people. Young people are not property. Young people deserve to be in schools that celebrate

their curiosity, the discovery of their identities, whether that is scholastic, gender, sexual orientation, or other aspects.

As an LGBTQ health researcher, I know of so many ways that harm queer and trans-kids health. Lack of support in schools is a critical social determinant of health. Students who do not feel like they belong because of their gender identity and sexual orientation are much more likely to face poorer physical and mental health outcomes, as already illustrated by so many of my beautiful siblings here today. This board has a responsibility to the health of the youth. Will you continue to actively harm our next generation or will you actually build an educational environment that ensures all students reach their full potential? Will you actually follow the comprehensive and robust LGBTQ protection laws that the state of California already has? Thank you.

SHAW: Mads, followed by Stephen.

MADS: Hi. My name is Mads Le. I'm the Viet Rainbow of Orange County's board chair. As a queer and non-binary person in this community, I'm also deeply concerned about the Board's endorsement of AB 1314, a policy that sets precedence for violence and violates our young peoples' sense of safety and autonomy. The Board's endorsement of AB 1314 tells the transgender, non-conforming, and non-binary children in our community that you are not interested in prioritizing their safety and wellbeing in an environment where they spend their most formative years and time in self-discovery through education. As a youth educator and advocate, I have personally witnessed how young people can effectively learn, heal, and thrive when they are allowed to bring their own identities and experiences into everyday learning spaces.

AB 1314 would directly harm that mental, emotional, and physical wellbeing of how our young people show up every single day. And with that, I demand that you honor our young people's autonomy by intentionally prioritizing and calendaring initiatives that center LGBTQ plus support and policies by engaging dialogue with all the community members here that have already shared their stories, and to understand the needs that our young people have and by extension, their families. Thank you.

SPARKS: Thank you.

SHAW: Stephen, followed by Dorie.

STEPHEN: Hello and good evening. I didn't plan on saying anything about the issue just described or have been discussing. I would like to say after many years in business, I worked for gay people, with gay people, and gay people worked for me. Whether or not they were gay, it had no bearing on their ability to do their job. I promoted gay people, I demoted gay people, and I worked alongside them, and they do an outstanding job. I think what we need to do as a nation is focus a lot more on what we have in common, rather than our differences. I think you in leadership positions need to work towards lowering the temperature in the room. We need to focus on big issues and I think this one is detracting from us working on big issues. We need to work together as a nation to advance this nation. This group is working on improving education. I think when we talk about some of these and bringing them up when they are not necessary, this

AB bill never got out of Committee and we had to bring it up in here. We are not helping unite the country. That is my view.

What I really wanted to do was talk about charter schools. That is really why I came here tonight. I do not have time because I only can talk once. What I want to say is this. I think Trustee Williams talked about, "we like charter schools." I do not really know what that means. Does that mean you dislike public schools? I would think what you are trying to do is improve the education of our children. That is what you are trying to do. I think the charter schools provide a unique opportunity to try things out. Lots of money, Gates Foundation can go into those schools to try, test, and find the best practices that we can share across the county.

Last thought, it says in God we trust. I'm not sure what that means, really. We put it on our money. Does that mean we need to trust that God is helping with our money? Sometimes I think about that with inflation. Here is what I suggest you put up there: every child deserves a safe, free, and exceptional education. That is what you should be focusing on, is having an exceptional education, certainly safe, and free. I think that will focus this group on what really counts and help us develop an exceptional education system in Orange County. Thank you.

SPARKS: Thank you.

SHAW: Okay. Dorie is followed by Lorrie.

DORIE: Wow. We have a great number of speakers presenting this evening and I was almost afraid I wasn't going to get a chance to say anything. I remember what an English teacher of mine once said, the mind can only absorb what the seat can endure. What I have to say is very important, but it won't be very long. Let me start by saying, good evening trustees and thank you for allowing the opportunity to be here and to speak. My name is Dorie Krepton and I'm a resident of Huntington Beach. I'm here to welcome in a celebration of Pride Month. This is a very special occasion to acknowledge our LGBTQ plus students and their importance to our community.

We need to treat all the students equal, no matter who they are and whom they love. For until we get equity in education, we won't have an equal society. Let our schools be open doors for human rights, respecting the dignity and the worth of every student. As a board member, you can support and protect the rights of our most vulnerable students. You can begin by helping to create safe and welcoming spaces for LGBTQ plus students, where anti-gay language is not tolerated and students are allowed to grow and learn in unharmed surroundings. You can also provide for more inclusive books in all the schools' library shelves that include LGBTQ plus writers and relevant issues. Lastly, when you can't think of what else you can do, you can follow the golden rule, treat others as we ourselves would like to be treated. Thank you.

SHAW: Lorrie, followed by Linda.

LORRIE: My question is, where is Dr. Al Mijares? We have been told that there have been scheduling conflicts for half a year. Is he in the hospital? Is he out of the country? Is he being held captive? There are many of us that are concerned about him. For the sake of transparency,

please let us know. Where is our Superintendent? As an elected official, he has a responsibility to this board and to the people who come to speak to the Board and to him. We are very concerned for his safety, for his health, we do not know what is going on. Please let us know where is Dr. Al Mijares? Thank you.

SPARKS: Thank you.

SHAW: Linda, followed by Maria.

LINDA: Thank you so much for the opportunity of speaking before you here today. My name is Linda Martinez and I am a parent in the city of Anaheim. My children attend Anaheim Union High School District and the elementary school district as well. As you know, last time we were here because we addressed the concerns that we had about physical assault, bullying, just to name a few, of the negligence happening at Sycamore Junior High. Since the day we came, us parents have been a target of a campaign of attacks orchestrated by the administration of Sycamore. These attacks have been in retaliation for advocating for change and for a more safer campus for our students to learn.

As parents we are intimidated, harassed, and discriminated for raising our voices, seeking that our children would be able to attend a safer campus. We have been resilient and courageous to stand against the storm that was created by the Administrator Nancy Cortez to destroy, silence, and manipulate with her power, the volunteer participation that we had at that school. I know that it was that why we were no longer able to report the situations that we had witnessed. I myself suffered retaliation and I wanted you to know that treating parents in this way is not acceptable. I ask to please continue to monitor what happens in the Anaheim schools and the procedures that are used to hinder, oppress, and intimidate the vocal parents like myself; and, to protect parents from hostile environments created by district personnel because of the differences and because we do not agree with the same needs that we see in our campus.

We need to find solutions and not continue to divide as parents for having conservative values, morals. We ask for safety. We need police officers presence, especially at Sycamore and at Anaheim High School, which are the two schools that are in major need. As we ask, the only thing that I want to say is this, we all need to be included in these conversations. I agree with what one of the ladies said, let's educate people. But also I would like to say, in God I trust and I also would like for you to include Bibles in our schools and not wait for those Bibles to reach when they are in jail.

SHAW: Your time is expired. Thank you.

SPARKS: Thank you.

SHAW: We will finish this section with Maria.

BARKE: Can I just make a quick point of clarification? The Sycamore she is referring to is not our charter school. It is a separate district school because I know there is some confusion here.

LINDA: Yes. It is Sycamore Junior High in the Anaheim Union High School District.

BARKE: Thank you.

LINDA: Thank you so much.

SHAW: And Maria.

TRANSLATOR FOR MARIA: My name is Maria Segura and I am a mother of a student in Sycamore. I have been talking all year long, the year 22-23 school year, about the insecurities at Sycamore. I have been silenced and intimidated for speaking out about what is happening at Sycamore. It is very sad for me to see other parents being silenced as well and having to miss out on events with their children. It is causing trauma to our kids because they are not able to have us be part of their events and having them see us being removed from the events for speaking up.

I beg local, state, and federal authorities to stop and do a deep and thorough investigation of what is happening in Anaheim. What is going on at Sycamore? There are very low academic levels. We have to do an investigation of what is happening there. I am very worried because my son is at that school and there might be some aggression towards him. I have been told to remove my son from that school. I spoke up and said, I would be a coward if I removed him from that school. I want someone to go and see that the security cameras are working. I want there to be a deep study of how the academics are being performed there and why their levels are so low. Thank you for listening.

SHAW, SPARKS: Gracias.

SHAW: We do have actually one more that came up, Corleone.

CORLEONE: Hello. This is working. Hi, my name is Corleone Ham. I grew up in Long Beach, California. I went to UC Irvine and now I'm a resident of Garden Grove. I'm also a queer and non-binary young person. My pronouns are they and he. I'm also a community organizer and activist, actively working in Orange County and Los Angeles, representing organizations like the Brothers, Sons, Selves Coalition; Youth Justice Coalition; and I was a youth member of Khmer Girls in Action in Long Beach working with refugees, Southeast Asian Youth. Also there is someone here from CCAJ. When I was 14 years old, I was also a part of the California Conference for Equality and Justice, which I wanted to share a little bit about because as a queer person, I didn't find my voice until I was a part of the California Conference for Equality and Justice.

I met so many other young people there who felt safe enough to be vulnerable about their experiences, so it was the first time I felt safe enough in my life to come out. I hadn't had a good relationship with my parents for nine years because I came out. Only recently, had I decided to feel safe enough to rekindle that relationship, but children should not be forced to come out of the closet. We should have the autonomy to make the decisions on our own and parents should be supportive of that. Not forcing us, not making decisions on our behalf because it is ultimately our right. Thank you.

SPARKS: Thank you all for your public comment. This brings us to the consent calendar. I would like to pull out item two and go ahead and one, three, four, and five, we could approve together if that is all right?

WILLIAMS: Sure. Sure. I will make a motion for the consent calendar of saving item number two to be brought out separately.

BARKE: I will second that.

SPARKS: All in favor?

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

SPARKS: On item number two, I would like to just give a brief description of what the special board meeting would entail on September 20, 2023, for saving the date. Still putting it together, but it is going to be a savvy, safety, and public schools forum. The Orange County Board of Education forum intends to shed light on fentanyl, sexual assault, human trafficking, surveillance, social media, and cybersecurity issues putting our students at risk, a lot of the issues that have been brought up tonight. How can we as educational leaders in our community make a difference for our students, parents, teachers, and staff, as well as residents, businesses, and workers who are living with the impact and fear of public safety in our schools every day?

OCBE strives to shine and highlight crucial issues that our families deal with and often struggle with how to best approach in our schools. Public safety in our schools is of paramount importance, not only for our students and their families, but also for our teachers and staff on the front lines every day. As students' safety and security needs are met, then learning can truly happen. Maslow's hierarchy of needs, right? No child should fear going to school at any time. The purpose of this savvy, safety, and public schools forum is to shed light on the major risks, signs, and symptoms of fentanyl exposure, use, and potential abuse; signs and symptoms of school-aged sexual assault; human trafficking; and potential trafficking rings in our community; and increased understanding of potential surveillance, social media, and cyber safety measures in an effort to better inform parents on what to look for and what to potentially adopt in their own homes and school settings. The forum is geared towards students, parents, community members, teachers, everyone in our community interested in learning more about the extreme danger associated with fentanyl, sexual assault, human trafficking and surveillance, social media, and cybersecurity issues putting our students at risk.

Then, I leave a quote from myself, "The fentanyl crisis has contributed to hundreds of drug overdose-related deaths with the National Institute on Drug Abuse indicating an average of 128 people in the U.S. dying every day from opioid overdose. Victims of sexual assault and human trafficking suffer unspeakable trauma while frequently being systematically and cruelly denied their most fundamental emotional and material needs. These crises affecting many of our students are often under the radar and underreported, but happening every day in plain sight under our noses. Savvy surveillance, social media, and cyber security awareness can provide families additional tools to better understand these risks. We all have a shared interest in ensuring our school communities feel safe, and we are committed to collaborating with our law

enforcement partners, school districts, and families to enhance public safety in our schools from every angle possible.”

I’m the main organizer of the forum, as well as intend to facilitate the forum. We already have a lineup of speakers and I have sent information to our trustees to also provide potential speakers at the forum, so spread the news to all your friends and family for September 20, 2023. It will be held from 5:30 to 7:30 PM that day. If we would like to have a motion to approve that on the consent calendar?

BARKE: I will make a motion to approve that.

WILLIAMS: Second.

SPARKS: All in favor?

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

SPARKS: All right, thank you.

BOYD: Who was the second?

BARKE: Ken, I believe.

SPARKS: Ken was the second. This brings us to charter schools, item number six. Nina, do we have any charter submissions?

BOYD: There are none.

SPARKS: Okay. Now I will call Aracely Chastain, director of the Charter Schools Unit to the podium.

CHASTAIN: Good evening, President Sparks and Trustees. The Board will now hold a hearing to grant or deny the requested material revisions to the Vista Heritage Global Academy amended charter school petition and requested material revisions. On March 2, 2023, Vista Heritage Global Academy submitted material revisions requesting to remove grades nine through 12 from the charter petition and amend enrollment preferences to include pupils who currently attend or reside in the elementary school attendance area where the school is physically located. The Orange County Board of Education held a public hearing on April 12 to consider the level of support for the material revisions. As legally required, the revised petition has been reviewed according to California Education Code and you have been provided the Orange County Department of Education Staff Report that offers recommendations for consideration by the Board.

Clarification questions were submitted addressing areas that required additional or revised language to comport with current law regarding suspension and expulsion procedures, foster youth, parental rights, and school hours. On April 27, the petitioner submitted a revised charter

petition that addressed staff questions and concerns. OCDE staff has determined the revised charter petition submitted on April 27, 2023, meets the standards defined in Education Code and recommends that the Board approve the Vista Heritage Global Academy charter petition. Prior to public comments, representatives from Vista Heritage Global Academy shall have equal time or 10 minutes, whichever is greater, to present evidence and testimony responsive to the Orange County Department of Education Staff Report Recommendations and Findings, published on May 23, 2023.

I now invite the representative from Vista Heritage Global Academy to the podium.

SPARKS: Thank you.

AMAYA: Good evening, board members. Thank you so much for your time. My name is Karen Amaya. I'm the assistant superintendent for Vista Charter Public Schools and I'm here this evening just to request your continued support and approval of our material revision for Vista Heritage Global Academy. The material revision included, as mentioned previously, we removed the high school grades as our high school charter petition for Vista Meridian Global Academy has already been approved, so it just removes the high school grades from Heritage. As mentioned previously, we also did do updates to legal language to comply with recent and updated laws, just here to ask for your support.

As always, you are invited at any time to stop by any of our schools, but we will also be asking you to look out for a special invitation to our ribbon cutting ceremony for our new campus for Vista Meridian as well. Again, thank you for your support always. I'm looking forward to continued collaboration, and if anybody has any questions.

CHASTAIN: Thank you.

AMAYA: All right.

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

BOYD: Not for this item.

CHASTAIN: This concludes the public hearing. As a reminder, the school is requesting to remove grades nine through 12 from the charter petition and change enrollment preferences. The Board has three options for action: option one, approve the material revisions and updated charter petition; option two, approve the material revisions and updated charter petition with conditions; option three, deny the material revisions. President Sparks, I now close the public hearing and turn the meeting back over to you.

SPARKS: Thank you, Aracely. All right, I will turn to my left. Any questions from Trustee Barke?

BARKE: I have no questions. I have the utmost respect for your school. I was recently there. It is an amazing place. You do amazing things for children in Santa Ana, in Orange County, and beyond. I would like to make a motion to approve it.

SPARKS: Okay.

WILLIAMS: Second.

SPARKS: We have a second, all right. Any other—

SHAW: You are saying option one, I assume, right?

BARKE: Yes. Yes. Option one, of course.

BOYD: I think there was a second.

SPARKS: Yes, Ken seconded.

BOYD: We need him to speak into the mic. We can't hear him. Thank you.

SPARKS: Any other questions before we move it to approval? Okay. All in favor?

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

SPARKS: Okay. Passes 5-0. Congratulations. I will call Aracely Chastain up to the podium again for item number nine. There you are.

CHASTAIN: The Board will now hold a hearing to consider public input regarding the Sycamore Creek Community Charter School II, countywide charter petition, which was submitted on May 1, 2023. Sycamore Creek Community Charter School II proposes to operate a classroom-based program serving TK through grades 12 and has notified Cypress School District, Oceanview School District, and Anaheim Union High School District of the intent to open school facilities within those district boundaries. Representatives from Sycamore Creek Community Charter School II have declined the request to extend the statutory deadline by three days in order to accommodate the Board's regularly scheduled meeting in August. Consequently, the Board will need to schedule a special meeting on or before the July 30th, 90-day deadline for Board action. July 30 is a Sunday; therefore, the special board meeting will need to be scheduled by Friday, July 28.

Prior to public comments, representatives from the charter school are allotted 15 minutes to address the Board. I now call the representatives from Sycamore Creek Community Charter School II to the podium.

BACH: Thank you, Aracely. To confirm, we do have time for our public comments? Yes. Afterwards? Okay. Hopefully. Because I know we have some members of the community here that would like to speak on behalf and maybe not in support.

BOYD: Sarah, part of the script after you all finish, then there will be the public comments within the public hearing.

BACH: Okay. Very good. Thank you, Superintendent Boyd. Thank you, President Sparks and honorable board trustees and staff. I'm sorry to see that Superintendent Mijares is not here this evening. I do have a presentation as well. There we go. Oh, okay. All right. Thank you so much. [Presentation is displayed].

As Ms. Chastain mentioned, we are here this evening. It has not been that long since we last saw you, a couple of months, so I will try to avoid redundancies this evening. That was a great quote, our seat can only handle—I think that was perfect. We will try to be concise. Here we go. This map probably looks familiar to you. This is a map that I created of our families, our current families in Orange County and where they reside, more or less, which districts they reside in. Of note is that over half—our families reside in 17 school districts in Orange County, which is over half of the 26 districts in Orange County, as well as three districts outside of the county. Upwards of 40% of our families currently come from outside of the north section of Orange County, Long Beach, and beyond.

That is something that I think is really important to think about when a school wants to become a countywide benefit charter, because there needs to be a rationale for that. I think by virtue of the fact that currently, right now one of our parents actually mentioned, who I believe is here this evening, that our school is what we could define as a commuter school. People drive quite far, they carpool, families carpool together. Really, what would benefit them is, and I think children in general, families in general, is to become part of a neighborhood, to be a local school. The way that our school could do that is by becoming a countywide benefit charter school.

Now, that is not something that happens overnight, of course. There is long-term planning that is involved, there is finding facilities. We currently have found a facility in the city of Cypress and it is in a very good location for many of our families. It would shorten the time for many of our families, elongate the time for others. But our hope is that over time with planning, and due diligence, and lots of work, that we would then be able to find additional sites and be able to truly recognize that countywide benefit.

To start somewhere, we needed to notify the two districts that we would like to be in, that is Cypress, as Ms. Chastain mentioned, and Anaheim Union School District. Okay, so, I'm sorry. There is a lot of survey data in this presentation. This is a wonderful happenstance for us. We put a little “sign up for a tour here” button on our website and we asked a couple of questions. Those questions turned out to be incredibly informative for us. For instance, when we submitted the petition in May, we have had 110 responses in a few months. Now, I think we are up to 149 and it is still very similar to this. We found through analysis that this represents about 45 zip codes.

Now, when we reconciled those zip codes with our current families, we found that it is 62 zip codes of either interested families or current families. That is a lot for a school that is around 160 students at this time, so I think that also is evidence of the rationale for becoming a countywide benefit charter school. I wanted to share that piece of information. Also, you might remember this from our last presentation. This is a chart of our growth over time. It is a very, very slow

growth model as you can see. We opened during the awful year of the pandemic. We started with 63 students in 2019. We doubled in the next year to 129. As Dr. Williams graciously acknowledged last time, we were able to bring in more students than we actually got funding for that year. Unfortunately, because of the growth cap, we would have brought in more, but at the time, everyone had to be 6 feet apart. As I have mentioned before, we have seven classrooms, but we have nine grades. So, we are juggling a lot. However, it is not on here, but it does look like for the next school year we will meet that top bar of 180 students for the 23-24 school year.

Also, in the petition, I do go through the number of enrollment applications, wait lists, things like that. This last open enrollment, we had lotteries for our TK, our first, and our third grade. We still have wait lists for all of those grades. We expect to enroll 40 new students, as our eighth graders matriculate and so on. Anyway, I won't bore with all of that minutia. Let's see. Oh, I'm out of order. That is okay. Here, now this is more data I think that serves the question about the rationale for a countywide benefit. Again, with this just little, tiny volunteer survey that we put up on our website to come to a tour, families told us that—if you can see it is specifically looking for a school that implements Waldorf educational principles is around 60%. So, people either by a family friend, or Googling, or just exposure to Waldorf education, 60% of those wanted to come to a Waldorf school. I just think that is really important.

Alright, I am definitely out of order, but that is okay. So next, another rationale is that as a local education agency, which is what charter schools are, they are akin to a district, as you know. Districts are local education agencies as well. Districts get to have the ability to have one school board and they have many schools. They do not have an authorizer, but they have, usually one legal, they share staffing, they are able to streamline processes, and all of those relationships and partnerships are strengthened through that entity if you will. So, being a countywide benefit school also allows that school that is also like a mini district, I mean, technically, superintendent, right? We are a local education agency. I think that simply manifests already in that sense, so I just wanted to point that out here for you as well.

This is in our charter too. It is our organization chart. We like to keep things really simple. One board, one executive director, a parent community council, a faculty community council, staff, a principal, you know, the basics. Back to basics. I think I mentioned before that I think sometimes schools, or districts, or entities in general, universities even, are pretty bloated when it gets to the admin level, many superintendents, assistant superintendents, and so forth. We really like to focus the dollars on where the admin is needed and make sure it goes to the students, it goes to the teachers. As well, you know, from our charter, we have all those specialty programs, like Spanish, games, handwork, strings, so we want to make sure those funds go to support those programs.

Now, this is some data from our annual survey that went out to our parents recently in the last couple of weeks. We found that of those respondents, 83% believe that our Sycamore Creek Community Charter School staff has a tremendous or quite a bit of respect for the children. Now, I wanted to highlight these items here because another rationale for us is our curriculum. It is really unique. We have talked about looping with you before and how students ideally, they stay with the same teacher from first grade to eighth grade. They stay with the same students too. It is the same cohort. They become a little family. So, we think that this is some evidence of how that

is manifesting truly in our school and why we have the name community in our school name. We do not want it to be a gimmick. It is not a gimmick. We want to truly live that.

Just a couple highlights here; 83% believe their children tremendously or quite a lot enjoy going to Sycamore Creek. When considering all of the classes that they take, they believe that they are tremendously or quite motivating for their child. They also believe that their child's cultural background, their diversity of their child and their family is a tremendous or quite a good fit at our school. I know that word is overused all the time, but we really do want all families, all children to feel welcomed, to feel part of, integrated into our community and truly be a family.

These are just a few quotes from surveys over the year, this last year, some things people have said about our school, why they want us to have a high school and beyond. "I want my children to continue to learn in a way that resonates with their whole being. The philosophy and approach to learning and teaching is learner centered, rather than content focused, so the experience is centered on the learners which is essential to supporting the whole child throughout development." They love the continuity of the Waldorf experience and the relationships, also that we have socioeconomic diversity. We are down to earth and we are free, major big point for those families that are currently attending the private Waldorf schools, and the culture in the community.

Now, you have seen this slide too, and it is in our petition. This is some work that our lead teacher, Dr. Kimberly Telfer-Radzat did. She finished her dissertation on Waldorf Education. She is not here this evening. She is up by Vancouver at Orcas Island with our eighth graders, my daughter as well, going to kayaking and hiking. In her spare time, she gets her dissertation and teaches all of our wonderful kids. But basically what she found is that this developmental approach, actually has high academic outcomes. She looked at charter schools, and traditional public schools, and Waldorf charter schools in California over the years 2014-2019, before the pandemic. She wanted to see those assessments and how they played out over time.

I know the colors are similar, but the more turquoise color for the language arts on the left, shows on average where Waldorf charter schools begin in third grade to meet or exceed their CAASPP assessments, then where that trend goes over time. As you can see, it stays pretty stagnant for the control group, which is the other school, all the other schools. It does go up in general over time. We believe that, as you know. You have heard our narrative. You have heard our story, but we truly believe in this curriculum. We believe that it serves students, and that it is very rigorous, and that our school will also be 16 points beyond where students begin in third grade by eighth grade for meeting or exceeding expectations. That is 65.56 up there for language arts and then for math 52.44, which is, I believe it is 12 points above where students begin. I'm sorry. No. Yes, in third grade.

I think I already touched on this a little bit. But just again, so interesting to see that families that come to our website are interested in our school. The majority of them, the large majority have at least some knowledge of Waldorf education. In fact, 20% are very knowledgeable and have had their child attend a Waldorf school previously. One more, where are students now? Very interesting, very interesting indeed; 34.3% are at private schools. They are looking for a tuition-free Waldorf school, so they are looking for us. Then another 30% are at traditional schools, and

then another 30% are not yet school age. Final slide, please have faith. Take a leap with us and consider our rationale, our strong rationale. We are here to answer any of your questions. Thank you.

SPARKS: Thank you.

SHAW: Dr. Sparks, we do have a number of speakers. Is it time or are we going to—?

SPARKS: I think Aracely needs to close out the—

CHASTAIN: That is okay. The hearing is now open for 15 minutes of public comments and you have some comments. Go ahead.

SPARKS: Thank you.

SHAW: All right, so, again, I will call a name and who is on deck. We will start and I think we are going to try to ask you to keep it to two minutes.

BOYD: Tim, how many do you have because they have 15 minutes during this?

SHAW: Oh, I'm sorry, seven. Oh, perfect.

BOYD: Perfect.

SPARKS: Yeah.

SHAW: That worked out. Yeah, two minutes. Britt, followed by Ayzaad.

BRITT: I'm so happy to be up here to speak to you again. Thank you for having me. I know this sounds dramatic, but Sycamore Creek saved my oldest child in 2021. She was on a downward spiral, but today she is thriving and on her eighth grade trip to Orcas Island with Ms. Kimberly and the graduating class. Sycamore Creek has also been a blessing for my fourth grade daughter who receives special services. I can't express how grateful I am to this school. My child also sent a message for you from Orcas Island.

It is short, but she should be heard. Moving to Sycamore Creek was probably the best thing that could have happened to me. Of course no one likes moving schools, especially in the middle of the year and in the middle of Covid. No one liked me at my school, but here I feel accepted, I feel cared about. They somehow find a way to make things easy and fun to learn. My children do love it. My background, I'm a public high school teacher in Long Beach Unified for almost 25 years. I have a master's degree in educational administration. For 10 years, I taught at one of the top schools in the state, the top high schools in the state. And for the last 11, I have been at an alternative continuation school for the last 11 years. I know all the districts have, I think they have continuation type schools.

After a decade at each of these schools, at way different ends of the spectrum, I have a strong opinion about something. I believe that my alternative students that I have now, if they had the opportunity to go to a free, public Waldorf school in their formative years, I do not think they would have ended up at our continuation school. In my heart, I believe they would have thrived and they would have gone back to their local districts, and I know we are in there.

SHAW: Thank you.

BRITT: That was pretty much everything.

SHAW: Two minutes goes by fast.

BRITT: I know.

SHAW: All right.

SPARKS: Thank you.

SHAW: Ayzaad, followed by Aaron.

BARKE: Fancy.

BOYD: Aracely, can you lower the mic? Thank you.

AYZAAD: Hello, everybody. I am Ayzaad and I'm from Sycamore Creek. I am here to present everything I know about it. I'm going to start with my blossom, all right? Blessings on the blossom, blessings on the fruit, blessings on the birds and the bees, blessings on you and I, blessings on the food, blessings on the friends, blessings on all of us for how lucky we are. I really wish that Ms. Sarah will move our school to another place because my school is a little small and I'm sharing it with Oakview. It is a little smelly because it is right by the dumps.

I want a bigger school with a bigger playground, with a bigger garden, so we could plant our food. I'm super blessed to have Ms. Cat as a teacher. Thank you. Please, please make it possible. Thank you. Any questions?

SHAW: Hey, you did terrific. Aaron, followed by Liane.

AARON: Good evening. My name is Aaron Whitt. Thank you for giving us the time to speak tonight. I'm a father of two daughters who attend Sycamore Creek. I have got a fourth grader and a first grader. I'm a teacher at Downey High School. I have been teaching for over 20 years. I didn't know anything about Waldorf growing up. I grew up very conservative and normal. I had no idea this kind of education existed. My wife is the more out there person who gets into all this stuff. I have been very grateful for this experience of having my kids go to this school. They come home every day and they are excited. They come home and they teach us stuff, which is fascinating. They go to their friends' houses and they teach their friends all the crafts and activities that they are doing.

Their friends come to our house and they are like, we want to go to that school. At the moment, that is a really tough pull because there is so little room on that campus. They do not have consistent access to playground. They have got kids who are in class outside. They have got office staff who are working in classrooms with kids. The break room is in the classroom. It is so hard for them to actually do the stuff that they are doing, but they make it happen. It could be so much better, though. We would really appreciate the help. Thank you.

SPARKS: Thank you.

SHAW: Thank you, Liane followed by Amy.

LIANE: Hello, I'm Liane Brouillette. I'm a professor at UCI and I'm very impressed by what Sycamore Creek has done with the resources that it has. I think it is actually very important that we were preceded by many people talking about feeling that they are not part of something, feeling that they are kind of alienated. One of the things that this school has is a real feeling of community. What is special about Sycamore Creek is it is basically a European kind of curriculum. It is very broad. Since No Child Left Behind, the curriculum in the United States has tended to be rather narrow. There is many things kids are very curious about. For example, Sycamore Creek, starting in first grade, teaches Spanish to all students.

That is not only very good for ESL students, but it also, all the other children in the school get a sense of that second language and better understand other people in Orange County. I do not want to take a lot of time, but I think that we just had a very good explanation of one of the reasons that children and parents think that this school would really thrive if it just had more space. I just think it would be a blessing for Orange County. I do not want to take a lot more time. Thank you.

SPARKS, SHAW: Thank you.

SHAW: Amy, followed by Caroline.

AMY: Good evening, President Sparks, members of the Board, staff, and guests. My name is Amy Green-Bosinoff. I have spoken before you on several occasions on behalf of Sycamore Creek in many capacities. As outlined so thoroughly on our last visit, our current space, and spoken to you briefly before, impacts our school's ability to thrive. I so hope that you will vote to approve our request for a countywide benefit charter. If so, we would be able to shift and grow as needed within Orange County. Our efforts will create a sustainable environment for our vision of public Waldorf education access in Orange County. Thank you.

SPARKS, SHAW: Thank you.

SHAW: Caroline, followed by Ana.

CAROLINE: Thank you so much. My name is Caroline Colesworthy. I was born in Newport Beach. I went to Anderson School, Harbor Day School, Corona Delmar School, Orange Coast College, Berkeley and Brown. I'm raising two daughters there at Sycamore Creek, eighth grade

and first grade. They have also attended Journey School and Anneliese School. Whew, I really care about education. My kid is the one that goes from Capo Valley to the school, to a dump. It is very stinky. Why would I put myself out with all of this education? You know, I'm a real estate broker in the area. I am not kidding about how much I like this school.

Waldorf is a pedagogy of peace. I'm very pro peace. It is a whole child approach. I trust the emotional learning and I trust the academic outcomes. I'm big about feelings and the earth. But I went to the Ivy League. I do have expectations about what is going to happen and I trust the whole program. The research tells me so. I love that the specialty classes nurture the plasticity that I know will be needed in an uncertain future. I can't even conceive of what my children will be doing for a living when they are out there in the world making their way. I know that I do not know, but I know that I need to empower them to be able to figure it out. Thank you.

SPARKS, SHAW: Thank you.

SHAW: Ana, followed by Christy.

ANA: This is my first time doing this. I'm nervous, but, okay. My name is Ana. I'm a parent of two students from Sycamore Creek: Alfredo who is an eighth grader, Salvador who is a fifth grader, and I have two other daughters. My eighth grader sent a message, Alfredo, he is in Oregon right now. He said it is hard to squeeze into the fields when they want to play soccer and kickball, trying to be—they are really stressed about the ball going to the other side of the field because they bother the other school. They want to be nice to each other, so they are always worried about that. The teachers keep reminding them of their spaces. He also said that Sycamore Creek is the only school that he is really happy to go to, the same as Salvador.

Every morning they rush me to get there at 8 o'clock, even though school starts at 8:25, they want to play. They get there at 8 o'clock, even a little earlier if possible. In my personal opinion, I think school is not just about academics and test scores, the same as a job, which is not only about money. School is a second home. Students spend half of their day there. We are talking about important things. Kids who need to be embraced, loved, and feel they are part of a community. At Sycamore Creek, the kids socialize, play, talk, and they learn in a way that makes sense to them. If you go there, it is very amusing. It is very nice to see them playing all together from fourth grade to eighth grade.

My son is the one who organizes the teams and they are all included. It is a really nice thing to do. I drive 30 minutes every day. When I brought my kids to Sycamore Creek, my family was a little scared. I had them in a Catholic school and I decided to bring them to Sycamore Creek. I have a daughter at NYU and I have one in a school called Sage Hill. They couldn't believe I brought them to Sycamore Creek. I even held my son, I held him one more year so that he could be in there. I really believe Sycamore Creek is a good school.

SPARKS, SHAW: Thank you.

SHAW: And Christy.

CHRISTY: Hello, I'm Christie Feldman. I'm an attorney with Young, Minney & Corr. We represent the Sycamore Creek team, we have for years, in their original petition and now with their countywide petition. We want to thank you for all of your work alongside them and with them; and particularly, most recently, approving their material revision to add high school grades. We are proud to stand with this team. We have reviewed their petition and find it to be complete, a reasonably comprehensive description of all the required elements. And, that we have presented a countywide benefit rationale that is powerful. Approval of this charter would enable more students to experience these peoples' passion, the wonderful things that they are doing, and provide equal access to kids throughout the county, as opposed to some of the admission preferences they have to do now.

They are demonstrably likely to succeed in implementation of this educational program. They present a sound educational program. We presented all the legal requirements, the signatures on the petitions that are required, of course, the required affirmations. I want to confirm what is in your cover letter. With the approval of a countywide, the original Sycamore Creek would close at the end of next year. They would only be operating one school, of course.

We are excited to continue to partner with them. We, as I said, have partnered with them for years and have helped with this charter. Most importantly, we will remain available to them and helpful if anything comes up and available for their questions, your questions.

SPARKS: Thank you.

SHAW: It is always good to have good lawyers. I think actually we did get two more comments real quick, Aracely. We will go with Don, followed by Lauren. Sorry. Don?

BARKE: I think he is out in the lobby.

SHAW: Okay. Are you Lauren?

SPARKS: These aren't directly related to Sycamore, but they requested—

CHASTAIN: Yeah, they want to speak under the charter school's heading, as opposed to waiting to the very end of the meeting if they are able to do that because one of the speakers has their family here with them.

SPARKS: Yes, and I approved that.

CHASTAIN: Okay, perfect.

SPARKS: If we can find them. Oh, there they are there.

DON: (Inaudible) Oh, here is Lauren. It has been a whirlwind day for me. I have come from two different graduations and then over here. It is always a pleasure to be here. I want to give you an update for Unity. I do not know how many of you are familiar with the heroes journey. It starts off with the young hero, myself, bright-eyed and bushy-tailed, ready for a challenge. Then you

start off on your journey and then you start encountering a few monsters along the way. Then you realize that you are going to fail and then somehow you push through and you have success. Thank you to Unity's journey. We started off hoping to save Unity, to make sure that it was going to be viable and ongoing to serve those students. They serve a special population.

I really thought we had it. Then about a month ago, I was like, this is not going to happen. We have worked so hard and it is not going to happen. I want to say thank you to Roy Kim, even though he is not here tonight, because he pulled out one more idea. I said, man, that is a double hail Mary. And, they were caught. As we stand now, Unity, they are compliant with everything they need to be compliant with. Their special ed is in compliance now, which it wasn't. Their ELL is in compliance, which it wasn't. All of those technical things, those are in compliance.

The budget, as it stands right now, they will actually have a surplus at the end of the year. They will be in the black, which is not something we suspected. We have a plan going forward that makes them viable, not just for this year and next year, but for the foreseeable future. Hey, look at that, two minutes.

SPARKS: All right. Thank you.

DON: But I do want to say, we have one more big surprise. I want to introduce you the next speaker. We are so happy, and this is really one of the reasons why Unity is viable. Lauren Gonzales, she accepted the position. Unity now has a full-time leader. They haven't had a real full-time leader for a long time. I just want to introduce Laura. We are grateful for Lauren and she has come in already and taken the bull by the horns, and I can't wait to pass the baton over to Lauren.

LAUREN: Hi, everyone. Thank you so much for allowing me to be here tonight. My name is Lauren Gonzales. I am 20 years in education, the majority of that in the charter community. I am very excited and honored to be here representing Unity, really excited about the work ahead. Just a few days in to getting to know the community and the students, and working on building the enrollment. Lots of interesting and unique challenges ahead, but really, really excited about the opportunities. I have always had a soft spot in my heart for the type of student that Unity attracts. I'm really looking forward to being able to work exclusively with that type of student. I just wanted to say thank you. I appreciate being here tonight, and go Unity.

SPARKS: Thank you. Go enjoy your ice cream. Thank you all.

CHASTAIN: This concludes the public hearing. Once the Board schedules the special board meeting to take action on the Sycamore Creek Community Charter School II petition, the Orange County Board of Education Staff Report will be published 15 days prior to that date. President Sparks, I now close the public hearing and turn the meeting back over to you.

SPARKS: Thank you. Do we have any board questions? I will turn to my left.

BARKE: I do not. I will give you guys the opportunity this time though and I won't just go for the motion. I would love to go for it, but I will probably get yelled at. But I'm thrilled with you

guys, I know you play a huge role in the community. I know Cypress is excited to have you there, so I'm really excited to hear everything. And you have amazing public speakers. I appreciate that.

SPARKS: Dr. Williams, any questions?

WILLIAMS: Absolutely. Sarah, again, thank you for your leadership. You are absolutely incredible. Again, just to remind everybody, charter schools are public schools. We like charter schools because they offer opportunities and options for parents. It is all about the parents giving them their right to direct the upbringing of their children. Thank you again, Dr. Brouillette for being here, Liane, we appreciate you. You are a busy person. Where is Ayzaad? Is he still here?

SPARKS: There he is.

WILLIAMS: Ayzaad, hi. Let me shake your hand. You are incredible. You are articulate. You are smart. You are good looking. Keep it up.

SPARKS: You check off all the boxes.

WILLIAMS: What is your most favorite part of school though? Is it recess? It is a tough question?

AYZAAD: Handwork.

WILLIAMS: Handwork. Very good. What is handwork? Educate me.

AYZAAD: It is different projects.

BOYD: Can we?

WILLIAMS: Different projects, okay.

AYZAAD: Different yarn projects. Yeah.

WILLIAMS: You use your hands a lot?

AYZAAD: Yeah.

WILLIAMS: Yeah. That is awesome.

AYZAAD: That is why it is called *hand work*.

BARKE: I was going to mention that to him.

SPARKS: Very good. Very good.

WILLIAMS: Thank you, Ayzaad. You are absolutely wonderful.

SPARKS: Thank you.

WILLIAMS: That is all I wanted to say.

SPARKS: Thank you, Ayzaad.

AYZAAD: You are welcome.

SPARKS: Trustee Valdes, any questions?

VALDES: Yeah, I have a few. Sarah, would you come back to the podium, I want to ask you something? Oh, and first off, I wanted to mention, the “we like charter schools” to me, it is not a zero sum game where we like charter schools to the detriment of public schools. That is not my, I will just speak for myself, that is not my position at all. I like charter schools because I like giving parents an option and this is certainly an option. Sarah, I want to talk to you about the next facility that you are planning to move to. I thought this was humorous, maybe not so humorous. But tonight your speakers described your campus as a dump, classrooms were outside, and that it was stinky and smelly. As a trustee approving a charter school, I just would like to know what does the next campus look like?

BACH: Shoot, I didn’t—thank you for that question. I didn’t bring the design, but it is a lovely place. It is about three acres. It is partnering with a church that already had a CUP to be a school. It is on Cerritos Avenue. It is very easy to remember, 4321 Cerritos Avenue. It has a large playground, handball courts, will have a basketball court, volleyball, and lovely classrooms, large classrooms. Our staff and board has visited it already. Being where we are in Southern California, I think most know with planning projects and city projects, the main issues these days have to do with traffic. That is our challenge. But it is lovely, it is pretty, and it is not smelly.

VALDES: You feel that this is going to be adequate to service 160 students? There is going to be enough room?

BACH: Oh, yes, more than that.

VALDES: Okay.

BACH: Yes. Yes. Quite a bit more than that. At full capacity, around 700, we go up to high school, so, yes. What else did I want to answer in that regard? It does not smell. It smells lovely. It is quiet. It is across the street from a new sports park there for the city called Lexington Park. They have a soccer field. They allow schools to partner with them for that. It is also close to El Dorado Nature Center, which helps with our long walk, as we call it. We like the children to go on a long walk and usually to a large park. Right now we are near Huntington Beach Central Park, so the students walk there, get a lot of fresh air. They will also be able to do this at this new campus. Other than that, it is really lovely. I should have put a picture in here for you.

VALDES: The other question I had was, and perhaps Aracely needs to answer this. I guess the timing of this is such that we have to have a special meeting to approve this. Is that what I understood?

SPARKS: Right.

BACH: I hope no.

CHASTAIN: Typically when these are submitted around the first of the month, they go over the 90 days by a couple of days, so we are usually asking our charter schools for a two-day extension, three-day extension. I think the most we have ever asked is probably a five-day extension in order for the Board not to have to have a special meeting. Sycamore Creek did not—both the board and the school have to agree to these extensions. Sycamore Creek did not agree to the extension, which means that the process needs to be completed within the 90-day deadline. That 90-day deadline would expire on July 28, so the board needs to schedule a special meeting that day or prior to that.

VALDES: Sarah, is there a reason why we can't do this at the first meeting in August?

BACH: Well, as you know, we first came to you back in December, January with our petition. We have been working, it has almost been a year now since we first identified this site. The developers, Red Hook that we are working on have tremendous capital outlay already with regards to the project. Our hope, our ask is definitely not to ask the Board to have a special meeting, I would not want to do that ever. That is not our request. Our request was, because the charter petition in front of you is not that dissimilar from the one that you recently reviewed, I did calculate that. I think we spent at least 100 hours updating it so that it was current. Right.

However, we think that the staff has had an opportunity to have a good look. We submitted it on May 1. We are here in June. We would love it if the Board could look at it and decide by July 5. That would just allow all those processes to continue full throttle so that we can meet these timelines that we need to meet with the city. Yes?

VALDES: My next question is for Aracely. Can this be done by the next meeting, which I guess is July 5?

SPARKS: It is the seventh.

VALDES: Okay, seventh.

SPARKS: No, it is the fifth. No, it is the fifth. You are right.

CHASTAIN: It is the fifth. We have our clarification meeting with the school next Tuesday, so on the 13th. There is actually quite a few questions. The people that reviewed the last petition aren't necessarily the folks that review this next petition, so there has been some change there as well. We do have to review every petition and this is a brand new petition. So, we do have to look at it as if it is a brand new petition. We go through all of the same processes that we would,

since it is a new petition. That clarification meeting is happening next week. We will probably need to send them some questions in writing that they either do not answer at that meeting or that we are not able to get to that meeting.

If we give them time to do that, time for the team to review those responses, and then we have to draft and have a staff report approved, that all has to happen 15 days prior to the meeting where you take action. There is simply no way for us to meet that deadline. Just in our own internal work, we always kind of back work our stuff. With everything else that is going on, there is also a holiday in there. We have a conference for staff and we have some vacation time, obviously in June, that needs to be used before July. We would appreciate as close to the July 28 date as you can get. We could probably cut a week or so out of this timeline, but that is adjusting everyone that is on the review team, adjusting their timelines to be able to comply with that.

VALDES: So I guess, President Sparks at the next meeting in July, we have to have an agenda item on what day we are going to have a special meeting.

SPARKS: Yeah, or we could before that.

BARKE: Yeah. We can set it today. We can set it any time.

SPARKS: The last week of July would probably work. Okay, let me look.

SHAW: Be sure you are in the mic, Sarah.

BOYD: You need to move to the mic.

BACH: I'm sorry. I did have some correspondence with Aracely with the question of could the Board have the decision hearing in the July meeting, July 5? When I looked at the calendar and see that our clarification meeting is next Tuesday, there is still a full week of time before the 15 days would be needed to be met to apprise us of the decision. Again, it is a new petition, but it is a similar program, similar high school program, few different board members, and so on. I was hopeful that if the staff was prodded a bit, that they would be willing to just work a little extra, a little overtime. I know it is a lot to ask and I'm really grateful if staff would consider it. In no way do I want to ask the Board though to have a special meeting. If it is absolutely necessary, then we will wait until the August meeting.

VALDES: I'm going to throw this to the Board President. This is clearly in her prerogative and not mine.

SPARKS: Well, we could do a tentative special meeting on Wednesday, July 26.

BACH: Again, no.

SPARKS: Or we can wait until the next week, which would be—

BACH: Yes, of course.

SPARKS: August 2.

SHAW: Sarah, listen.

BACH: Yes.

SHAW: I know you want to be gracious to us, but we can have a special meeting.

SPARKS: Yeah.

SHAW: You guys are that important to us. It is really not that big a deal for us to come.

BARKE: Yeah. I second that.

BACH: No. It is. No, no, no, no, no.

SHAW: Don't worry about it. You can buy me a Dr. Pepper after the meeting.

BACH: You are very special to us. I'm sorry, what?

SHAW: I said you could buy me a Dr. Pepper after the meeting.

BACH: Okay. Okay. I will remember that.

SPARKS: So do we have a motion to have a tentative special meeting?

BARKE: I will make a motion for a tentative special meeting—

SPARKS: On Wednesday.

BARKE: On Wednesday.

SPARKS: July 26.

BARKE: July 26, at 5?

SPARKS: 4 PM, 5 PM?

BARKE: Four? Whatever time; 4 PM?

SPARKS: 5 PM, yeah.

BOYD: We will put this on your agenda for June 21.

SPARKS: Okay.

BOYD: For you all to confirm when you will have the next meeting. We have the date down.

SPARKS: All right.

BOYD: We will poll you all like we normally do, but we need to agendize it so that you guys could take action on it. It is not on the agenda to do it.

SPARKS: Oh, okay. No problem.

BACH: Again, if you sleep on it, our feelings will not be hurt if you decide to keep with your August meeting. It is summertime. You deserve a break too. Okay? Sincerely.

SPARKS: Thank you. Thank you. I just have one question. That is, does this new facility have capability to do the hands project?

BACH: Yes. Handwork, knitting. I think he is almost finished with his blue bag.

SPARKS: That was my only question.

BACH: Absolutely, yes, a special room. In fact, it is its very own classroom for that.

SPARKS: Excellent. Excellent.

BACH: Thank you.

SPARKS: Trustee Shaw, did you have any questions or comments?

SHAW: No. Of course I visited the campus there. It is probably a little more constrained than you want, but to me it is really the people more than the buildings. The people are so lovely and no one is better than Dr. Sarah Bach. You guys have a great school and we are proud to help you out any way we can.

BACH: Thank you, Trustee Shaw.

BARKE: I will second that.

BACH: Oh, thank you.

SPARKS: I will third it.

BACH: Can we have a motion? No. I know we can't have any motions. All right, thank you.

SPARKS: Thank you. I think that is it for today. We are going to do the polling of that special meeting date and we will let you know.

BACH: Thank you.

SPARKS: Thank you. Okay. So I will move on then to item number 10, board policy on decorum at board meetings. Trustee Valdes?

VALDES: Thank you, President Sparks. Members of the Board and the public, I created during the last month a board policy on decorum at meetings. The ideology of this came from a public comment in our May meeting referencing our April meeting. The public comment in our May meeting basically made mention that at the April meeting there was heckling of some members of our LGBTQ community who came down here to voice their opinions. While perhaps I did not agree with the general overall opinion regarding AB 1314 that night of those members of our community, that community is very important to me. That is part of my constituency. I listen to our public comments. They are important.

People should not be heckled in the room and there was some of that going on that night. Based on the public comment in May, I did speak with Ms. Nina Boyd about what our board policy is with respect to decorum in our meetings. Basically, we did not have one, so I created one, which is presented for—it is an action item tonight, or is it just board discussion?

BOYD: This is just board discussion tonight. First presentation in case there are edits.

VALDES: I created this board policy for us to give us some framework of how we control the meetings here. This is the Orange County Board of Education. We do not do heckling in the room. We are above that. People come down here with different opinions, some of which perhaps I share, some of which I do not. But everyone is welcome here. That is important to me and I feel like it is important to us. The board policy would essentially give the board president or acting board president the ability to warn someone in the room that they are causing a disruptive behavior. We would engage a private security person at each and every board meeting here on after, in addition to our sheriff's deputy to specifically enforce this board policy. I am urging the Board to review and I guess we are going to take action on it next month.

I am urging a “yes” vote from all of my colleagues. I do want to offer some friendly amendments to this version. Specifically, under rules of decorum, paragraph one, it says “meeting shall be conducted.” It should say, “meetings” with an s. Under the next section, “response to disruptive behavior” where it says “the board president,” it should say, “the board president or acting board president may respond as follows.” In paragraph four under that, it should say, “the board president or acting board president shall exercise his/her discretion, et cetera.” And under the section of enforcement personnel, after it says “Sheriff's Department deputy, sheriff's present at each regular, special, and/or emergency meeting.”

WILLIAMS: I have a point of order here. I disagree with Nina on whether this is an action item tonight or whether you want to allow us to review it, and make are comments, and bring it back. There is nothing in our policy that creates a policy where you have to present something first and have it screened and come back. We haven't done that in the past. I am of the opinion, Jorge should you want it to be an action item with those corrections, I do not see why we cannot take action on this. There is nothing that prohibits us in our board policy, as well as the board policy that we adopted, the parliamentary procedure, the ABCs of. Anyway, I will leave that up to you.

VALDES: I appreciate that. I'm going to leave that to the board president and what she wants to do.

SPARKS: Yeah.

WILLIAMS: Well, it is not up to the board president. It is up to the Board. The board president just guides these meetings. It is the Board that makes these decisions.

SPARKS: If it is the will of the Board to move forward, I do have a question, though, about the policy. I think it is generally really good and important that we have some, kind of, rules that we are following for when the decorum is not standing up the way it should. What is the will of the Board? For there to be one warning and then the board president asks the person to be escorted out after a warning, or is it two strikes and the third? If it is just the will of the board president who is running the meeting, there might be another board member that sees something that if the board president is running the meeting may not see. You understand what I'm saying?

VALDES: Perhaps, I always think that I could prompt you or make some type of a message.

SPARKS: Okay. Right.

VALDES: I think it is the board president who should make—

SPARKS: The final call?

VALDES: Make the warning.

SPARKS: Okay.

VALDES: Provide the warning. I only wrote it as one warning.

SPARKS: Okay.

VALDES: Then your option would be to gavel out the meeting. That is option two.

SPARKS: Yeah.

VALDES: Three would be to direct the security personnel officer that would be here to simply remove that person or those persons from the room.

SPARKS: Yeah.

VALDES: I'm happy to discuss any other options. I just thought that was the easiest option.

SPARKS: No, I like it. I just wanted to throw out the opportunity for discussion to see what the will of the Board was regarding that. Then regarding, do we want to approve it with the minor edits that Trustee Valdes put forth?

BARKE: Yeah.

SPARKS: And implement it?

BARKE: Yeah. It works for me.

SPARKS: Yeah. It works for me.

WILLIAMS: It works for me.

SPARKS: All right. Do we have then a motion?

SHAW: I want to make sure I'm understanding this. As part of this, we are also employing a security person in addition to the deputy sheriff. Is that correct?

VALDES: The reason for that is that I determined based on my conversations with Nina, that our esteemed sheriff's deputy in the room is not here to enforce a board policy like that. This is an open discussion. If I got that conversation wrong, please correct me. But he is not here to enforce a board policy like that. He is here to protect in the worst case scenario. If we want someone escorted out of the room because they are being disruptive, we would have to have a separate person to do that. That was my discussion with Nina. That is what she told me.

BOYD: That is our understanding from the conversation we have had with the Sheriff's Department with regards to their guidelines and what they are able to do or willing to do. We need to have posting with regards to what is going to happen, as well as a policy. That is what I communicated to Trustee Valdes. Also in response, Dr. Williams I wasn't saying that you can't or you can. The way it is posted on the agenda dictates whether you can take action or not, not the board policy. I worked with Mr. Rolen in terms of how it was placed on the agenda. It was our understanding that because the other board members had not had a chance to discuss it, because it is the first time you all were having conversation about it, that it would probably come without an action. So, we did not post it as an action item on the agenda, but whatever the will of the Board is and you have your attorney here to guide you.

BARKE: Just a couple of comments, I think the additional security is good. I think if our esteemed deputy is escorting somebody out, we are compromised. I think it is wonderful that he stays in the room, protects us, and that we have somebody else to carry out the board policy. I would like that. As far as it being an action or not an action, I always feel like if it is on here as an action, we can always lay it on the table if we want to discuss more. I do not know if that makes sense.

SPARKS: Yeah.

BARKE: I'm happy to take tonight because I think we all agree. But I think if we didn't agree even if we are an action item, we could just lay it on the table until next time.

VALDES: Well, perhaps we should refer this to Greg. Can we turn it onto an action item?

BARKE: But legally, we will need our esteemed attorney for that.

ROLEN: The board items under board recommendation, we didn't identify action or non-action. So, I do tend to agree with Dr. Williams to the extent that if the Board wants to take action, we deem it an action item, we have a motion, a second, and a vote. Where Deputy Superintendent Boyd is correct is that we have been putting policies on for review and then action at the next meeting. If the Board wants to waive that requirement, that is fine. But she is accurate to the extent that I thought that this was going to be something that the Board could have this free-flowing discussion. Concerning members of the public, they may want to weigh in. The policy is compliant with the Brown Act, gives the board president or the acting board president, Trustee Valdes added that language, gives them the discretion to read the room and determine whether such action is warranted.

One of my favorite phrases is becoming the will of the Board. But if we have to start specifying whether board recommendations are going to be board actions or not, maybe we have that discussion at the Executive Committee level with staff. But that being said, I was understanding that the next item on the agenda would be an action item, so I will leave it up to you elected officials to make that decision. But I think you have that latitude.

SPARKS: I think the whole point is, whatever the will of the Board is, is the will of the Board. If we decide we want to take action, which it sounds like. Sometimes we want to talk about it more and we want to sit and simmer for another several weeks, but it sounds like we are all in alignment from this discussion.

SHAW: Well I do not know that there is any great urgency, Dr. Sparks. I really do appreciate, Trustee Valdes bringing this forward. I was pretty disappointed several months ago when we had such an unruly meeting, so I'm very pleased that you did this work. Thank you, Jorge. If it wasn't agendized necessarily as an action item, I do not know that we have urgency to act on it this evening. Maybe it would be cleaner to just agendize it differently and at the next meeting, we adopt it. I do not know if there is harm in that and to make sure we are fully compliant, so that would be my suggestion.

WILLIAMS: Yeah. My 28 years here, if it was going to be on discussion, it would be under item to be discussed. It would be noted. With all due respect to our counsel, I think it is an action item and it is actionable. It is properly documented as such. If it were to be a discussion item, it would say so. But it is not labeled as that.

SPARKS: Okay. Do we have a motion then?

WILLIAMS: I would recommend Mr. Valdes to make that motion.

VALDES: I move then to take item 10 and take a vote on it tonight as an action item.

BARKE: I will second your motion.

WILLIAMS: I will make a secondary amendment. The items and the words that you want to change, can you specify them?

VALDES: I think I did.

BOYD: We wrote them down.

WILLIAMS: You did? Okay. Okay.

BOYD: We will send it to you for review.

WILLIAMS: Just to review your motion, your motion is to adopt with the amended language changes?

VALDES: Yes.

WILLIAMS: Okay. I wanted to clarify.

BARKE: And that is exactly what I was seconding.

WILLIAMS: Okay.

SPARKS: All in favor?

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

SPARKS: That brings us to item 11, again, another will of the board discussion. Typically, we have in our way that we elect officers is usually in July on the first meeting. Tim and I were discussing this as the Executive Committee, the gavel is taken that day. But, there is no reason we have to do it that way all the time. We were talking about the possibility of having, if it is the will of the Board, of having the election at our next meeting, June 21 because we will all be here in person. That is an opportunity that we prefer, so we wanted to move that forward. Then whoever is elected would then still start on July 1, the first month, but the election would be held at our next meeting, June 21. It is the will of the Board, so, again, we can do what we want.

WILLIAMS: Okay.

SHAW: This is because you will be out of town?

SPARKS: I will be out of town for the July meeting, so I would like to be here.

SHAW: It would be good to have everybody here, I thought.

SPARKS: Yeah.

BARKE: I will make a motion to—

WILLIAMS: Wait a minute.

BARKE: Sorry.

WILLIAMS: Go ahead and make the motion. You are right.

BARKE: I will make a motion to go ahead and move the actual election to our second June meeting, which is June 21 this month.

SPARKS: I will second that.

WILLIAMS: Now we can have discussion.

SPARKS: Any discussion? Yeah.

WILLIAMS: To make it clear, so we are adopting this document to amend our board policy. I do believe it is an action item. It doesn't say discussion only.

SPARKS: Right.

WILLIAMS: I do believe it is an action item.

SPARKS: We are just saying that we can decide when we want to hold the election and then the officers start at the same time every July, the first meeting of July.

WILLIAMS: Can you point out where it is you?

SPARKS: That it is a July—I do not know.

BOYD: First paragraph.

SPARKS: At its regularly scheduled meeting during the month of July, that first line.

WILLIAMS: Right.

SPARKS: Right.

WILLIAMS: So what you are saying is exactly how we are doing it now, but you are proposing that we move it to June?

SPARKS: I'm proposing that we move the election to June, but the officers still start in July.

WILLIAMS: Where does it say that in the document?

SPARKS: If it is the will of the Board to vote instead two weeks before so that we can all be present, instead of having the regularly scheduled meeting during the month of July each year.

WILLIAMS: So what we have before us—?

SPARKS: Just this year, we want to do it so that we can all be present. We do not have to always do it this way.

WILLIAMS: Okay. So we are not amending our board policy or we are amending it?

BOYD: It was not to amend the policy.

BARKE: A way to move the election.

BOYD: It was to waive the policy for this particular year. That is what they were trying to do.

SPARKS: It is to waive it so that we can all be present for this year's election.

WILLIAMS: Okay, but it doesn't say that though.

BOYD: This is just the current policy. They just wanted the current policy to be included so you would know why they were proposing waiving the election in July.

SPARKS: We are just going to do it two weeks earlier.

WILLIAMS: Okay. Now this becomes a discussion item because it is not an actionable because the public doesn't know that we are voting on that. Correct?

BOYD: You wouldn't be voting on it until the next meeting.

SPARKS: Right.

BOYD: She just said that it would be on the agenda for the June 21 meeting, the election of officers, if you all concur, that you would waive that first item.

WILLIAMS: Okay. Okay. It just doesn't say that so clearly.

SPARKS: Well, that is because this is the current policy and it is just if the will of the Board to just change the day that we are going to do our election this year.

WILLIAMS: Okay. Now technically, I think it is not an actual item because you didn't tell the public that you wanted to change it to June.

SPARKS: We want do it at the next meeting.

WILLIAMS: But we are going to do it at the next meeting.

SPARKS: Right.

WILLIAMS: Right.

SPARKS: That is why we wanted to talk about it today so that we can do it the 21st. Am I saying that correctly?

WILLIAMS: Okay. So there is going to be a new document that is going to come to us at our next meeting that will just give a waiver to our Board Policy 100-11. Is that correct?

SPARKS: It will say we can waive.

BOYD: Right. It would have the election of officers, president, vice president, and you would actually nominate and move that forward.

WILLIAMS: Okay. Just to be clear, we are not changing the policy, we are just waiving it.

SPARKS: Right, waiving it. Exactly.

WILLIAMS: Waiving it for the next meeting. Gotcha.

SPARKS: Exactly.

WILLIAMS: Because there is no change in the membership of the Board.

SPARKS: No.

WILLIAMS: Got it.

SPARKS: Does that make sense?

WILLIAMS: Where are you going in July?

SPARKS: Well, you know, I do not have a choice, but I'm going where I have to go with my family.

WILLIAMS: Okay, now I understand.

SPARKS: Right. I have no choice, so I have to do it.

WILLIAMS: Okay.

SPARKS: Okay, but I will be Zooming in for July. I will be here, but I won't be here physically. I will be Zooming in, which I do not prefer. But I do not have a choice.

BOYD: But there is a motion on the floor to allow that to happen. Are you all going to take a vote or are you not? Since you have had the discussion, you do not have to do anything. But I just wanted to—

BARKE: Should we vote?

ROLEN: (Inaudible).

SPARKS: I seconded it.

BOYD: Lisa seconded.

ROLEN: We should have a vote.

SPARKS: Okay. Okay. All in favor?

BARKE, SPARKS, SHAW, VALDES: Aye.

WILLIAMS: I'm going to vote no, because I think we are out of order.

SPARKS: Okay.

WILLIAMS: I do not think we did it, per our protocol. We took an item on our agenda that wasn't actionable because it was improperly documented for the public to know what we are voting on. I do not see anywhere that we are just going to waive it at the next meeting temporarily. There is no such—I hate to be a pain in the rear end.

SPARKS: Maybe our lawyer—I do not know. My understanding is that this was the proper procedure, but I do not know.

ROLEN: This is just like the last vote. There has been a motion, a second, and a vote to take an action with regard to a particular date of a meeting. There is no waiving of the—there is no rewriting of the policy. The public will know that the next meeting is the electoral meeting, so it is appropriate.

SPARKS: Thank you. Was it 4-1 then? Is that right?

BOYD: Yep.

SPARKS: Or does that change your vote?

WILLIAMS: No.

SPARKS: Okay.

BARKE: It still passes.

SPARKS: All right, 4-1.

WILLIAMS: I made up my mind.

SPARKS: Okay. Thank you. All right, we will move on to item 12, which is, I will take the lead on this, but I want to call up our good Attorney, Greg Rolan. It is to discuss our position on AB 764. I will just give what it is. It would make special districts, school districts, community college districts, and county boards of education subject to similar criteria and process requirements that apply to counties and cities that are adjusting the boundaries of the districts used to elect members of their governing bodies. It would increase public hearing and outreach requirements that apply to all local jurisdictions as part of the process for adopting or adjusting boundaries, and it establishes a procedure for legal challenges when a local jurisdiction does not comply with the requirements of state law related to redistricting. I will toss to Attorney Rolan.

ROLEN: That is what I was going to say.

SPARKS: Oh.

ROLEN: Members of the Board, the reason for this agenda item is to take either a support or opposed position on AB 764. By way of context and background, we hired the Sheehy Strategy group and we engage in the weekly exercise of doing a bill tracking review for the very purpose of identifying bills that the Board may be interested in or may be of a direct import to the Board. AB 764 is one such matter. Without the help of Mr. And Mrs. Sheehy, we may have lost it in the cacophony of bills in Sacramento these days. AB 764 is called the Fair Maps Act of 2023. That may sound familiar because Assemblymember Bonta, now Attorney General Bonta, sponsored and passed the Fair Maps Act of 2019, which is the rubric under which we did our last redistricting exercise.

There are some voices in opposition that think AB 764 is premature because we have just recently gone under a substantial overhaul of our redistricting process. Nonetheless, AB 764 is another substantial overhaul in our redistricting process and there were several amendments to the Election Code and the Education Code that the Board may want to take under consideration. First, there are additional requirements on the redistricting entity. As President Sparks said, essentially, county boards, school districts, community college districts, and small special districts, like a mosquito abatement district, something like that, are held to the same redistricting requirements as county boards of supervisors. So there are vastly more requirements. There is additional website requirements. There is additional outreach plan requirements. There is additional workshop requirements. There is additional public review periods. There is additional public outreach plans necessary and there must be a publication of Voting Rights Act analysis.

Now, this may or may not be of interest to this board. As you recall, in our 2020 redistricting, we had no less than seven public hearings and Dr. Douglas Johnson provided copious Voting Rights Act data. But regardless, it would be more work for the Board, more work for the Superintendent's staff, and cost is something that we should consider. When taking into consideration costs, AB 764 has already been deemed by the Legislative Council as a state mandate. That means that the cost incurred must be fully reimbursable for every map-drawing cycle in perpetuity. Now, that sounds like a lot of legal mumbo jumbo, but it is important to understand that each involved entity is going to seek reimbursement against the State General Fund, by way of something called a test claim. I know what you are asking yourself. Wasn't the Fair Maps Act of 2019 also a state mandate? Yes, it was. I fully expect that Ms. Hendrick has

either submitted or will be submitting a test claim for the cost incurred in that exercise. But it is a state mandate on top of a state mandate.

It is projected that this will cost thousands of entities statewide, millions of dollars, several millions of dollars. For a state that is facing a budget deficit approaching \$40 billion, a million here and a million there, you are starting to talk real money. That is the direct costs, but there is also hidden costs involved in AB 764. It creates what we call in the law, a private right of action. That means that any individual, group, entity can sue either the redistricting agency or the public entity if they do not like the way the redistricting goes. Simply put, it allows a legal action alleging that the act does not comply with criteria and requirements of the law to be brought at any time prior to the election, that will be conducted using those boundaries. Think about that. A decennial redistricting and they can be challenged at any time there is an election using those boundaries.

There is a notice and cure process. Think about the Brown Act, cure and correct process. An agreed party can bring a matter to the board, to a public entity, ask that they fix the perceived problem. If they do not, they can sue. Now, that is not in existing law, so it will necessarily be an increase on taxpayer dollars spent on public litigation. How much, we simply do not know. But there are real costs associated with this proposal and there are substantive changes to the way the maps will be drawn. Education Code Section 1002, with which we became very familiar, is amended to eliminate factors such as topography, geography, cohesiveness, continuity, integrity, and compactness of territory. Of additional concern, is that redistricting entities can no longer consider communities of interest. Stated differently, concentrations of ethnic voting blocks in certain geographic areas so that they can have their voices heard politically.

As you recall in 2020, we gave great consideration to the Vietnamese community of interest. Communities of interest will be eliminated. Another major change is that incumbency will no longer be considered. Election Code Section 21130 (d) will be amended to read, and I quote, "The districting body shall not adopt election district boundaries for the purpose of favoring or discriminating against any incumbent, political candidate, or political party." Now, the purpose sounds laudable on paper. But as you recall, in our 2020 redistricting effort and all those that preceded it, we did give consideration to incumbency. Because this board believed that it was important for the voters to select their trustees, instead of having it done by a map drawing process.

Finally, amendments to Education Code Section 1002 would unequivocally vest redistricting power in the County Committee. Taking a position in support of that, would be inconsistent with prior positions of this board. You have been provided in your packet a list of entities and groups that are for and against AB 764. As you can see, looking at those groups, that are completely consistent with the notions that have been presented in this presentation. You see a lot of special interest groups that are supporting AB 764, likely because of the private right of action. And you see groups such as the California State Association of Counties who are committed to fiscal austerity and government efficiencies in opposition to AB 764. That is illustrative. With that, I will take any questions the Board may have.

BARKE: What effect will us taking a position against 764, what will that do?

ROLEN: The next steps will be that there will be a letter in opposition, two letters in opposition, drafted by the Board and/or our lobbyists that will be submitted into the Legislative Record. We will make a decision whether we want to have the Board be listed as a group in opposition, and I respectfully submit that that is an absolutely critical process in this exercise because this is flying under the radar. Local school districts, community college districts, and mosquito abatement districts do not realize what they are in for. We would either take a position very vocally and start lobbying against it or we would not necessarily have to be on the list of groups.

BARKE: I would like to make a motion to formally oppose AB 764.

SPARKS: I will second that.

ROLEN: Any discussion? I just wanted to say will of the Board again.

WILLIAMS: Yeah. Yeah. Again, it does say board discussion and position. I think that this is an action item because we are discussing it.

BARKE: Excellent.

WILLIAMS: And we are taking a position. I do agree with that, not the last one though.

BARKE: Any discussion?

ROLEN: Well, two out of three.

SHAW: Greg, I'm thinking about, I send my kids to the Lowell District. It is a little K-8 district and they elect their trustees by trustee area. They are super small. When they went through their redistricting here this last census, they may have moved the trustee boundaries. It was like a street or two over this way or that way to try to keep the population balanced. I imagine it is probably why the rural county group here, they probably have districts like that. When you are redistricting, you have had such small changes in population and it is such a small area, you are barely adjusting by a street or two this way or that way. Then you read through those requirements that they have to go through, I'm just thinking about for my little school district, what an onerous undertaking for them.

In reality, it is such a small thing that they end up doing, moving the lines. I just think that this is kind of Sacramento at its finest. Here we are going to have this rule applied statewide, even on these little districts. It just seems like overkill, no matter how well intentioned it is, so I will be happy to join in formally opposing this bill. It doesn't seem right.

VALDES: Do we have to come to an agreement or are we getting the Sheehy firm on this to lobby against it? Is that also part of this?

ROLEN: They would respectfully request official action taken before they actively lobby the bill, so, yes.

VALDES: Is that something we can do tonight or is that something that we can—?

SPARKS: Yes.

ROLEN: By voting in opposition or support—I mean, in opposition.

SPARKS: We have a motion for opposition.

ROLEN: Right.

SPARKS: Because of the millions and millions of dollars, because communities of interest would not be represented, which would just be tragic, and then the indirect millions of dollars that we do not even know.

SHAW: But I think to answer the question, the moment we take a position for, or against the bill, our lobbyists go forward.

SPARKS: Yes. They get activated. Yeah.

SHAW: And go forward against the bill.

VALDES: I guess my question was, do we have to have a subsequent motion to engage them to go take action against this?

ROLEN: No, sir.

VALDES: Okay.

SPARKS: Call for the vote.

WILLIAMS: I have a question.

SPARKS: Yeah.

WILLIAMS: These are all documents that came from Tom?

ROLEN: Correct.

WILLIAMS: Okay, so he is already engaged. The black is the current and the blue is what?

ROLEN: The amendments.

WILLIAMS: The amendments, and the lines through the red is what is being removed.

ROLEN: Right.

WILLIAMS: Okay. Because a lot of people do not see all this document, there is a lot of changes to these laws here. Right now we have engaged the Sheehy firm and just as past practices, it is the Executive Committee that has directed people who we engaged in contracts with to go about this. We can certainly have a board action if that is necessary, but the Executive Committee has done that in the past without any vote by the Board. The pros, if you can go through those again?

ROLEN: I didn't go through any pros.

WILLIAMS: Oh, okay.

SPARKS: There are no pros.

WILLIAMS: Well, the pros and cons.

ROLEN: The cons would be cost, the onerous nature of the responsibility of the entity. There is that, which is a cost. Then there is the direct cost as a mandate that would be against the General Fund. There is a hidden cost of the private right of action, increased litigation, so those are the cost elements. The changes to the way the maps are drawn are really significant, to the extent that we are no longer taking into consideration communities of interest and cohesiveness of neighborhoods, that sort of thing.

SPARKS: Or incumbency.

ROLEN: We are no longer taking into account incumbency and I see five incumbents before us here today. That is not necessarily a joke, because we did have a real discussion about this in 2020, about how the maps would be drawn in order to give the voters the right to choose their trustees. There was a certain map that would have not have allowed any voters to choose any of the trustees that were on the dias at the time. That is an important component of this bill. The County Committee element, we have taken a position against the County Committee's authority to redistrict in our particular case and the prudence of them redistricting generally. This bill would make that abundantly clear that they would have that authority here.

BARKE: It would put a conflict of what we have done so far.

WILLIAMS: Okay. I think I understand this a little bit better and the process.

SPARKS: Okay. Are we ready to call it for a vote? All in favor?

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

SPARKS: Okay, passes 5-0.

ROLEN: Thank you.

SPARKS: Thank you.

BARKE: May we have a brief?

SPARKS: Yeah, we are going to have a little break before we go into our list of presentations. Why don't we take a 10-minute break? We will come back at about 8:05, 11-minute break.

[The Orange County Board of Education exercises a break and returns.]

SPARKS: Dr. Miramontes to the podium to talk about the LCAP presentation and the public hearing.

BARKE: This is what we have all been waiting for.

SPARKS: Yep.

BARKE: You can tell the audience is ready.

SPARKS: Yes, they are riveted.

MIRAMONTES: I was worried. It wasn't me, right? It is not me. [Presentation is displayed].

BARKE: It is not you.

MIRAMONTES: Good evening President Sparks, members of the Board, colleagues and guests. Annually, we present to the public the Local Accountability Control Plan for the upcoming school year. I will be co-presenting tonight with our educational program leaders, Ms. Analee Kredel and Mr. Vern Burton who both have direct oversight of our Special Education and Alternative Ed programs. Next slide. Oh, go back. Yeah. I would like to thank our teachers and staff, our agency partners, and our students and parents for their input into this plan. The Board has received letters of support within their packets from our community partners as well. I do want to give a shout out to Ms. Lisa Lanier in the back, who synthesizes all the information coming from pieces so that it is one voice, coming from one author. So, thank you, Lisa.

Next slide here, this is the statute here, Ed Code 52066, LCAP has got to be adopted by the first of July each year. Next slide. As I have mentioned before, it is adopted annually. But throughout the year, we use the continuous improvement cycle. We define what our goals are. We take actions and services. We measure those throughout the year. We collect information and data. We learn from those. We analyze and synthesize those. We make improvements to make sure that we are actually hitting our goals. It is not a one and done, it is an ongoing thing.

I'm happy to share that in my first 60 days, it's hard to believe, it is like 62 days. It feels like dog years, but I love it. I love it. I really do.

SPARKS: We feel the same.

MIRAMONTES: In my first 60 days, I have almost hit 100 percent of our school sites.

BARKE: Wow.

MIRAMONTES: I'm pleased with the teaching and learning at the sites, and I have observed the compassion and commitment that our staff and teachers have. I'm super proud, and I'm going to turn this over to our experts here that work with our teachers and staff members each and every day. Thank you.

BURTON: Thank you so much, Dr. Miramontes. Good evening, President Sparks, Trustees. Thank you for this opportunity and those of you that have stayed. I'm going to take you through the next few slides here.

STAFF: (Inaudible).

BURTON: It is okay. I'm going to take you through some of the demographics here as we look at our Community School Program, our Juvenile Hall, and our CHEP program. These slides, you have last year's demographics and then you have this year. You have for this year, we have got 1,123 students enrolled; 85.6% are socioeconomically disadvantaged; 30.7% English learners and foster youth is 2%. That is in our Community School program and ACCESS. The next slide is Juvenile Hall. Juvenile Hall, we have 191 students enrolled; 100% of those students are socioeconomically disadvantaged; 29.3% are identified as English learners and 16.2% are foster youth.

Then you are going to see a little bit of a change because we are looking at our Pacific Coast High School program and our Community Home Education program, our CHEP program. Of that, this year there is 491 students enrolled; 28.9% are socioeconomically disadvantaged; 4.5% are English learners; and 0.2% are foster youth. Then as we look at our division of Special Education Services, Analee's program, there is 364 students enrolled; 41.5% are socioeconomically disadvantaged; English learners are 23.1% and 2.5% foster youth. Real quick on the socioeconomically disadvantaged, that was a change that the CDC made on it. You will see in it, sometimes you will see socioeconomically disadvantaged or low income, but they are the same thing, just so you know. Next, you are going to get our Summer at the Center program. [Video is presented.]

VIDEO VOICE 1: Everybody all together, 3 2 1, oooh.

VIDEO VOICE OF BETHANY UMBACH: We are here today at Segerstrom Center for the Arts where we are just about complete with our 31st year of Summer at the Center, working with Orange County Department of Education ACCESS students. By participating in the creative process, in the artistic process, we are breaking down a lot of walls, getting outside of their comfort zone, and then they are more willing to do that out in the real world.

VIDEO VOICE OF LISA LANIER: We are here for two weeks with a selection of students from our program that get to sing, and dance, and meet new people, and try new things that they have never thought they would do before. As far as what Orange County Department of Education does is, we have about a dozen staff with us. We are here to support the students,

provide them anything that they need. We do outreach to the families because we want to encourage the families and let them know this is what your son and daughter are doing.

VIDEO VOICE OF BETHANY UMBACH: They learn singing, acting, dancing from a team of professional teaching artists. In addition to learning those skills, they are really learning a lot of valuable life skills like confidence, teamwork, leadership, public speaking, and just taking some healthy risks.

VIDEO VOICE OF LISA LANIER: For many of our students, this is not an opportunity that they have had before. But now they are with us, and they have a chance to do something that they are not going to get to do, in a setting that is just absolutely beautiful.

VIDEO VOICE OF JENNIFER: Something that you should definitely know about this program is that it is as fun as everybody has described it as. I was kind of ready to be like, kind of here, hide in my bubble, look away from people, kind of that stuff. But coming here and everyone being so positive and so welcoming, it kind of helped me break open my shell too. Kind of trying it out and finding out that I totally like am into this thing and want to do more performances in the future, I'm so happy to be here because of this.

VIDEO VOICE OF LISA LANIER: At the end of two weeks, it is such a special moment because it is so rewarding. These students learn a whole show in two weeks, which as staff, I do not know that we could do that.

BURTON: So that is great. We are hitting our 32nd year of Summer at the Center. That speaks to the goal one, the engagement piece, which it gives kids an opportunity to partake in an event like that. We used to have lower enrollment and then we spoke with Summer at the Center to kind of expand that, of kids that maybe didn't want to be on stage. They can learn the lighting, they can learn makeup, costume design, things like that. That is all part of the process. Because of that, I think we have 80 some kids that are trying to get into it this year, which is great. We want to be higher than that, but this is good. The interest and the engagement is happening.

KREDEL: If I could just add?

BURTON: I'm sorry.

KREDEL: It is really exciting. This last year in 2022, we had two of our students from our Special Schools program participate as well. Students with the most significant disabilities can be very challenged in an environment like that and it is just wonderful that we were able to do that.

BURTON: Great.

KREDEL: It is an added bonus.

BURTON: Moving forward, these are some of our highlights we can show you. Up on our left, up on the top, that is our, parent/family resource center and that is part of our Second Harvest

food bank up there. What that offers to families is they can come and they can get food, and we have that at three locations. It is just a good opportunity to engage our parents and help them out if they need a little help.

KREDEL: In the center, you see one of our students that is at our Harbor Learning Center program. She is actually an Adult Transition Program student and we are very excited. She is at the Harbor Learning Center as well as many of our sites. We are working in the area of ag and natural resources. One of the components of that is animal care. We have six chickens there. What is really neat about this picture is it is the day before we actually entered them in Imaginology at the Orange County Fair, and we won first place and two second places for our chickens.

SPARKS: Well done.

KREDEL: That was a huge accomplishment.

BURTON: That is Goldie, right?

KREDEL: That is Goldie. She won first place. What is neat about that picture is it is the day we were prepping them, and cleaning them, and getting them ready to go to the show. It was quite an accomplishment for them. The two lower pictures are where the chickens live and it is also part of our Ag and Natural Resources program. We did a huge renovation on it over the last year and we are continuing to make changes to the gardens and the things that we are planting. It really has been an amazing place for our students to learn and grow, literally, no pun intended, but to definitely foster their lives. We are really pleased with that.

Then if you look over in the top corner there, that is our Battle of the Books program. Those are our middle schoolers that are at Venado. All these students are deaf or hard of hearing. They participate in a national program, against other middle schoolers that are deaf and hard of hearing, called Battle of Books. What they do is, each one of them has to read five books. This is a competition, similar to a Jeopardy kind of environment and it is non coached. These students on their own time read these books and become very proficient in these books so that they can compete. There is no coaching and there is no support from the teachers. There is support, but this is something they do independently. You see there is some cabinet members that are in this picture because we recently did a mock opportunity to compete against them. We read one of the books and I assure you it was very challenging.

BURTON: Who won that competition?

SHAW: Who won?

KREDEL: It was close, but they did win fair and square. We did not embarrass ourselves because it was a great book to read and it was a great opportunity for us to interact with them.

BURTON: Nice. Do you want to talk about—? Can I go back one real quick?

KREDEL: Yeah, of course.

BURTON: So what we have there is our ACCESS Culinary Class and that showcases our CTE Program for culinary arts. What we did is we got four teams of students. They all competed in making a breakfast and then we had staff from Kalmus here go up and judge the meals. It was great. They had four different teams. The kids loved it. It was student-centered. A student hosted that, Ricardo, who did a great job. That again speaks to the engagement piece too and the LCAP of the funds for that, for CTE.

BARKE: Excellent.

BURTON: Then what we have here at the top, the first three photos at the top there are of the first EL Parent Conference we had. The English language learner parents came out in December. It was a huge event. It was about 150 families showed up for that and part of it was breakout sessions to get parents needed information. There was some discussions of education, how we are serving their kids. It was a really successful event and we plan on doing those more.

KREDEL: The three pictures, the lower pictures are wonderful shots of four of our students that participated in a Holly Celebration at our Early Learning Center at Knott Special Classes. It was a really great day for them and an opportunity to not only interact with their peers, but we had parents involved as well, which is always a nice piece of our program.

BURTON: Then of course, Summer at the Center is the slide on the far left there. Again, that is a collaboration with Analee's students and ACCESS students, Special Schools and ACCESS together. That is always a lot of fun. In the middle there, is what we call our cafecito. It is a parent opportunity to come out and meet with staff from the school to discuss their children's education, to discuss curriculum, stuff like that, actually engage in certain curriculum, what is happening. I think they are engaging in an art project that the kids were doing and they are going through that right there.

If you move over to the far right, that is part of our Career Success Week. It is a week where we work with the kids and they get those basic skills of getting a job, what they need to do. It takes them through the whole thing and then it finishes. There is another slide in here, you will see it, Working Wardrobes, where they get fitted with the suit. The transformation of the kids when they put the suit on and they are ready for the workforce, it is just great.

So real quick, this is the process when we go through the LCAP, what we look at. I like to call it the what, why, how, who, what, what. Basically you start with, thank you. Basically you start with, what do we want to achieve? Let's say what we want to achieve is we want all our kids to come to school. We want to get more student attendance. Why was the goal developed? Because a lot of students are missing school. How do we measure the outcomes? What we do is we are going to look at attendance, right, if we want more kids to come to school. Who needs these services, obviously students? What actions and services will enable us to achieve the goal? Maybe it is bus passes, so we use the money under the LCAP for that to purchase some bus passes. Then we look at the cost.

Then of course it cycles, it rotates. Are the kids coming? Are they taking advantage of those bus passes or are they coming to school more? That is just a brief snapshot. I'm kind of speeding because I know it is getting late and I'm trying to move through it for you. This is part of our OCDE educational partner engagement. It is just all the stuff we do to engage our parents. OCDE, we have staff input opportunities where the parents come in and they have conversations with us. There is school site council meetings comprised of parents, educational partners, students. Again, where they look at how are we spending our money, what are we doing with the curriculum, things like that. It gives them some input. Parent focus group meetings, again, it is more information, discussions with parents. How are we doing with our kids? What are the needs they see that we can improve on?

The EL Parent Advisory Committee, that is for our English language learners' parents to come in, and again, same conversations. What we can do? How can we make this better? The special education parent and family engagement from Analee's program, again they are doing the same things, bringing the kids in. Then of course we have a lot of surveys and some of those surveys are in the back of your LCAP. You will see the results of those. We included this because this is just good for everyone to see. This is actually feedback from those parent engagement surveys. This is directly from the parents. This is the first time that my son wants to go to school with his teacher. We do hear that quite a bit, which is really nice to hear. It means we are doing something right.

I love all the professional development opportunities available and the support from the management to attend to make it accessible and possible. The collaboration with OCDE, ACCESS, Special Schools and the local district continues to make significant difference in supporting the educational needs of the youth and foster care through our school stability. My school constantly offers help for those who need it. If they notice a student is struggling, they will always take the time to help them. That is where we constantly are doing and we are improving on that too. We are making that better. Then, the commitment of OCDE ACCESS to provide high quality education and support services are essential to ensuring that our students have the best possible chance for success, so it is all the supports coming together. Then I'm going to turn it over to Analee.

KREDEL: What are those state, local control accountability priorities? This graphic details three different colors primarily, and it looks at the first area which is in purple which speaks to the conditions of learning. This area includes implementation of state standards, as well as course of study, and services provided to expelled youth and foster youth. The green area is the area that we want to consider ourselves when we are talking about achievement, pupil outcomes. Pupil outcomes include a focus on student achievement and results. The final area which is highlighted in orange is engagement. Engagement involves ensuring that we are supporting students, parents, and maintaining those strong community partner involvement.

These alignments, as you see, will be demonstrated in the goals that we are going to discuss next. Here is the first of our goals. It highlights the area of engagement and the goal requires us to work with families, schools, and community partners to create a strong framework and support of student achievement, as well as safe and supportive school environments for our students to learn. It also addresses our work to ensure that all of our students are provided with motivating

and stimulating programs and courses designed to support their achievement. Our programs must ensure that our students feel respected and that we include socially, and culturally, and emotionally relative components so that our students feel cared for, both inside and outside of the classroom.

This student that you see pictured here is working in one of our CTE labs on an alternate energy project. If you notice in the next few slides, there is going to be a reference to a page number. That will just bring you back within your larger document to the pages that we are going to be discussing, things such as goal one engagement. On our next slide, we are addressing pupil outcomes, which is part of our goal number two. In this area, we will work together to ensure that all of our students are provided what they need to thrive, both academically and interpersonally. The student work that you see here is a project that was developed during that student's participation in Career Success Week. I especially like the student's goals and the last comment that she makes in her statement, that she is going to be brave for trying. Again, you can reference more detail about this area, this goal, on page 59 of your document.

The third goal addresses conditions for learning. In other words, it is our work that we must provide our students in accessing fully credentialed teachers and instructional materials aligned to state standards. Additionally, we continue to work to keep our facilities in safe and good repair. It also addresses our work in providing a broad course of study that is also supported by an alignment to the California state standards. Pictured here is the Title I Resource Library with both curricular materials and teaching supports. More detail on goal number three can be found on page 73. Now I'm going to turn it over to Vern to talk about our goal four.

BURTON: This is a new goal for this year. We decided we are going to identify the academic growth for identified student groups so that it provides prescriptive interventions and supports to consistently low performing students to close the equity gap. Let me give you an example. Let's say we have a student who is having some difficulty reading. What this does, this allows us through the funds to get the curriculum that they need to get them up to grade level, hire the academic support assistance, and we have a reading intervention specialist. All that comes into play to really help that kid get up to the Lexile level that they would need close to grade level of where we want to get them. That is kind of in a nutshell with that. It really does target those needs and puts supports behind it.

Then this is your acronyms in the appendices. A is your acronym list, your community partners is Appendix B; C, student demographics, D, family engagement events. We have had a lot of family engagement events, so you can peruse that and see. Then E, the LCAP survey results; those are interesting if you have the chance to go through those, a lot of good comments, a lot of things in there.

KREDEL: Next steps and timelines. This evening we have provided you with the LCAP document and then this overview. Pending Board approval, our next step is adoption of the LCAP at the June 21 meeting. Prior to the adoption of the LCAP, the Board will receive an update on the California School Dashboard Local Indicators for all of our programs, and it is our intent to submit our LCAP document to CDE by the first of July for approval by the State Superintendent in the fall of 2023.

BURTON: There he is.

KREDEL: I do not think that there is probably a more fitting way to say thank you all for your patience and for reading. I think that Hank sums it up very well. [Presentation ends].

SPARKS: That was cool.

KREDEL: It was very cool. Thank you for your time and consideration.

BURTON: Thank you.

BOYD: Lisa, do you want him to go ahead and do the public hearing on this?

SPARKS: Oh, yeah, yeah, yeah. Go. I'm sorry.

MIRAMONTES: At this time, I would like to open the public hearing and invite any members of the public to comment on the Local Control Accountability Plan for the Orange County Department of Education. Any public comments? Hearing no comments, this hearing is now closed.

SPARKS: Thank you.

BOYD: Ramon, you are backup for 15.

SPARKS: You are back up on deck for 15, the LCAP presentation.

MIRAMONTES: [Presentation is displayed]. Yep. I'm back again to share the Local Control Accountability Plan for the College and Career Preparatory Academy. I will be co-presenting with Vern Burton, our assistant superintendent of Alternative Ed., and our Principal Dave Connor for CCPA. Next slide. Because I knew it was going to be a little bit late, we combined some of the slides that we showed earlier, displayed earlier. Thank you to the staff and the community members that gave input. There is the section of the Ed. Code that relates to this. Again, we talked about the LCAP cycle, the continuous improvement cycle, the goal setting, as Vern called it, the what, why, how, who, what, and what chart, then of course, state priorities.

I do want to give a little shout out today. Dave, come on up here. We received some great news from the WASC Accreditation. I will leave that up to you two. These gentlemen are going to take you through the LCAP presentation as we move forward, but I want to start off with the accreditation. Share that please.

CONNOR: Yes, we had our midterm review and passed with flying colors, so we will be good for another three years.

BURTON: A lot of hard work. Thank you, Dave. Thank you. Again, these are the goals. This is the cycle that we talked about with engagement, pupil outcomes, and conditions of learning. You will see these feed into this. Some of the updates, there was 103 graduates last year; 136 are

currently enrolled; 313 total students served; and you can see up there that is the graduation from last year. Then some more of the demographics, total students is 156; 92% of those are free and reduced lunch; 33% are English learners and 1% are foster youth. I think it is important to note here that CCPA which is incredible is above the county and state average in English proficient reclassification percentages, with a 30% reclassification. That is a huge number.

In case you are unfamiliar with reclassification, it is when you take a kid from an English language learner to fluent English proficient. What that means is they are reading, they are understanding, they are writing at the same level as the other kids in class. That is a tremendous achievement, so I didn't want to let that slip by. Some of the LCAP, goal one, some of the successes, CCPA continues to decrease the dropout rate in Orange County by graduating students and earning their high school diploma. They have just hit over 1,000 students. That is a wonderful achievement. Again, 1,000 students and climbing, so wonderful job, Dave to you and your team. I am going to turn this over to you.

CONNOR: Beautiful. All right, you got the clicker?

BURTON: I got the clicker. I got you.

CONNOR: All right, you got me. All right, good evening folks. Thank you for being here tonight. I appreciate all that you do. This is your school, so you are hearing about what you guys are doing together. I got you. Thank you. CCPA connects students to the community and our community partners. It would be good if I put my glasses on because I can't read like that. We increase the number of events for our students to participate each year. More events means more opportunities and breaking down barriers for students. Our biggest obstacle for our students are barriers because they have fallen off the regular path to an education. We have to break down those barriers to get them back in.

We had 34 school events last year to do that, which was great. At each event, students are able to get resources from the community resource specialists, such as hygiene kits, diapers for their kids, and bus passes. The top left corner picture is our new site at Anaheim and is our open house. There, in the top right corner was our CCPA California Job Challenge graduates at Working Wardrobes where they attended a workshop on The Power of Your Image. Every one of our graduates gets that ability to attend this workshop and get a suit to go out into the world with.

The bottom left, College Career Week, held twice per year includes FAFSA workshops, Power of Your Image workshops, and Art for Healing. As stated before, students are given the ability to get resources from our community partners at those. The bottom right is our Future Grad Alumni Night, which was our first annual Future Grad and Alumni Night at Mariner's Church in Santa Ana. They were gracious hosts, a beautiful event. We had a movie night, FAFSA workshop, the kids came in, and it was a good time.

Next slide please. Goal two is pupil outcome highlights for 23-24. We track and follow up on our CCPA graduates. We continue to fund community resource specialists to bridge resources for students in the community and provide additional support systems that address the needs of all

our adult students to break down those barriers to allow them to move forward in their educational and career development. Some of the successes with their post-graduation is that 93% of our students surveyed felt they were being prepared for college or a career, so we are hitting the goal of being college and career ready; 69% of our students surveyed plan to enroll in college and apply for a new career after graduating and 26% of our students graduated and had a pathway certificate from a local community college, at the same time in a dual enrollment program.

Our LCAP, goal two, success impact of interventions and support services. This slide represents the impact of the interventions and support services. All of our students are given information on a weekly basis regarding resources in the community that are available to them. This graph represents the students that were disengaged with our program. Our community resource specialist is informed of the student in need and reaches out to that student to provide support that eliminates barriers that allows that student to reengage in school. Our community resource specialists will connect students with referrals to community agencies for medical, dental, vision or mental health services, food bank, shelter, resources, case management and resource navigation. As a result of these interventions, we have seen an increase in students' ADA by 30% within the first 30 days of receiving that.

What you have to realize is I have school sites from San Juan to Anaheim, right? The resources are different in Anaheim than they are in Capo Valley. Elizabeth Quintanilla, my community resource specialist is a brilliant young lady. All right, next, I stole her from Vern.

BURTON: He did, yes.

CONNOR: LCAP goal successes, LCAP successes with the California Job Challenge in Long Beach City College. The California Job Challenge houses students for five and a half months on Los Al Air Base where they had the ability to attend Long Beach City College and the College of Career Preparatory Academy in a dual enrollment program. In this past year, we have had 28 students complete the dual enrollment program earning a CT certificate from Long Beach City College in either automotive, welding, or construction that are stackable certificates towards their associate degree. Students can earn between nine or 12 college units while they are attending and going to school. Pictured here are the graduates from class seven. On the right side, the pictures are from Long Beach City College, automotive, and construction class.

We were blessed to receive some WIOA Title II monies. We haven't had the dollar amount yet, but that money will come in July 1, 2023-2027. WIOA is the Workforce Innovation Opportunity Act. It is federal monies. These monies will allow me to expand the program to work with incarcerated adults in providing them their high school diploma. Again, we are just trying to move people forward and get them back in society which would be great. Next, program update, this is through the Association of the California School Administrators and out of thousands of students in Region 17 that served 28 Orange County school districts and the Orange County Department of Education, our very own College Career Preparatory Academy student, Amy Ayala, was a winner representing our region.

The purpose of the award is to honor students who have succeeded against all odds and beyond expectations. Inspiring stories such as Amy's ability to succeed and persevere through difficulties and challenges made her deserving of this award. Amy's teacher Ms. Adams states that she is motivated and has a huge heart, working towards her high school diploma. Amy is also a caregiver, nurturer, and foundational support to her family and loved ones. She is also going to be our speaker at our graduation on Friday. We are very, extremely proud to have Amy represent Orange County Department of Education and your College and Career Preparatory Academy.

Hopefully, back there they can do this. They are going to be able click. Thank you for your time. I just wanted to say CCPA will continue to build upon their successes. Ultimately, these outcomes would not be possible if it were not for the support of the Orange County Department of Education, the Orange County Board of Education, and the hard work and dedication of CCPA staff who all strive to be a positive influence on the young adults they work with as they support them in moving forward. I leave you now with one final video showing the ultimate outcome and thank you to the Orange County Department media team for putting this highlight reel together. They should be able to click on that. There we go. [Video is presented.]

VIDEO VOICE 1: I now ask that you join me and please applaud the graduating class of 2022 and their teachers who have helped them make this achievement possible.

VIDEO VOICE 2: Good afternoon, everyone. Welcome to the class of 2022, College and Career Preparatory Academy graduation. Today is a day we will remember for the rest of our lives. This is a huge milestone which we have completed. Some earlier than expected and some later than expected, in which I still say, better late than ever.

VIDEO VOICE 3: This great accomplishment does not only mean the end of a chapter in our life, it is also the beginning of our adulthood, the beginning of the rest of our lives. The mistakes that we made as kids will no longer be seen the same way.

VIDEO VOICE 4: I went through a lot of ups and downs. It wasn't easy getting to where we are at today. I work full-time as a relation manager at a credit union, I coach football, and it is crazy to think that I added school on such a full plate. But I stand here today talking to all of you receiving my diploma.

VIDEO VOICE 5: We learned to value and pay attention to the little things. Because if we cannot do the little things right, ladies and gentlemen, we can't do the big things right. Together with my class, we learned to become resilient, courageous, and take pride in ourselves.

VIDEO VOICE 6: Our character and our drive to success is what brought us here. Our parents and our loved-one supporters, even in the times that we didn't want to keep going. [Spoken in Spanish and repeated in English] I love you, mom. Thank you for everything that you have done for me. I hope that I have made you proud today and I hope that I can keep making you proud.

VIDEO VOICE 7: I was embarrassed to come up here and speak. I should have graduated a long time ago. If any of you in the stands feel or felt the same way, I want you to throw that out the window. This is a huge accomplishment for all of us and it is just the beginning. It doesn't

matter how long it took, as long as we did it. Thank you again class of 2022. Be proud of that cap and tassel. Do not stop here. Continue to grow and make a difference in this world. Thank you. [Video ends].

CONNOR: Very good. Thank you. Any questions?

WILLIAMS: Great job. For all these years, what you have done is a significant impact on the community.

CONNOR: Thank you.

MIRAMONTES: Thank you gentlemen. At this time, I would like to open the public hearing and invite any members of the public to comment on the Local Control Accountability Plan for the College and Career Preparatory Academy charter. Hearing no comments, this hearing is now closed. Thank you.

SPARKS: Thank you for all the work you all do. Thank you so much.

VALDES: It is just so important what you guys do. I mean, really. If we do not turn these kids around, we just have to turn them into adults that can read and write. It is just so important what you do.

SPARKS: All right, I will call Renee Hendrick up to the podium to conduct the budget presentation and public hearing.

HENDRICK: Well, unfortunately I do not have a video to show you. But I do have presentation so we will do that instead. [Presentation is displayed]. The beginning of the presentation is from a statewide look from the Governor's Budget, as it stands in May. It is changing as we speak. But Governor Newsom attempts to reach a balance of protecting existing investments while anticipating continued economic uncertainties. The revenues have continued to underperform. I think we talked about that at our last meeting. The revenue for the state is below projections. As of right now, it is a \$31.5 billion budget shortfall. Despite that though, he is sticking with his commitment to education. A trade-off is made whether with protecting the Local Control Funding Formula. It comes at the expense of one-time funds reduced in the current year, some of which have already hit local education coffers. We will talk about those in a few minutes.

He is still warning if the economic picture should get broader and economic risk materialized, deeper reductions will be necessary. But he still has a lot of things in his toolbox he can use. He could go back to deferrals of revenue, which we have seen in the past. He has reserve accounts he can withdraw from and he could do a deficit on the cost of living adjustment.

The overview for K-12 spending for January through May, if you look at the blue line, it is his proposal in January and then the orange is his revision in May. You can see that the LCFF portion has gone down. Although his commitment, he actually increased the cost of living from 8.13 to 8.22. Other investments included categorical programs, COLA for some programs including state preschool adjustments. The May Revise continues to make the largest investment

in the Local Control Funding Formula and the components as well as fully funding the statutory COLA for LCFF. He continues to have a heavy emphasis on TK expansion, so that shows there.

Then some categorical programs receive the COLA. From the Governor's Budget in May, you can see that the LCFF funding increase has gone down from \$5.04 billion to \$4.0 billion; that reflects an increase of \$3.6 billion because of the COLA, the change in the amount and \$460 million to support TK. Then you can see, they actually rebench backwards, which is a little difficult for us. Right? They are already rebenching 22-23, which we haven't completed yet, and it goes from \$107 billion to \$106.8 billion. Then for 23-24 he rebenched from \$108.8 billion to \$106.8 billion. He does have on here the arts and music. In the January proposal, he was going to reduce that by \$1.2 billion. Then in the May Revision, he has to reduce that by \$1.8 billion. Then the Learning Recovery Emergency Block Grant, he had no reduction in January and now he has a reduction of \$2.5 billion.

What he is really doing is using those reductions to pay for the shortfall in the LCFF above. Now, that being said, it is still in the legislative process and both the Senate and Assembly have different ideas on what the Governor is going to do. It is kind of a wait and see game for us. I think what makes it very confusing for us is that, statutorily the budget is due by June 15 from the state. We think he will pass some form of budget and the same thing will happen to us as it has in probably last year, especially, we will see a trailer bill language come in August or September that will impact the funding for that year also. I think that is what we are trying to figure out; what is going to happen, so it is our best guess.

In his May Revision, he had \$2.8 one-time money being spent to fund ongoing expenses on the Local Control Funding Formula. He had \$80 million to support county offices for our juvenile court and other alternative schools. Unfortunately, that was tied to AB 906, which did not go through yet. It is still in a holding pattern. The Senate did pass the Governor's proposal. The Assembly has not, so we are still trying to—I know that we have some calls with some legislators this week to hopefully get more support in that area. Then, a 50% increase for the County Office Base Grant allocation to support districts that are in differentiated assistance. They are realizing that work is not just one year. There is multiple years to get districts up and out of differentiated assistance, which is one of the county offices requirements. He also did put the equity multiplier back in. That was taken out by the Legislator. He has put it back in. Then he does fund some categorical programs.

These are the categorical programs that he is funding, Special Education, which we are very happy to see. That is one of our largest programs; the Mandated Block Grant, then Early Childhood programs, Adults and Correctional Facilities, Child Nutrition. Some of our large categorical programs that we actually administer are not on this list though. They won't actually be getting the COLA. One of our biggest ones is our Career Technical Program. This just shows the planning factors. This is from School Services. This is what all districts really use as their planning dart board when you look out multiple years. Even though the COLA is projected to go down for 24-25, 25-26, that is all based on the Consumer Price Index. They are assuming inflation will come down, which we haven't seen as much of. It is kinds of a guess at this point. Right?

Then STRS currently, they cannot increase the STRS employer rate, unless they legislatively mandate that. We do know PERS has already shown their increase for the future years. Because both of those groups have posted some significant losses in their portfolios, we do anticipate that that will be legislatively changed in the future. This is the Arts and Music Instructional Block Grant. We had not budgeted for that in 22-23. We have to actually come to the Board with a plan. But because we were trying to spend our federal dollars first, we didn't do that, which is a good thing since now they have basically cut a large portion of that.

To give you an idea, for us, originally it was \$2.6 million and the reduction is now \$1.3. In the budget you have in front of you, we have \$600,000 budgeted in that. We will bring a plan to you probably in the fall when we get a better idea of what that funding will look like. Then, the Learning Recovery Emergency Block Grant proposed funding reduction. Originally for us, this was supposed to be \$6.1 million. He is showing a 32% decrease in that, so that is equal to \$1.9 million. The impact that we are seeing is the minimum wage. Currently, we are at \$15.50 an hour. When you think about that, some of our entry level positions are not that far from that. We are competing with Target, McDonald's, those type of places which are advertising at \$19 or \$20 an hour. That is something we are continually looking at and doing surveys with.

Declining enrollment projections, this is from 22-23 forward. I was pretty excited that we weren't on this list right here because this shows the largest decline. One of my colleagues pointed out to me that we were on the list for the prior five years though. Actually, Orange County and San Diego had been in the top five prior to that, so these are the counties that are showing the largest decline they believe going forward. Right now we are only at about 3%, but we had almost 8% prior to that. All the coastal communities is really where you are seeing the larger, and where you are seeing the growth is more the central to inland areas. I could assume some of that is tied to housing costs. All of it. Yeah. I mean there is a decline in birth rate, too. I mean there is an actual decline in birth rate, but I do think housing components may have something to do with that.

Moving on to our budget. Our total revenue, our LCFF component is \$127.6 million; state is \$32.1; federal is \$32. Probably after this year, you will see that number drastically reduced because this will be kind of the last of our Covid Relief Funds. Then, unlike a regular school district, we do have a lot of local revenue and that is because we are a fee for service for a lot of the things that we do and also some of the local contracts that we administer. For ADA, the good news is for the first time in many years we were actually seeing a little bit of growth, so we grew from 21-22, a small portion. We are expecting like a 31 ADA growth. If you remember the slides that they had showed you in the LCAP presentation, that was based on a snapshot of enrollment in one day. We actually may see, though we have 4,000 ADA, that is Average Daily Attendance, that could be close to 8,000 students that actually run through our program because they are not here for the whole year. It is not like a traditional school, so I think that is important for us to note as we talk about county offices. Then, this has just broken out the programs.

One of our biggest areas we have seen an increase in has been the juvenile courts. We had that really rapid decline, so we have seen that come up for this year. Also our Community School C, which is our probation or social services referred. When we talk about the Local Control Funding Formula, those two groups of students are the only ones that are in that Local Control Funding

Formula. The ones that are referred by school districts come under local revenue. Our Special Ed. area, this is the first time we have seen growth in theirs. They have had a large number of students graduating, but they are actually having more enrollment than graduations, which is helpful.

In our Local Control Funding Formula, we do anticipate the 8.22% COLA. That is \$5.9 million. Federal revenue, that is an increase of \$12.5, so \$11.7 of that is for the ESSER III COVID Relief Funds. They have to be spent or encumbered by September 30, 2024. Then we have an increase of \$1.1 for Title I funds, but some of the federal funds are different than you normally see. You do not have an ending balance. You actually reduce their income in this year and move it to the next year. That is what deferred revenue is. Then the state revenue is a decrease of \$28.2 million, so we have an increase of \$1.2 for an expansion of the TUPE program, which is our Tobacco Use Prevention and Education. Then we have an \$18.6 decrease for MTSS. That is because we received those funds in 22-23 and they will be spent over the next five years. That is one of the few programs that gives us all the money up front. Then you are spending it down over multiple years, which kind of creates what looks like a deficit, but it is not because the revenue just came in earlier.

We have a \$6.2 million decrease for programs that were funded for one time in 22-23. Some of that was Covid Mitigation Funds, and this is where we reduced the Arts and Music Block Grant. For local revenues, we have a decrease of \$1.9 million. We actually do have an increase of \$5.4 million and that is for the school districts that are referring students. They all receive the 8.22% COLA too, so we have an increase of funds there. Then for our students in our Special Schools program, that is a fee-for-service program, very intensive program. The bill back to districts will increase revenue by \$3.4 million. We have a bunch of changes of \$166,000 and then a decrease for MAA, which is the Medical Administrative Services, \$6 million.

Usually you see these swings with MAA from budget to budget it will show a reduction and the next time it will show an increase. What we are seeing right now though is it has been hard to get an explanation from the state. During Covid some changes happened at the federal level of what was allowable expenses and who can actually be claimed, which is reducing the amount of money we are actually receiving for services. That is why we are now starting to see some of these decreases, so this will be a loss of funding for the school districts and we are passing that through. Then a \$3.6 million decrease for the Regional K-12 Collaborative. Because of the GASB laws for accounting, because our money in the Orange County Treasurer showed a fair market value loss, we have to show that as a loss. It is just on paper. It is not actually real, but the Accounting Center says we must show it.

Then we have a couple new or expanding programs. California Community School Partnership Program is \$1.9 million. We are receiving a contract from San Diego for that. That has to be spent over two years, so only half of that is in the budget for 23-24. Then we just got word that we are receiving a California Apprenticeship Initiative, which is \$1.5 million from the California Community Colleges. That is not in this budget yet, because I actually have not seen the signed documents yet. Our total expenditures, employee benefits and salaries are only 58% of our budget. As a county office, quite a few of our funds will actually be passed through to other districts. That is that \$34.1 million you see there and other contracts.

Our salaries and benefits, it does include the salary settlement we had for teachers, because that was two years. That is in the 23-24 budget already. Our classified supervisory management have not completed their salary negotiations, so they are not included in this budget. Our health benefits are still in discussion with our Health Benefits Committee, so increases are not included. At last blush, we are trying to negotiate some changes. But we have a very significant increase this year of about 17%. That is not far off the trend for other agencies also. But in order to not have a substantive increase, you have to be about 70% of your premium. We are at 102%. We have had a very high number of claims this year, so that is driving that.

We did include if we had an increase for statutory benefits for step and column and for new positions that are included. Then we have a whole bunch of positions that we funded through June 30, 2024, that we are tracking closely because those positions should end in that June time period. We will either, if through attrition, not replace those or we will be coming back to you to talk about possibly reduction in staffing. But these were hired with Covid funds and they were hired knowing that those were temporary positions.

Books and supplies is \$13 million. Eight of that is in a holding category. You have the detail of that on page B-114 in your book. It shows all the programs that we are holding funds for. Some of them may be because we had to do a specific expenditure report for that program, so we may have included some salary increases for the next year. But we put it in the holding account, not in the salaries yet, or we are just not sure exactly what category they are going to use. Then \$4.7 million for an increase in equipment for health and safety items. Then this is where you can see the expenditure for the Arts and Music Block Grant planning the plan approval. Service and other operating expenses is down by \$13.3, so \$10 million of that is for MTSS. Those are sub agreements out to different school districts and county offices throughout the state.

Those are actually funds that we received in 2016, so it tells you the lag time. We have received the money and then we are spending it over multiple years. Then \$1.9 decrease in various operating expenses and then \$996,000 decrease in various contracts. We have some major capital projects coming this next year. Obviously our big one is going to be Rancho Soñado. We are still in the design and plan approval stage. We have HVAC replacement for multiple sites and we are utilizing our Covid funds for that. We have roofing replacement for this site, then some infrastructure upgrades for the Kalmus site, then shade structures to improve outdoor learning areas. We did quite a bit of that in this year. We will be expanding some of our special school sites at Hillview, Mann, and Mission Viejo. We are in conversation with Sunburst about, we can't actually build a shade structure on property we do not own, so talking about helping them with what does that look like? Then some painting at Harbor Learning Center South.

It is hard to believe that that has been 10 years already, so time for refreshing. Some of our future budget projections in your booklet you do have the multi-year projection. In speaking with Dr. Mijares and our cabinet, one of our concerns is when you look three years out, we will have lost our one-time funding and our expenditures continue to grow. Looking at how we control that and looking at that in a thoughtful way to not create large reductions, so we are looking at that very closely. Our declining enrollment, not only in OCDE we see a small increase, but countywide we are still declining. Part of our funding as county operations is based on countywide ADA, so there is a reduction there.

We are seeing increases in behavioral concerns and expectations since the pandemic for both students and employees, and that takes more resources for that. Competition for salaries is an ongoing concern, which is why we agreed to a classification and salary study for all non-certificated staff, so that will be starting soon and an increase in accountability and transfer reporting from multiple programs. A lot of the new programs that we have received in the last couple years have come with a whole slew of new reporting requirements. A new LCAP, you will see next year a whole new format again. That has a lot more what they are calling transparency. It has a lot more detail in it. Differentiated assistance is showing we have to have a lot more transferring of the services that we are providing to districts and also the districts showing what they are doing to get out of differentiated assistance. Then we have two new GASB standards that start, that you will be seeing. One is for our leases and the other one is we now have to track any multi-year software agreements and show depreciation for those. So that is the majority of my presentation.

SPARKS: I have one big question.

HENDRICK: Yes.

SPARKS: You are not going to have a complete answer, but I'm just going to throw it out there. What happens if we find out that the deficit is more like 50 rather than 31.8?

HENDRICK: I think he will be forced to probably take it from the Rainy Day Funds. I think that it will be difficult for him to politically cut education at this point. You could see deferrals. What that means is what they should have paid us in June, they will pay us in July. They do funding accounting.

SPARKS: Right.

HENDRICK: Which we can't do that by the way. I think you will see more of those type of things. I'm surprised he is not getting as much pushback from areas outside of K-12, who are the ones who are going to be probably losing these funds. That is my best guess from what we are hearing.

SPARKS: Right. Yeah, crystal ball.

HENDRICK: I was around when Schwarzenegger came into office.

SPARKS: Little birds are buzzing around saying it could be upwards of 50.

HENDRICK: It could. Since I have been around a long time, this did happen when Arnold Schwarzenegger came in. Remember they passed a budget and then a week later called a special session and did massive cuts. Luckily, as you will see in our budget, we do have adequate reserves. So, we would be able to weather those.

SPARKS: Okay.

HENDRICK: That is not an issue for us.

SHAW: But correct me if I'm wrong, the Legislative Analyst's Office has pegged the number more like \$40 billion. I know the Governor is at \$31 billion for a deficit. I think the LAO. I might be using old information, but I think he has said in his estimation, that it is a \$40 billion deficit.

SPARKS: At least.

HENDRICK: Yeah, could be. Remember the other complication is because they delayed state taxes, they are not going to really know until October. Right? Some of us paid our taxes in April, but there was a large portion that deferred until October. They actually really do not know yet, so it could.

SPARKS: Yeah. Yeah. But you are just calculating all the various contingencies, how you can shift and move, not renew, or whatever you have to do.

HENDRICK: Yeah. Unfortunately some of the laws changed in the last year, which is not helping us because we literally cannot do a layoff unless we notice them by March 15. That means we are already passed the time period—

SPARKS: Right.

HENDRICK: —for us to lay off for the next year. We have to be very thoughtful in hiring positions, looking at what positions we are filling. Basically right now, if any position is going to be filled, it is going to really go through either Nina or Dr. Miramontes to approve. Dr. Mijares is obviously the final say of whether that position is really needed at this time.

SPARKS: Okay. Any other questions from my board members? I will start to my right.

VALDES: It is getting late, but I have a couple. Renee as I read this, the Department has 1,433 employees.

HENDRICK: Regular employees.

VALDES: It is 1,177 regular employees.

HENDRICK: Right.

VALDES: Right. Classified salaries, is that administrative staff?

HENDRICK: Classified is basically anybody that doesn't require a credential.

VALDES: Okay. Right. Then, certificated salaries, those are teachers?

HENDRICK: They could be administrators that require a credential also. Those are basically credential positions.

VALDES: What percentage of the 1,177, more or less, are actual teachers that teach kids?

HENDRICK: I don't not know that number off the top of my head. I know that number has gone down considerably as we have declined in enrollment. But remember a lot of the work that we do for school districts requires certificated staff, like curriculum coordinators, things like that. They are considered certificate also, but I can get back to you on that question.

VALDES: I'm just trying to figure out how much we are spending on direct teaching of kids and how much we are spending on administrative staff.

HENDRICK: Right. I can get you that information. I do actually have, if you look in the budget on page—there is two places that you can see it. But the first one will be on B-39 and you can see 1,100 on the left side, certificated salaries. That says teacher salaries, so that is \$32.4 million. Did you see that? Then you can see, pupil support. Those are going to be like psychologists, those type of things. Direct with students is \$4.5 million and then the supervisors and administrators is \$19 million. Then “other” are ones who do not fall in those categories. That is \$3 million. Does that help a little bit?

VALDES: Yeah, it does. Could we just quickly go over those numbers again?

HENDRICK: Yeah. So for teachers, they are the biggest share at \$32.4 million; pupil support salaries, so those are not teachers, but directly impacting students.

VALDES: Important.

HENDRICK: Right, \$4.5 million. Then supervisors and administrators, \$19 million; other certificated salaries are \$3 million.

VALDES: What are they?

HENDRICK: They are normally, if I remember correctly, I think it is some of our counselors might fit into that. It is based on how the state account code structure reads, but I can get more detail for you. The total for the certificated is \$59.4 million and then for classified it kind of does the same thing for you down below. It shows the instructional salaries, so \$14 million are instructional salaries. Those are going to be our para educators. They are not a credentialed teacher.

VALDES: Assistance.

HENDRICK: Assistance.

VALDES: Okay.

HENDRICK: Right.

VALDES: But still direct classroom involvement, so important.

HENDRICK: Right. Then the support salaries are going to be the same thing, the \$3.5 million. They are not instructional salaries, but the support is supporting school sites. Then we have supervisory and administrative salaries, it is \$33.7.

VALDES: So more than double.

HENDRICK: Probably, because remember as a county office, one of our large functions are mandated services. We have a whole business department that does payroll, accounting, and all those things for all the school districts also.

VALDES: Okay.

HENDRICK: Right. That is different than a school district. A county office has very different functions, so we do have a lot more clerical and accounting type functions than a district would because we are running all those services for the school districts. Then the technical and office salaries are \$17 million and then the other are \$1.1, so a total of \$70 million.

VALDES: Okay.

HENDRICK: Okay.

SPARKS: Any other questions from the trustees? Trustee Shaw?

SHAW: Thank you. One of the more striking things I think is that ADA for OCDE programs chart. From 2010-11, 10,416 students down to now 4,478; so, over 50% reduction. I guess at first glance, it seems like a good thing. Because a lot of these are students in juvenile courts or expelled. Obviously we do not like to see these sorts of things, so it is a good thing that they are declining. But then I'm wondering, what is behind that number declining? Is it just that—

HENDRICK: It is a big change in juvenile justice philosophy.

SHAW: That is what I was going to going to get at.

HENDRICK: Right. It is a direct outcome of the changes in the juvenile justice system. They really do not want to incarcerate students. We used to actually incarcerate students or they would be on probation just for being truant. That doesn't happen anymore. You have to have multiple—I do not want to say crimes, but events in order for them to be—if you are shoplifting, you are not going to get incarcerated.

BOYD: It is the most serious of crimes.

HENDRICK: Thank you.

BOYD: There was an alternative to incarceration several years ago. Because of that, you will see our juvenile court schools have declined over the last five, seven years significantly and even more so in the last two years since the pandemic. They simply are not housing, and that has been across the state, not just in our county.

SPARKS: Okay. Trustee Barke?

BARKE: I'm good.

SPARKS: You are good?

BARKE: My questions were answered. Thank you.

SPARKS: Okay. Thank you for that extensive presentation. Do we have a public hearing now?

HENDRICK: Yes, we do. Good evening, President Sparks, members of the Board. I actually have good morning on here. I do not know why. At this time I would like to open the public hearing and invite any members of public to comment on the 2023-24 Preliminary Budget. Hearing no comments, I would like to close the public hearing. Thank you.

SPARKS: Okay. Thank you very much, appreciate it. Now, I will call Dr. Miramontes again to the podium to conduct the UPK presentation.

MIRAMONTES: A little help here. All right, there we go. [Presentation displayed]. Thank you for having me up for the third time tonight. Before I get started, I want to give the Board some context here. There are over 250 early learning center programs that are licensed within the county and 26 of our staff members guide and support those learning centers. I would like to thank our Administrator Elida Garcia and our staff for their efforts, so thank you, Elida. I went too far. Let me go back. There we go. It has been late, so I apologize. There we go.

As a reminder this is not an action item, it is just an information item. Previously Dr. Olmstead has been providing the Board updates on the expansion of Universal Preschool, no additional expansions per se, just expectations of a mixed delivery plan. The UPK delivery mixed plan provides funding to a childcare local council to plan each county's UPK expansion, which operates under the Orange County Department of Education. Next slide, please. There is a work group that meets and I will show you the work group here in a little bit. But there are four focus areas that they want that mixed delivery plan, should include; high quality universal preschool options for three and four-year-olds through a mixed delivery system. What that really means is whether it is a California state preschool program, a federal Head Start program, a faith-based licensed program, or private center learning center, those are what we call mixed delivery systems. The other three things that need to be a part of this plan is increasing inclusion of children with exceptional needs, workforce pathways, and outreach and enrollment supports for families of those three and four-year-olds. Next slide.

This here is the overarching graphic of the mixed delivery system. It is nothing new, but it is now working together with a plan. Regardless of which mixed delivery system is out there, parents

have options: private preschools, Head Start, faith-based preschools, et cetera. There are parents to select and enroll their students in. It is a great thing that our county office is actually leading this, but we have partners in this. Next slide. Here is the work group agency. We have a listserv and I can't tell you how many there are on that listserv, but there is a lot of people out there. We put that listserv out in an email to ask for anybody who wants to be part of the work group. We got 16 categories and we were able to fill those 16 categories rather quickly.

Last slide. I would like to highlight the work of the work group through our listserv; like I said, great representations. I would like to reiterate that working closely and collaboratively with our Learning Planning Council which Elida oversees, our county is in great hands. I want to thank you. Any questions? Great. Thank you

SPARKS: Is my mic on?

SHAW: There you go.

SPARKS: Dr. Williams had a family emergency, so he had to dash out. He apologized for not being able to finish up the meeting. The next item is basically providing more context around the innovative funding pathway, the initiative that I sort of put together. It is actually not a video, it is just a radio interview.

BOYD: Yeah, an audio and we have it.

SPARKS: An audio interview, yeah. The question is, we had talked about putting the link, like how do we put links up so that the public can better understand what we are doing? So, I'm bringing that to the Board. If you approve, if it is the will of the Board.

BOYD: Board consensus.

SPARKS: If it is the will of the Board to post the link that describes this project, then we could do that?

BOYD: Do you want to hear it?

SPARKS: Do you want to hear it, the radio interview?

SHAW: Sure.

SPARKS: And then you can decide to post.

BARKE: How long is it?

AUDIENCE: It is 20-minutes long.

SPARKS: It is kind of long.

SHAW: Never mind.

VALDES: Can you synopsize it?

SPARKS: It is just like what I have talked about, about the initiative and about the interviews that I was doing in D.C. to meet with the various representatives, senators, and so forth about providing additional wraparound services for one of our charter schools here in Orange County to help put icing on the cupcake of the great work that they have been doing to help foster and homeless youth, to have a greater ability to learn. I'm trying to raise \$1 million dollars around that.

VALDES: If you think that is something that we should be posting, I'm totally fine with that.

SPARKS: Yeah, I would like to because it just provides context. Because people are asking, what is your initiative? I have mentioned it a little bit at the meeting. We had Turch and Associates come out. Elaine Temple described a little bit, but it is kind of bite size even though, I guess it is 15 minutes long. But if people want to click on it, they have the option to click on it.

SHAW: I have no doubt you did a terrific job and we should post the link.

SPARKS: Mr. Rolen said I did an okay job.

SHAW: Okay job?

BARKE: Just okay?

ROLEN: You did such a good job we do not have to prove it.

SPARKS: He said though, I knocked it out of the park actually, to be honest.

BARKE: Did you say that?

BOYD: It sounds like you have Board consensus for us to add that—

SPARKS: Okay.

BOYD: —to the website. We would just need to know where on the website you want it, so we will work with you in regards to that.

SPARKS: Perfect. Okay. Perfect. That will be great. All right, that brings us to—we are going to have to table, Williams, I think his proclamation certificate. It is in your packet. But I think he likes this and he wants something around it, but I do not know.

BOYD: My understanding was that, I did talk to him briefly and I told him that we would do two mockups.

SPARKS: Oh, okay.

BOYD: What his intent was to have a better version of a proclamation if the Board did proclamations. He was interested in moving from certificates to proclamations and he wanted some fancy paper. We did do a mockup. The Board emblem would be on it. We send this out and it is raised and so forth. In the short amount of time we weren't able to do that. But we at least have the drawings and so forth, so we can carry it over to the next meeting.

SPARKS: Yeah, because it is kind of his thing, so I would like him to be able to speak to it.

BOYD: Right. Okay.

SPARKS: I do not want to talk out of turn.

BOYD: Most definitely, and I will get these samples to him in advance also so that if there is something different, then he can let us know that as well.

SPARKS: Okay.

BOYD: You skipped over the 2023 California Distinguished School's Recognition.

SPARKS: Oh yeah, I couldn't see it.

BOYD: That was on here just so that the Board was aware that invitations had been sent out to all the districts who received that recognition. If they would like to come to the next board meeting on the 21st, then the Board would be recognizing them, similar to when the Board recognized the charter schools that received that same award.

SPARKS: Yeah, I wanted to do that. For any schools that can't come, I still would like a list of all those schools so that we can recognize them.

BOYD: The list is in your red folder already.

SPARKS: Perfect.

BOYD: We had asked them just to RSVP so that we would know how many of them were coming and so forth. So hopefully we will have that in the next week or at least before.

VALDES: What day are we going to do that?

SPARKS: The 21st, next meeting. Because the school year is sort of ending in this next—

BOYD: Right.

SPARKS: Depending on which district. Okay, perfect. I didn't see that. Sorry. Any announcements from Deputy Superintendent?

BOYD: The next board meeting is June 21 and submission deadline is today.

BARKE: Okay.

BOYD: We do have the items already for that meeting. But if board members had items, we would need them by the morning just so that we can get that completed and meet timelines. Also wanted to let you know that the 2023 CSBA Annual Education Conference has opened up for registration. It is going to be held November 30 through December 2 in San Francisco, even though they said they weren't going back to San Francisco again. It is scheduled in San Francisco. We went online and held spots for all five trustees. I know you all typically like to see what is on the agenda beforehand, so we won't have that information probably until October/November timeframe. But I just wanted you to be aware, we did secure registration and we will have up until almost that time to cancel and get our full refund. We will let you know when we get close to that timeline and you can make decisions.

Also, CCBE Annual Conference has been identified as September 8-10. That will be in Monterey. For the benefit of Trustee Valdes, that is all county offices of education boards have their own conference annually. The Board ended up registering for participation with CCBE in March as a result of Mari's information that she brought forward. If any of you are interested in going to that conference, please let Darou know and she will secure spots for you all. I believe you know everything that is in your red folder. If there is anything else that we can prepare for you, just let us know.

SPARKS: I do have one edit for the next board meeting, but I can tell you offline.

BOYD: Okay.

SPARKS: Just do not let me forget to tell you.

BOYD: Okay.

BARKE: Will you send us just emails on those conferences so that we have the dates?

SPARKS: Yeah.

BARKE: Thank you. Or even one email with all of them, just so I—

SPARKS: Yeah, that would be helpful.

BOYD: They just opened up this week, so we just got that information.

BARKE: Okay.

SPARKS: Thank you. Any legislative updates from anyone? Committee reports? Board member comments?

VALDES: I had a really nice evening at Garden Grove. They invited me to their annual dinner and I was really treated to a fantastic concert from the students. I was particularly impressed by the elementary school choir, which I couldn't believe was an elementary school. I want to thank Gabriela Mafi for that invitation and a very nice night out.

BARKE: That seems like so long ago. I can't believe that was just in this last couple weeks. But yes, I was there as well. I was actually Dr. Mafi's date and I had quite the lovely time. It was quite the event and it was nice to see. It was a huge event.

VALDES: Yeah.

BARKE: Yeah.

SPARKS: Trustee Shaw, do you have anything to add?

SHAW: Yes. I was very pleased to participate last week in several high school graduations. The Fullerton Joint Union High School District where I live was kind enough to invite me to the Fullerton High School, Sunny Hills High School, and Troy High School graduations. I love going to graduations so that was a lot of fun for me. I just wanted to publicly thank them for that and the great work they are doing. I was the trustee last time who, or I guess it was two months ago I think, that brought forward the agenda item that we should take a position on Assembly Bill 1314.

We had a lot of public comments this evening about that and I appreciate we have strong opinions on both sides of that issue. One thing that did have me cringing was a few of the comments that were motivated by hate. I just couldn't let this meeting go by and just let that slide. I do not feel in my heart any hatred for students who are experiencing gender dysphoria or are wanting to, or, you know, whatever. I think it was simply—we can have an honest disagreement. I think parents if you have a minor student in a school and they are being given a new pronoun, they are going into the other bathroom, they are playing on the other sports, they are transitioning gender at school, their mom and dad should know about it. I do not think that is a hateful position to take.

I do not think my friend, Assemblymember Essayli is being motivated by hate when he authored that bill. I do not feel in my heart or on our board we were motivated by hatred to support that idea. It is simply an honest disagreement we can have. I'm sorry that people are ascribing that motive to us, which I do not think is fair or accurate, but I wanted to say that. One thing I also wanted to see about doing, we are always getting questions about charter schools, and as an authorizer of charter schools, I thought maybe on our Board's website we could put more information up there about what are charter schools, how does that process work? I have an idea too that maybe on our Board's website we can have a link to the different schools that we are the charter authorizing agency for, maybe it is taking them to the external link for our schools there. I do not think that would be too much work to maybe have a section on our page that would provide that information. You know, here is the schools that the Orange County Board of Education has chartered. If you click here, it will take you to the website for that school. That is

my little idea. I don't think that would be too much to ask. If we can get that done at some point, if I can make that suggestion. That is all.

SPARKS: Thank you. I would just add that our board is very committed to public school safety. We are going to conduct an entire forum on it on September 20, as I had announced. I concur with your comments around that. Then, the second thing I would just say, I'm honored to be invited to be the commencement speaker for EPIC Charter School on Friday. If you want to come hear me give a speech, I will be there for the graduation as the commencement speaker. I'm honored to do that. Trustee Barke, do you have any additional comments?

BARKE: No, I think I'm good. Thank you.

SPARKS: Okay. Having said that, we do have a couple of public comments and then we will wrap it up.

SHAW: Two more. All right, we are going to hear from Joette, followed by Mary.

BOYD: You have a report out also.

SPARKS: And we have a report out. Yes. Yeah. Okay.

JOETTE: Thank you, all of you. I appreciate you taking me. I know it is late and I know you are tired. First of all, I would have to say, in the very beginning when all the LGBTQ people were talking and they kept bringing up 500 laws, I'm not sure what 500 laws are. I would certainly like to find out. AB 1314 is to notify parents; it is parental notification of gender change in school. It is not anti-gay. If a child has gender dysphoria, that does not mean that they immediately disassociate themselves with their parents. Their parents are still their parents. Parents will always be the premier advocates for their kids.

But what I wanted to talk about was we are having a bit of difficulty with Planned Parenthood in El Modena. I do not know if any of you have kept up with this, so I'm going to be as quick as possible. We are having a problem with—apparently they are representing themselves as a political advocacy group and not a health organization. Apparently that is why we are having a little bit of difficulty getting them out of El Modena. It has also been said that the principal of the school has turned it over to one of the students. She said, well, I have nothing to do with it. It is a student thing and the students have First Amendment rights.

SHAW: Two minutes goes by fast. I'm afraid your time has expired.

JOETTE: May I?

SHAW: Can you just finish your thought?

JOETTE: Yeah. We need some clarification with Planned Parenthood as to what they are doing over there. They are bringing in advocates for reproductive health and health rights. They have a peer ambassador program for sexual and reproductive experts.

SHAW: Can you give us this information after the meeting and we will talk to you one-on-one?

JOETTE: Okay.

SHAW: We got to be fair. Everyone gets their two minutes.

JOETTE: I understand. I understand and it is late.

SHAW: All right.

SPARKS: Thank you.

SHAW: We will hear from Mary.

JOETTE: One last thing?

SHAW: No.

JOETTE: One last thing? One last thing?

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

SHAW: All right, Mary. We will talk to you afterwards.

JOETTE: All right.

MARY: Good evening, President Sparks and Trustees. I did not expect to speak tonight, hence, I didn't bring my regular bifocals. I came in. It was sunny out, so I apologize. This is how I have to read at my age. I live and I work in Orange County, as do two of my children. My grandchildren live here too, not working yet. Tonight's public comments were extremely repetitive and I want to thank you all for your devotion to our children. I know that their safety is your utmost concern. I want to remind the Board that just because something is repeated over and over again, does not make it true. I very much care for the safety of all children in our schools. I wholeheartedly agree with the golden rule. It was shared tonight, do unto others as you would want.

I so appreciated Dr. William's presentation of the research that was done, which proved beyond a shadow of a doubt that AB 1314 is to protect our children who God gave to parents to support and to guide. Please do not back down on the truth. Many, many parents wholeheartedly support AB 1314. I heard the threat earlier this evening also to Districts 1, 3 and 4, as far as elections are concerned. But parents are also watching you and we are praying for you, for your strength, and for your protection because this is a volatile time. I appreciate what you also came up with as far as the decorum in here because that was a little embarrassing. We are all adults and the way that some people conducted themselves was not acceptable. I do not care what side that you are on. Thank you very much.

SHAW: Thank you.

SPARKS: Thank you so much. Now, to wrap up the evening, we have our report out from our grand Attorney Jonathan Brenner.

BRENNER: Thank you and good evening, President Sparks, Trustees. Good to be with you. This is the report out for closed sessions one through four. The report out for closed session five will be conducted by Mr. Rolen. No closed session was conducted for item one. For items two through four, a discussion was had with counsel and the only action taken was to approve Epstein Becker Green's invoices as follows: 1118526, 1118527, 1118528, 1121454, 1121455. Yes?

BOYD: Would you do that again, the last two?

BARKE: The last two I think.

BRENNER: Last two?

BOYD: Last two, yes.

BRENNER: 1121454 and 1121455. The votes to approve those invoices were 5-0, all voting in favor. That is the report out for closed sessions one through four. As indicated, Mr. Rolen will provide the report out for closed session five. Thank you.

SPARKS: Thank you, Mr. Rolen.

ROLEN: Do not worry, no invoice is coming. As to closed session item number five, the Board gave direction to counsel regarding a matter of pending litigation.

SPARKS: Thank you and that is a wrap. We will see you all in a couple weeks. Thank you.