

Transcript of the August 2, 2023, Orange County Board of Education Meeting

SHAW: Hello, everybody. Welcome to the August 2, 2023, Orange County Board of Education meeting. I would like to call this meeting to order, and for the benefit of the record we are in session. Darou, will you please call the roll?

SISAVATH: Trustee Barke?

BARKE: Here.

SISAVATH: Trustee Williams?

WILLIAMS: I'm present.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Valdes?

VALDES: Here.

SHAW: Thank you. We will proceed to adoption of the agenda.

BARKE: So moved.

SPARKS: Second.

SHAW: All in favor?

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

SHAW: Any opposed? Okay, passed unanimously; onto the minutes, we have minutes for the June 1 and July 5 meeting

SPARKS: Twenty first.

BARKE: So moved.

SPARKS: Second.

SHAW: Okay. All in favor say aye.

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

SHAW: Any opposed? Thank you, passes unanimously. Public comments, Nina, are there public comments related to closed session items?

BOYD: There are none.

SHAW: Very good. The Board will proceed to closed session to conduct student appeal hearings at this time. Do I need to read this part out?

BOYD: Followed by.

SHAW: Oh, I'm sorry. Followed by closed session items one through five.

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

SHAW: Good evening, everybody. Welcome, glad to see you all here. We are going to come back into our public session. As we begin, we will begin with an invocation, which will be given by Sarah Bach. That will be followed by a Pledge of Allegiance led by Patty Cabada. All right, Sarah. Do we have this mic active?

BOYD: You can go ahead and use that one.

SHAW: We can also use—yeah. We are making a change here. We have kind of moved our podium over there. It is a little easier for us to see the speaker, so maybe we will just have you go back there. Thank you.

BACH: Good evening. Thank you, President Shaw, for the opportunity, and, Board of Trustees, this evening to give the invocation. May we all bow our heads? Dear Heavenly Father, we come to you in reverence for the meeting this evening with the Orange County Board of Trustees. We ask for your guidance and ask that patience and thoughtfulness is given to each and every one of us in our hearts this evening as we come before the Board with our presentations, comments, and suggestions. We have faith that you will guide the Orange County Board of Trustees this evening in all of their decisions. Thank you. Amen.

PATTY: Can you please stand up to salute the flag? 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.

SHAW: Thank you for that. I would like to ask our general counsel if he has a report out of closed session?

ROLEN: Thank you, Mr. President, Madam Vice President, members of the Board. The closed session for August 2, 2023, the Board heard information from counsel on four items: item one, item two, item three, and item four of existing litigation, and no action was taken on any item.

SHAW: Very good. Thank you for that. We are going to go a little bit off script. I would like to call on Trustee Barke.

BARKE: Thank you. If you will just indulge me for a minute, I want to start a new tradition here at the Orange County Board of Education. That is that the past president hands over a gavel to the new president at the end of his or her term if they are a good president. I thought Lisa was an excellent president, and I thought she should have a token from us as a memory for that.

SPARKS: Thank you. Thank you so much. Very cute. Thank you. I'm honored.

SHAW: Now see, if you try to hit me during the meeting, I'm going to hit you right back.

SPARKS: Right, I know, but I got a pretty good arm.

BARKE: It has her name and the year on it engraved.

SPARKS: That is so cool. You will have to come check it out. Thank you, Mari. That was really very kind. Thank you all.

SHAW: Thank you, Mari. Thank you, Lisa, for your great year of service as president this last year. Nina, do we have any introductions this evening?

BOYD: I do have one introduction this evening. On behalf of the Superintendent, it is my pleasure to introduce to the Board, Dr. Sonia Llamas, Associate Superintendent, Educational Services, who is replacing Dr. Christine Olmstead. Dr. Sonia Llamas, would you please stand? I would like to tell the Board a little bit about you. Dr. Sonia Llamas began her career as a social worker before joining the Los Angeles Unified School District as a counselor in 2000. She served at all levels from kindergarten through grade 12 before becoming LAUSD's Administrator of Student Service Programs from 2007-2009.

In 2009, Dr. Llamas was named Pasadena Unified School District's Director of Child welfare and Educational Options. In 2012, she was hired as Director of School Climate in the Santa Ana Unified School District. Since September 2017, she has held the position of Assistant Superintendent of K-12 school performance and culture.

At the district level, Dr. Llamas has been responsible for overseeing Research and Evaluation, College and Career Readiness, Counseling, Expanded Learning, Student Support Services, Parent Engagement, Charter School Oversight, Development of the Local Control and Accountability Plan, and Grants. A licensed clinical social worker, Dr. Llamas earned her bachelor's degree in social welfare from UC Berkeley and her master's degree in social work from California State University Long Beach. She also holds a doctorate in educational leadership with a concentration in educational psychology from the University of Southern California. Dr. Llamas and her husband of 19 years currently live in Anaheim with three sons who attend public schools. Along with spending quality time with her family, she enjoys hiking, softball, and soccer, traveling to other countries and indulging in her love for reading, movies, and the arts.

Dr. Llamas began serving in her position with the Department on July 3 and hit the ground running. She is a committed and an inspirational leader, which has already been reflected in the work she is doing with her division teams. We are excited that Dr. Llamas has joined our OCDE family. When I asked her what one word or phrase best describes her, naturally, she couldn't answer that like most people. But we did get around to the fact that her focus is always students first, and all her decisions are based on what their impact to students might be. She is also very service-driven, and she exemplifies a tremendous work ethic. We have seen what she did in her previous positions, and, again, we are just really excited to have her on board. Dr. Llamas.

SHAW: All right, welcome. The United States was playing at midnight our time, because they are in New Zealand, the soccer game. My wife made me watch it live from midnight to about 2:00 a.m. I'm still recovering. But anyway, glad to have another soccer fan out there, and welcome. I'm sure you will do great and excited to have you. All right, so we will proceed to public comments. Dr. Sparks, how are we looking?

SPARKS: Hello? Hello? Okay, we have, I believe, about 12 public comments. Then we have a few public comments related to specific items a little bit later. We will allow three minutes for each comment. That will bring us to just a little over 30 minutes.

BOYD: There is one more.

SPARKS: Oh, one more, okay, 13. All right, I'm going to call each name. Then I will call the second name so you can kind of queue up. I believe we are going to be standing over here. Am I correct?

BOYD: Yes.

SPARKS: The same place as before. Okay, first up we have My Nguyen. Am I saying your name right?

MY: My.

SPARKS: My, okay. Then on deck is Priscilla Cordero.

MY: Thank you again for checking how to pronounce my name. I appreciate that. Hello, my name is My Nguyen, and I'm with VROC. I'm here again today to share my experience and understanding of what accountability is. During my previous comment, I noticed that three of you were on your phones. When I pointed it out, one of you mentioned that you were fact checking. It has been over a month now and I'm wondering if you have finished fact checking the information that you looked up during my comment. As elected officials, your responsibility is not only to support all schools in the county, but also to be accountable to the community. It seems like you have failed to fulfill your main roles and responsibility.

As of now, the actions or inactions of this board clearly conveyed a message, that the Orange County Board of Education is not accountable to the community it serves and is acting in its own self-interest. This sends a disheartening signal. Hate is welcome here. While compassion and

empathy are valued qualities, I have learned that they can also become enabling. In the past few months we have tried to be compassionate and understanding, acknowledging that you may not be experts on the LGBTQ plus community and may not have the opportunity to connect with us. However, as we have taken actions to reach out and provide understanding, I have realized that my understanding of where you stand is misplaced.

This is my final message to you all. I hope that you can prove me wrong and demonstrate that you genuinely care about the LGBTQ community, especially students who go to your school. Show me that your intentions are to serve and protect vulnerable students and not driven by a hate agenda. The future leaders, our youth, need to see that their future is also in the right hands. Today, the youth who are leading and is participating in our work will come forward to share their stories and message with you. I urge you to listen to them. You may not have to agree, but their voices are vital for carrying our communities forward. Thank you.

SPARKS: Priscilla Cordero is up, and then we have Alexandra Gates on deck.

PRISCILLA: Do I start? Okay. Hi, my name is Priscilla. I'm a student in Orange County and I have always been. I understand you are endorsing AB 1314, but what I do not understand is why. Why are you endorsing something that is harmful to the students you are supposed to protect and serve? This will cause negative effects to those with unsupportive, transphobic, and homophobic families. Fifty percent of all LGBTQ teens get a negative reaction from their parents when they tell them about their sexuality or gender. One in four students are forced to leave their homes and 68% have experienced rejection from family. If you are fact checking, you can do that after I'm done speaking.

Schools are supposed to be a place where students are supposed to feel safe and express themselves and feel safe, a place where students should feel love and support for all students. Having the “parents should know” mindset is not realistic in this matter, because not every parent is meant to be a parent. We demand you provide resources and support for these students, and stop endorsing a bill that will have nothing but a negative effect on the students. Spread love and not hate. Thank you.

SPARKS: Thank you. Alexandra is up, and on deck is Melissa Montes.

ALEXANDRA: Good afternoon, everyone. My name is Alexandra Gates, and I'm a political science and ethnic studies student at Cal State Fullerton. I'm also an intern with the ARI and VROC Youth Program. If it weren't already obvious, legislation that forces the outing of children without their consent strips them of the safe haven they feel at school, especially when that safety they seek is not found at home. The reality is very few LGBTQ plus youth are fortunate enough to have a safe space at home free from abuse and rejection about their gender identity and sexuality. I have been able to see firsthand how LGBTQ plus and trans-friends of mine were able to thrive and grow as individuals because of the nurturing environment at school when they did not receive the same support at home.

It can be seen that 82% of trans youth have considered suicide, and 42% of trans youth have attempted suicide; 58% of LGBTQ plus youth reported experiencing symptoms of depression,

including over two-thirds of trans and non-binary youth. I fear these numbers will only arise with endorsement of bills like AB 1314. With this data, how is it plausible to believe that this bill that the OCBE is endorsing is to protect our youth when it is evident that it will only negatively impact their mental health? It can also be seen in data from the Trevor Project. LGBTQ plus youth who found their school to be gender affirming had lower rates of suicide. Unfortunately, only one-third of LGBTQ plus youth found their home to be gender affirming.

Forcing teachers and staff to police their own students erases these gender affirming environments. Please do not roll your eyes at me when I'm speaking. Thank you. But forcing teachers and staff to police their students erases these gender affirming environments that protect and nurture our youth. We ask that you rescind your endorsement of AB 1314 and begin conversations with community organizations on how you can all support the Orange County LGBTQ plus community. Protect LGBTQ plus youth in Orange County and protect the communities and students you were chosen to serve. Thank you.

SPARKS: Thank you. Melissa is up, and then on deck is Audrey Hinh.

MELISSA: Good afternoon. I stand here today as an ally to the LGBTQ plus community and as an intern for ARI and VROC, two non-profit organizations advocating for immigrant and LGBTQ plus rights in Buena Park. I am here to address an issue of great importance. The topic at hand is AB 1314, a bill that is discriminatory towards trans and non-binary students. I urge the Board to rescind their endorsement as it goes against the principles of inclusivity and protection that our schools should embody. As a graduate of the Anaheim Unified District, I have personally witnessed the consequences of falling through the gaps that exist within our district and our board of education.

My educational journey highlighted the absence of a secure environment where I could openly share my distinct challenges stemming from having a parent with the mental illness. Numerous policies and prerequisites fail to acknowledge the diverse realities experienced by many students; and regrettably, this board of education does the same. In the present day, I observe my fellow peers as they embark on their journey of self-discovery. Each one carries their own distinct experiences and battles; yet, they remain resolute in their mission. A remarkable number of them are actively contributing to our district despite their own unmet needs throughout their educational endeavors. These dedicated individuals are committed to ensuring that the needs of others are fulfilled whether it be through teaching our students, serving within our district, or actively creating safe spaces for the LGBTQ plus community.

Our responsibility is clear. We must address the gaps that have led to the marginalization of the LGBTQ plus community, and we must also stand against policies designed to intensify these inequalities. As the Orange County Board of Education, it is your responsibility to engage in dialogue with our community to gain profound insight on challenges and needs faced by LGBTQ plus students. We continue to demand you prioritize inclusive initiatives centered on keeping the LGBTQ plus students safe and supported. Thank you.

SPARKS: Thank you. Audrey is up, and then Brianna Gonzalez is on deck.

AUDREY: My name is Audrey Hinh. I am a community member, former student of the Anaheim and Orange Unified School Districts, and a mental and behavioral health worker for students all over Orange County. Today I'm speaking as a past student, and think about the 12-year-old me who could have performed better in school had I known I had teachers and staff who will love me and encourage my learning journey regardless of who I loved and how I identified. I think of my role as a future school psychologist. Wanting to make sure that in the most critical years of their growth and identity development, I am able to be a trusting adult to my students in order to better support their mental wellness.

As a community member just like you, I want to make sure that our students thrive in a learning environment where they are equally safe, respected, and loved. Just like you, I want to ensure that we build our next generation of successful leaders. But I do not feel reassured because of the actions of the Board. Endorsing 1314 is an attack on our trans and gender non-conforming students and sends a message to our LGBTQ plus youth that their lives do not matter. From last year's national survey from the Trevor Project, only 50% of LGBTQ plus students identify school as a reaffirming space. Without a safe space and welcoming space for all students to grow and explore their identities, a future of successful leaders cannot be guaranteed.

As the current leaders of education, I urge you all to truly listen to the needs and stories of the community that you have been continuously ignoring in order to better understand how to support our LGBTQ plus students. We are already on the same page. We both want to see our students succeed. The next step is collaborating with the community to tackle the challenges our LGBTQ plus students face and prioritizing initiatives and policies that promote safety and inclusion so that all of our students not only succeed, but truly thrive in our schools. Thank you.

SPARKS: Thank you. Brianna is next, and Lorenzo is on deck.

BRIANNA: Hello, my name is Brianna Gonzalez. My pronouns are she/her. I'm a recent UCI graduate and a current VROC and ARI Bloom youth intern. I'm here today as a future educator and academic counselor to keep the Orange County Board of Education accountable for their life-threatening beliefs which target trans and non-binary youth. By endorsing AB 1314, you all contribute to a space where LGBTQ plus students can no longer express themselves or create inclusive communities in school, which are vital. How can LGBTQ plus youth learn, grow, and develop, and explore if their educators are outing these students and should prioritize their identities and safety? How can students continue to create essential connections from young ages with their school communities if they cannot be their authentic self safely?

LGBTQ plus students deserve to keep their autonomy, to share their identities with their families and communities where they know they will be safe and supported or if they can even share their identities at all. Understand how your actions lead to fatal consequences, such as severe anxiety, depression, even suicide. Just this past year, 14% of LGBTQ plus youth attempted suicide in the past year including nearly one in five transgender and non-binary youth, according to the Trevor Project. I demand that you reconsider your decisions and rescind the endorsement of anti-trans LGBTQ plus legislation like AB 1314, and speak with our organizations and learn how to better support our youth and future generations, which are vital. Thank you for your time.

SPARKS: Lorenzo is up and then Dimetrius or Demetrus. Am I saying your name right? Dimetrius is next.

LORENZO: Hello, my name is Lorenzo. I'm here as a recent college graduate of Cal State Fullerton. I'm also here representing VROC and ARI along with my peers. I'm here to express my disapproval of the endorsement of AB 1314, a bill that would forcibly out our LGBTQ plus students without their consent. Over the course of my college career, I have had the wonderful opportunity of working with and befriending many people who identify with being LGBTQ plus. With that, I have learned about their experience as queer people and the trauma that they had to endure during their childhood. I have heard their stories of experiencing physical and mental abuse, fear, chronic stress, and alienation at the hands of people that should be protecting their children, not harming them. All because of their queer identity, something that is out of their control. I have learned about the long-term effects that this trauma has had on them as they suffer from long-term physical and mental health problems that have affected their schooling and livelihood.

AB 1314 is simply another way to instill fear into an already vulnerable community or group of people, children who are only starting their life journey. If your ultimate goal is to protect our children and provide them with a safe environment in which they can thrive and succeed, then you are failing. This bill won't erase queerness. It won't stop your children from being queer. All it does is expose them to potential harm from families who may not accept them for something that, again, they cannot control. It will only prevent these children from accessing the much needed resources and support that they cannot access outside of school. It will only inhibit their growth as human beings at a time where it is crucial that they feel protected and safe regardless of how they may identify.

It saddens me to think that these children will have to suffer in silence as they are fed messages that they are not valid and that their existence is a threat to our society when the reality is that they are just human. They simply want to live and exist as their most authentic selves. Instead, they are made to be afraid and conform, by people who are not even willing to put in the effort in understanding them. With that, I echo my peers when I say that you nullify your endorsement of anti LGBTQ plus legislation such as AB 1314, prioritize discussion and initiative centered on LGBTQ plus support and policies, and reach out to VROC and our other partners to gain a better understanding of the challenges and needs faced by our LGBTQ plus students. Thank you.

SPARKS: Thank you. Dimetrius is up, and Minji Kim is on deck.

DIMETRIUS: Hello, my name is Dimetrius Tien. I'm speaking to you as a Ph.D. student at UC Irvine, and ARI and VROC youth, and a concerned individual who identifies as queer in light of your continued endorsement of AB 1314, a bill which mandates the forced outing of LGBTQ plus students to their families. Unfortunately, I'm speaking to you under further context. You have continued to ignore the concerns of LGBTQ plus organizations and community members who have written and spoken to you numerous times over the past few months. Not only expressing their stories, their data, their truths, and their frustrations with your endorsement of AB 1314, but they have also made known their willingness to work with you about this situation. As I'm speaking to you, however, I do not come to you with more data. Not because it is

something I am unaware of; rather, I'm certainly well aware of the gravity of a situation which I myself must experience on a day-to-day basis.

Instead, I come to you as such because I do not know how much more evidence will add anything if the past months of facts, stories, and examples from other speakers have not gotten through to your non-interested eyes and non-listening ears. Instead, I would like for you to sit on the following questions: board members, why do you feel the need to remove the agency, the ability, the right of children to their own identities, their own selves, their own conversations with their own families? Who are you to decide the terms under which these conversations occur? Knowing full well that so many families, so many parents are homophobic, transphobic, misogynistic, and anti LGBTQ. Knowing so many children are put in danger when such parents discover the queerness of their children. If this fact is confusing to you, might I refer you to the previous speakers? If you have been too busy waiting for the next to draw your attention to more presentations on charter schools than to concern yourselves over the lives of queer and trans children, it is not on us for not convincing you. It is on for you for not listening.

Finally, who are you to decide the face of LGBTQ plus youth, especially without engaging with LGBTQ plus community members who have been inviting your engagement? Perhaps it is because you do not view us as people. The fact that you continue to roll your eyes at all the speakers that have spoken to you prior to this suggests this is the case. However, I argue it is much easier to disregard someone's life, someone's existence when you reduce them to a lifestyle and abstraction. How about you instead consider us as actual people rather than concept? Doesn't doing so make you feel a little more human?

I come to you with unwavering anger because it frustrates me that you have refused to listen to us, to engage in dialogue with us. Is it because you lack the compassion to see us as people? Is it because you lack a sliver of empathy for anyone who does not conform to your standard of living? How do you call yourself servants and representatives of children if you have the ability to reduce someone's existence to an antagonizing idea, but not the ability to empathize with an entire group of people who have been calling for your empathy? That is all.

SPARKS: Thank you. Minji is up, and on deck is Stephanie Camacho-Van Dyke.

MINJI: My name is Minji. I'm here today with Viet Rainbow of Orange County and fellow LGBTQ plus community partners, members, youth, and allies to come before you and to speak candidly about the challenges we face as LGBTQ plus people takes immense courage and vulnerability. Many of us have experienced discrimination, exclusion, and even violence due to our identities. We yearn for safe and inclusive spaces, and we are filled with concern, anger, and frustration that educational spaces have been emboldened to target the youth of our community. Your endorsement of such policies sends a clear message that you do not value the lives or wellbeing of LGBTQ plus students and community.

LGBTQ plus students deserve a safe and supportive learning environment, not a hostile one where they must fear for their safety just because of who they are. It is time to stop pretending that these policies have any legitimacy. They are nothing but tools of discrimination and hatred. Your support for them is a stain on your position as elected officials of this community. We

demand respect and your actions have consequences. History will remember you for the harm and violence you are inflicting upon our community. We have made it very clear what our community demands are.

Your unwillingness to reach out to us and your inaction shows me that you may need another reminder of what they are, so here it is. Rescind your endorsement of AB 1314. Publicly acknowledge the harm and violence you have perpetuated against the LGBTQ plus community. Prioritize supporting policies that protect LGBTQ plus students. Put action items on your agenda that emphasize supportive policies that cultivate safe school environments for LGBTQ plus students. Meet with VROC and LGBTQ plus leaders, groups, community members, and allies. Prioritize putting us on your calendar. Come to these meetings ready to listen, learn, and be humble when learning about things you may not have personal experience with. It has taken immense courage and sacrifice for our community members to speak before this board. You have heard the data, and you have heard our stories. Heed our community demands, and take the necessary actions needed to prioritize the safety of the students and the community you are elected to serve. Further inaction is not acceptable.

SPARKS: Thank you. Stephanie is up, and David Pulido is on deck.

STEPHANIE: Great. First I want to just acknowledge all the speakers so far. I commend you all, and thank you so much for speaking your truths. My name is Stephanie Camacho-Van Dyke. I'm the director of advocacy and education at the LGBTQ Center OC. I ask, when will the Orange County Board of Education stand up for its LGBTQ student constituents and their families? What investment are you making in their lives to ensure safe, supportive environments, and equal access to educational opportunities such as inclusive curricula and accurate representation within lessons in books. Amid the growing hate and violence that is being perpetuated against our community, what side of history do you want to be on?

In order to foster a more inclusive and equitable educational environment, I call on the Board to take action that demonstrates their commitment to LGBTQ inclusive policies that protect LGBTQ students, especially trans and non-binary students from discrimination and harassment, providing resources for education, student support programs, and engaging in dialogue with the LGBTQ community here in Orange County to better understand our unique needs and experiences. It is crucial that the Board take action, concrete steps, to support their LGBTQ students and their families during this critical time.

Supporting all students includes LGBTQ students, whether you like it or not. We are queer, and we are not going anywhere. I want to share that I'm grateful for our community and community partners here with us today. If you are watching online, we need you here with us. More than ever it is important for our community supporters to step forward and make their voices heard. Not only at the board of education meetings, but also at our local school board meetings and city council meetings to advocate for policies that will protect the wellbeing of our LGBTQ students and youth. Also, voting, next year is an election year. Some of these folks are up for election or not election, but to be voted off potentially.

The LGBTQ Center OC will continue to be visible and to speak out against all forms of hate and erasure. The Board's silence and failure to rescind their endorsement of AB 1314, however, speaks volumes.

SPARKS: Thank you. David is up, and then Rudi Krause is on deck.

DAVID: All right. Hello, everybody. Thank you very much for sharing. I learned a lot, and I appreciate hearing your testimony. I'm basically here to talk to you all, because I wanted to talk a little bit about AB 1314 and the context that exists in or that I understand. Seeing other bills that passed in Florida, HB 999, which was making similar attacks on sex and gender studies, critical race studies, things like this. I do not think it is any coincidence. I think that is all obvious to many of us here that in the last few years we have seen this rise in these attacks. These reactionary attacks on public education as a resource on the very existence of LGBTQ people, and oppressed nationality groups like Chicanos and African American people. This is an attack. We have seen an increase in police funding as well. All in the wake of a historic uprising. We should understand this as a struggle, a fight. That is how I understand it, and I'm here to meet with people and hopefully join the fight and learn from you all.

Again, just bringing it back to parents' rights, because that is invoked when we talk about things like AB 1314. But what is not talked about, or at least I do not hear it talked about, is whose parents are we talking about? Which parents are we talking about? Are these parents in fact, or is this being funded by like reactionary right-wing dark money, right? That is my argument. Historically, if you have looked at it too, this power also that has funded similar things when it came to the life conditions for Chicanos in the American Southwest. They experienced a lot of oppression in schools for that reason too.

Ultimately, again, I think we should understand this as a fight. I'm interested in building a fight with you all, a grassroots fight. I'm part of a community service organization in Orange County. If you would like to talk to us, please do. I would be happy to support your fight as well. Thank you for your time.

SPARKS: Thank you. Rudi is up, and on deck is Ivy Hang.

RUDI: My name is Rudi Krause. Let's start off with this. Young power, you guys need to pick up the Young Power Program and the future generations of America concept. We are the future generations of America. We stay on top of the world, not under it. When everyone has failed the test, you can count on us. We are the best in the U.S., in the U.S., in the U.S. We set the examples for everyone to follow, to imitate and emulate for destinations. Great. Do as we say. Say as we do. Our words weigh their weight. We are the future generations of America.

Now, let's get to the lecture. The future generations of America are trapped in the gaytrix, the gaytrix. This is mind control science. It is this MK-ultra, mind control science. I hear all of these people throwing up their degrees, but they do not even know what they are dealing with. This is Pavlovian psychology, classical conditioning, stimulus to elicit a response with a reward. What is the response that the homosexual community wants to elicit? Gay pride. Gay pride in what?

Homosexual sex. You can call yourselves gay, but you are just homosexuals. LGBTQ, all homosexuals. The only people that are supporting this homosexual agenda are homosexuals. No heterosexual parents want to have homosexual kids. In terms of homosexuals and heterosexuals, heterosexuals are superior. They are responsible for the survival of the species. Without heterosexuals, there will be no humanity at all.

This brings me to the stimulus. The rainbow pride flag is a stimulus. It must be removed from all schools, and government, and institution sites. This is an illegal use of Pavlonian psychology. Pavlonian psychology is behavioral science. It is the number one psychology in the world. It is used every day. It was used during Covid to get everyone to jab. It is being used to turn all of the kids into homosexuals. Twenty five percent of the kids that are zoomers are now identifying as homosexual. It used to be, what, 3 percent 20 years ago? Stimulus to elicit a response to become homosexual. What is the reward? I'm going to say it.

SHAW: Your time has expired.

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

RUDI: Thank you.

SPARKS: Ivy is up next, and on deck is Lucy Brown. Ivy, you are up.

IVY: Hello, my name is Ivy. I use they/them pronouns, and I'm here with Viet Rainbow of Orange County and our allies. I'm also an alumnus of Santa Ana Unified. My peers and colleagues have spoken to the Board many times about the harm that endorsing AB 1314 would have on our LGBTQ youth, present and future. The major point that has been brought up time and again as to why this board will not rescind their endorsement is that this is a matter of parents' rights. Their rights to know everything about their children's wellbeing, but especially whether their child is currently expressing or identifying differently from the gender they were assigned at birth. I have met many wonderful youths who themselves are queer and trans and those who are allies who support their peers through their journey of self-exploration.

What these youth have in common is that they have parents who they feel safe with to express the big feelings that come with learning something new about themselves and questioning the roles and rules that come with their gender. These parents have done the work of learning about the LGBTQ plus community or have created an environment that allows for their children to ask questions without the fear of shame and rejection. Personally, I am someone who is out to everyone besides my own parents. That is not because of the lack of love and respect that I have for them. I want to share this part of myself with them because it has given me so much joy and community, and I want them to have them by my side to support me in my journey and growth. However, they are not entitled to that part of my life because they have not done the work, nor created that environment for me to open that door for them. It saddens me deeply. I imagine that I am not alone in that feeling.

My point is if, you, the parents want and feel entitled to know everything about your children's well-being and their journey in finding out who they are, then I urge you to do the work and

become the safe space for them. Learn from our community. Ask us questions with open and kind curiosity, as it is life and the human experience is so very hard on everyone. But you have the power to move through it with kindness and an open heart. Thank you.

SPARKS: Thank you. Lucy is up, and on deck is Beatriz Mendoza.

LUCY: Good evening. My name is Lucy Brown and I am with APAIT. Kids need to express themselves in any which way to help with development and individuality. Denying these children from the right of expression by having staff or other authoritative figures disclose their true identity is harmful. It can lead to serious issues. Outing someone isn't a good tactic to use when dealing with a trans or gender non-conforming child. They come to school to feel safe. When that safety is taken away from them, they do not know who to trust. Have you ever asked, does this child feel safe at home? Why doesn't this child trust their parents? What is really happening behind closed doors? Because none of us knows what really happens at home. Trust that child knows their home life better than you do. Keep these kids safe. If you truly care about them, allow them to be free, unique, and completely themselves. Cultivate an environment for them to do so.

You are supposed to stand up for the students you serve instead of hindering them and their growth. Speaking personally, I thrived in school primarily because I was able to be my true, authentic self. Being under watch and on constant alert for the staff or authorities who could out me, would hinder my absolute love for school and learning as well as keep me from performing well at school. I was beat at home by my mother and sister for being myself. Show you care for the children that you say you do. Show care and love for all the children that walk through your schools' doors. Thank you.

BEATRICE: Hello, my name is Beatriz Mendoza, a resident of Santa Ana. I'm here today on behalf of California LULAC. California LULAC is a league of united Latin American citizens, and I am here today to ask the Board to please listen to your constituents. I grew up in a church in Santa Ana that taught me that God loves everyone. I'm actually a heterosexual parent, and I am in support of the LGBTQ plus community. We, as a state, have also supported the issues. I just ask the Board that before you support legislation like AB 1314 that you speak with your constituents. Not just part of your constituents, but all of your constituents, and all the community, because I just want to let you know that our community now looks like this.

I am proud of all the students here, the advocates here speaking on behalf of the LGBTQ plus community. I give them my support. I have always advocated for the community, whether it is through LULAC, or through my kids school as a parent involved in the PTA, or with other organizations that I am involved with. Thank you very much. Again, Beatriz Mendoza, a heterosexual parent. Thank you.

SPARKS: Thank you. We have a few additional public comments that will come up at our specific items related to the agenda items that they are going to be speaking about. Back to you.

BOYD: (Inaudible).

SPARKS: Yeah, he is going to be speaking at item 12 with the County Committee.

SHAW: Did you want to speak now?

BOYD: He wanted to speak general comments.

SPARKS: Okay.

SHAW: All right.

BOYD: Sorry.

SPARKS: I saw it listed as County Committee, which is item 12.

SHAW: He can speak now.

SPARKS: Okay.

BOYD: Here are some more.

SPARKS: Billie, go ahead.

BILLIE: Good evening. My name is Billie Joe Wright. I'm a high school teacher and a resident of Anaheim. I had two items to speak about, but the minor one was the Orange County Committee, the committee on school district organization. Because obviously you know that we fought very hard to take away the gerrymandered map that you wanted to work with to keep yourselves elected. Not only did we get our map through and get it accepted at the County Committee, but we also have been winning in court every time that you have pushed to try and change it. Now you want to do some more Trumpian things by destabilizing the institutions that are there to protect our citizens and our constituents voices by trying to further push that with your attorneys. I just want you to be on notice and as well as all the audience to know that we are watching and we will fight, because the election will happen in March. We will make sure that you do not get to walk back into your seats when you are purposely hurting kids.

That takes me on to my next point. The idea that you passed a resolution in support of AB 1314 doesn't even really need me to say anything. Because when you are talking about outing kids, the gentleman who spoke earlier couldn't say it better than I could. You want me as a teacher to take a kid and call that gentleman and trust the kid to be safe going home. You sit under a sign that says "In God We Trust." Should I pray that on the way home, that the kid makes it safe back the next day? It is scary that for your egos or to create some type of motivation for people to vote for you, that you would do something like this to kids. Let me tell you something. I am a gay man. I grew up in a home that was loving, but I was scared to come out.

It took me until I was 20 and a half. The night that I told my parents, and I told my mom because I thought we were the closest, I had to have a bag packed and a place to go. I was that scared. My mom's response, thinking that she was the most loving was, mijo, I would rather have a homeless

or druggie son than a gay son. That hurt me at that point. But what my mom meant was that society accepted the homeless person and the person who was on drugs, and wanted to help them and wanted to still love them and embrace them. She had no problem with who I was or going to be. You have an option to create loving situations for kids, and you are choosing not to.

I can tell you this, I have been with my partner now for 20 years who runs a nonprofit here in Orange County. We take care of not only kids but people all the way through people that are elderly. We make sure they have meals and transportation. Under that sign, in God we trust, be that person.

SHAW: Your time is has expired.

BILLIE: Whether they are gay or not. Thank you.

[A meeting of the Orange County Department of Education Facilities Corporation is conducted.]

SHAW: Thank you. All right, so we will be recessing the regular board meeting to a meeting of the Orange County Department of Education Facilities Corporation. For the record, this is the regular meeting of the Facilities Corporation. It is now called to order. Let the record reflect it is 5 p.m. Darou, please call roll.

SISAVATH: Trustee Barke?

BARKE: Present.

SISAVATH: Trustee Williams?

WILLIAMS: Present.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Valdes?

VALDES: Here.

SHAW: Do I hear a motion to adopt the agenda for the regular meeting of October 2, 2023.

BARKE: So moved.

SPARKS: Second.

SHAW: All in favor?

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

SHAW: We will proceed to the minutes, receive the minutes of the regular meeting of August 17, 2022, and September 7, 2022, meeting. Did I get that right? Is there a motion?

WILLIAMS: I make a motion.

SHAW: Okay, moved by—

BARKE: Second.

SHAW: Dr. Williams. Seconded by Trustee Barke. All in favor say aye.

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

SHAW: Are there public comments related to the Facilities Corporation agenda?

BOYD: There are none.

SHAW: Thank you. So we will go to special recommendations. Item number one, appoint the officers of the Education Facilities Corporation.

BOYD: On that item, the president and the vice president of the Board are the president and the secretary of the Facility Corporation. You just need to nominate someone for the treasurer. Last year the treasurer was Mari Barke.

SHAW: She did a fine job. I would like to nominate Mari Barke to be the treasurer.

BARKE: I hereby accept.

SPARKS: I will second it.

SHAW: Okay. Any other nominations? All in favor of Mari Barke?

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

SHAW: Thank you. Item number two, receive the Esplanade Project Operational Report for fiscal year 2022-2023. Is there a staff report or is this?

BOYD: Only if you have questions related to it.

SHAW: Anyone have any questions on that item?

WILLIAMS: Go ahead and come up here, Renee. Typically, don't you normally give a little PowerPoint, how we are doing, a few words?

HENDRICK: Yeah, for this one it depends on what you would like. We normally don't do a PowerPoint. We have included the spreadsheet in here for you, but I can give you a quick update.

WILLIAMS: Okay.

HENDRICK: Overall, the project is doing very well. Our actual revenues exceeded, we are around our budget. It is \$3.8 million, and our expenditures were \$2.6 million. It increased our general fund budget. We did have some major tenant expenses due to some tenants moving out. Just as a reminder, we did do a fixed loan on this, so we have a set loan cost of this at the 2.84% through 2019. That was an act the board members had taken a couple years ago. We are, as of right now, at 95% occupancy, which I think is extremely well if you read the news reports right now. That is a huge problem for a lot of places. We are seeing an uptick in tenants either shortening their leases or wanting to decrease their space, so we are looking at that pretty closely.

We still have two or three tenants who still need to repay some funds due to some extensions we gave them due to Covid, so we are working with them to collect those dollars. But overall for the 22-23 year, it was a very successful year for the program. After that, I can go into the budget if you would like, but I think you have to receive this first.

SHAW: Very well. Any questions on that part of the report? Seeing none, I will make a motion to receive that report, item number two.

BARKE: I will second.

SHAW: All in favor?

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

SHAW: Any opposed? Seeing none, item number three, receive and approve the Esplanade Project Operational Budget for fiscal year 23-24.

HENDRICK: Right. In this budget, we have set the occupancy rate at 84% just as projections, assuming we have some downturn. Then we increase some of the rental expenditures. All of our rental agreements do have an automatic rent increase built into that. We also have \$1.2 million for tenant improvements. We are planning to put an elevator in building four this year if we can get that plan all the way through the city. We are planning to decrease our fund balance, which we do have a limit of how much we can hold in that fund. It will be a decrease of \$1.4 million. That being said, our projections are very conservative and it will probably be a lot less than that.

SPARKS: What is the rent increase, and how do you come about with that number?

HENDRICK: Normally we try to get a three to five year lease. Some are on a month-to-month and some are on an annual. Normally it is 3.5 to 5% depending on the space. That is our annual increase normally.

SPARKS: What is the justification of that number?

HENDRICK: Just the cost of everything. Like our office space, utilities are included. If you have an industrial space, then they pay those charges separately. We are a little bit behind. We are not considered Grade A property, right? We are considered Grade B to C. We can't compete with some of the office buildings down near Newport, which have a lot of services that we do not offer. In trying to be competitive, we try to keep it stable. Really, our goal is to keep the tenants stable and not have a lot of turnover. There is a cost every time we have a lot of a turnover.

SHAW: Terrific. Other questions for the staff? Seeing none, I will make a motion to receive and approve the Esplanade Project Operational Budget for fiscal year 2022-2024.

BARKE: I will go ahead and second.

SHAW: All right, all in favor?

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

SHAW: Any opposed? Seeing none, we have no closed session. We will adjourn the meeting of the Facilities Corporation and let the record reflect at 5:54 p.m.

[The Facilities Corporation meeting ends.]

SHAW: We are going to reopen the regular meeting of the Orange County Board of Education. Am I doing okay, Nina? Okay. We will proceed to the consent calendar items two through four.

WILLIAMS: I will make a motion.

SHAW: A motion by Dr. Williams.

BARKE: Second.

SHAW: Seconded by Trustee Barke.

SHAW: Any separate discussion for any of these items? Seeing none, all in favor of approving the consent calendar?

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

SHAW: Any opposed? Wonderful. Proceeding to item number five, Nina, are there any charter submissions this evening?

BOYD: There are none.

SHAW: Okay. Item number six, charter school public hearing, Sycamore Creek Community Charter II. Aracely Chastain, director of Charter Schools will facilitate the public hearing. Aracely, hello.

CHASTAIN: Hi. Good evening, President Shaw and trustees. Today the Board will hold a hearing to grant or deny the Sycamore Creek Community Charter School II, countywide charter petition submitted on May 1, 2023. Sycamore Creek Community Charter School II proposes to expand to a countywide charter school serving 720 students in grades transitional kindergarten-12, beginning in fall of 2024. The Board held a public hearing on June 7 to consider the level of support for the charter school. As delineated in the Staff Report published on July 18, OCDE staff recommended the Board deny the countywide charter petition. Staff concerns regarding the educational program remain unchanged from the initial 2019 petition for Sycamore Creek Community Charter School and the material revision in March of 2023.

As with the March material revision, the countywide charter petition includes no information on the academic performance of the charter school currently operated by the petitioners. While petitioners document anecdotal data from private and public Waldorf schools and presented to this board some data on Los Angeles County, academic data for the petitioner's current school, which has been in operation for four years, was not submitted for review. The alternative assessment data for spring 2023, NWEA, which is formally North West Evaluation Association submitted for Sycamore Creek as part of a standard oversight request, demonstrates that most students across the grade levels fall in the low/low average ranges for mathematics and language arts with few exceptions. These percentages equate to below average and failing performance for the majority of their students.

Publicly available academic performance data for Sycamore Creek does not indicate that the charter school presents a sound educational program for the students currently served. CAASPP data for 2021-22 shows that overall Sycamore students are performing significantly lower than the state in meeting or exceeding grade level standards. In English language arts, 46.1 points below standard, and mathematics 80.8 points below standard; 24% of Sycamore students meet or exceed English language arts standards. That is compared to 69% of Cypress Elementary School District students and 58% of Oceanview School District students where the charter school plans to locate.

In mathematics, 19% of Sycamore students meet or exceed standards compared to Cypress's 64% and Ocean View's 49%. In the other public Waldorf charter schools in Orange County, Journey, 65% of students meet or exceed English language arts standards and 53% in mathematics. The most recent 2022-23 CAASPP data should be taken into consideration. However, that data is not publicly available until fall of '23, making a further expansion of the model premature. Enrollment data also does not indicate that the students in each looping cohort remain at the school for their entire elementary and middle school years with numbers fluctuating year over year.

More time is needed to determine whether parents are committed to keeping their students enrolled in the element throughout elementary and middle school years, which is an essential component of the Waldorf school's model. We recommend that the school put all resources and attention into implementing a robust intervention plan to significantly improve student academic performance across all grade levels in the coming years. Enrollment numbers in the near term do not appear to be realistic, and the school did not provide data on the community interest to account for the projected 217% increase. The charter school was initially approved to serve 240 students. In March, the Board approved the material vision to allow the school to expand to serve 554 students. Sycamore Creek Community Charter School ended its fourth year of operation with 155 students, yet projects to have 180 students in the fall.

The school projects to grow an additional 312 students at the start of the 24-25 academic year in their new location, but before adding high school grades. While we commend the school on building up its reserves, this enrollment data is essential to consider due to future facility costs. The school's governing board entered into a lease agreement for a facility in Cypress on October 27, 2022. While the final lease amount has not been determined, it is based on facility project costs. The lease agreement gives an example of project costs totaling approximately \$25.5 million dollars with base rent in year one of \$1.1 million, which is about 20% of their projected LCFF revenue, which includes a five-month rent reduction in year one. Without this abatement, I believe the cost is closer to \$1.8 million.

The school currently pays \$144,406 for its district owned facility, which is about 9% of LCFF revenue. The adverse effects on the budget, cash flow, and reserves cannot be overstated if the school does not meet its ambitious enrollment goals. Before public comments, the charter school representatives shall have equal time or 10 minutes, whichever is longer, to present evidence and testimony responsive to the Orange County Department of Education Staff Report, which was published on July 18, 2023. I now call Sycamore Creek Community Charter School II representatives to the podium.

BACH: Good evening. Again, my name is Dr. Sarah Bach. I have a presentation. Here it is. All right. First of all, I'm sorry this presentation is really 100 minutes instead of 10 minutes. I might skip over a couple of the slides. As well, last week our school submitted to you our comprehensive responses to each and every one of the comments by staff. This being our fourth time here before you since the calendar year began, I think I will spare you the details in that rebuttal. Instead, I would like to take this opportunity to share some of the highlights of our program and the uniqueness of our program, and why we are here before you requesting a countywide benefit charter. I'm happy to answer questions. We also have some of our leadership here to as well make public comments regarding the rebuttal.

I know in our petition we say we learn through art. A picture is a thousand words as they say, right? This presentation is chockfull of pictures for you this evening. What I want to really highlight here for you is that to start creating art, whether it is wet on wet, watercolor, pencil, charcoal, pens, crayon, chalk, or other mediums, it is the center of our curriculum. Any time you spend any time in our classrooms, you will invariably overhear students discussing whether they should use the lemon yellow or the golden yellow to create the sunshine of their main lesson book. Often I have heard them say, well, this teal pencil, is it green-blue, or is it blue-green? I

think this displays just the attention to detail that our students have, their strong discernment abilities. This does carry over into the other academic disciplines.

In this slide, you see the black and white picture. Specifically, this is a part of a perspective unit in eighth grade, which we believe is imperative to teaching students about not only how to draw to demonstrate perspective, but also the importance of precision, as well as the underlying theme of how it is possible to change one's perspective and how to see things from a different perspective. Furthermore, while it is beautiful, in the left corner of this slide, the 24th division of a pinwheel teaches students in sixth grade the importance of precision, again, in geometric drawing that begins with learning to bisect a line. While our curriculum is lovely, the lessons are rigorous and always purposeful.

These main lessons, pages, or textbooks as we call them, the students create their own textbooks. These show how art and fraction lessons are interwoven to cement these abstract concepts for students more deeply. These lesson pages are drawn after the teacher has brought in a cake, or it could be a pizza, or a watermelon, to give the students the hands-on experience of dividing up the pieces equally for the class. This provides for a very visceral understanding as you can imagine. More pieces, more students means smaller pieces, not the opposite. As mentioned, artwork is the centerpiece of our program.

Narrative is another important component. This is a chalkboard drawing done by a seventh grade teacher for a block on the age of exploration. By presenting engaging artwork on a chalkboard and telling stories, whether they are fiction, nonfiction, from primary sources, the teacher engages the student more than a textbook is able to, thus, making the curriculum come alive for the students. I'm sure my time is already up, and I have like 12 more of these. Okay, here again, more examples of math and science lesson pages. For the Pythagorean Theorem, for example, the students are guided through a platonic approach where they struggle to discover the theorem for themselves in order to let it live in them, which is much more than rote memorization of what would be to them in a traditional school setting and oddly named mathematical concept.

All right, I'm trying to speed up here. Okay, another example for you. I think you are getting the picture though, right? No pun intended. At Sycamore, as we said, we integrate our hands-on experiences. For instance, in this organic chemistry block with sugar, this demonstrates experiential learning our students appreciate. Our curriculum builds year after year, all the way through high school, where each and every science is taught in each and every grade, beginning in seventh grade and continuing through the senior year.

Okay. As you can imagine, drawing a map in detail provides for a more sustained memory of geography. Now, before moving on, I think it is a good stopping point to share some current and ongoing efforts to increase the assessment scores in our future. While we believe your vote tonight to approve our school, we hope, will be primarily based on our unique program not readily found throughout the county now that families desire. We also understand the importance and need for our students to meet assessment parameters. In addition, while we never want to teach to the test, in order to maintain fidelity to our pedagogy, we know that meeting these state testing expectations is also important.

This previous school year, we invested in a database. A program called Otus to better analyze internally all of our programs, all of our data. It is like a warehouse for that CAASPP data, the MAPS data. We can even include and quantify our progress report data, which is very comprehensive, our progress reports. Then a very long narrative at the end of the year, we look at things like, how well does a student help others? In oral communication, do they contribute to discussions? In reading and writing, are they even interested in it? We actually think about these things, and we can quantify them by using this Otus program that we are just getting more and more familiar with. In addition, we also have begun using Freckle this last spring. That helps with assessments, grade reporting—I'm sorry, that was Otus, data-driven instruction. But using Freckle in combination, we have also been able to accelerate learning for students with differentiated practice aligned to ELA and math standards. It meets the needs of every student by continuously adapting. It is student paced, but teacher-led.

In the lower grades, we believe students learn through play. They solve problems. It is a large part of our curriculum. Developing these social skills so that they empathize and cooperate with each other, it readies them for more formal academics in first grade. We intend to build upon our highly sought after program by adding additional TK/kindergarten classes in the future. As it stands, our current wait list could likely sustain two classes. But as you know, in our current facility, we just do not have the space for that.

Also, our curriculum, it involves practical arts. That allows us to learn by doing, allows our students to—in our TK and kindergarten class, they prepare a daily meal, which is above and beyond the school nutrition program of breakfast and lunch. Incidentally, Sycamore just received a grant in excess of \$100,000 to use in a new facility to renovate and upgrade the current kitchen facilities. Preparing a daily meal provides for a wholesome daily rhythm and nurturing of students so that they feel cared for in the school environment. Additionally, cooking and baking teaches math skills and reading in first and second grades. A common activity is to ask students to double or triple a recipe they made previously to practice adding and multiplying fractions. We work hard to integrate across all of our curriculum.

For instance, in third grade, the students not only bake hot cross buns, they learn to quadruple the recipe, and sing, and play the song on their recorders. Therefore, in high school, these skills that are learned in the lower grades could be foundational to a potential culinary arts CTE pathway for our students. There we go. We also sing and play musical instruments. There is more, but—

SHAW: Boo. You were on a roll too.

BACH: I'm sorry. I was. I was. Thank you.

SHAW: We will call you back up, Sarah. We have seven public speakers. Oh, you are going to take over, Aracely? Okay.

CHASTAIN: The hearing is now open for public comments. Are there any public comments for this agenda item? Perfect, thank you.

SPARKS: I'm going to call up Alisha Walker, and Janelle Ruley will be on deck.

ALISHA: Good evening. Thank you, President Shaw for being here today and honorable board of trustees. I come before you tonight in support of Sycamore Creek and their petition for a countywide charter. In preparing for this, a quote comes to mind, “Education is not the filling of a pail, but the lighting of a fire.” That is what we are doing at Sycamore. It is something different. It looks different. It feels different. You have heard from several of our educators in the past few months as we have been preparing for this and coming before you, and you have heard from parents. A large number of our parent body are educators themselves. They want a quality education that is rigorous for their children. Sycamore provides that.

It is true that we have had an uphill battle. We opened our doors in 2019, and six months later they were closed along with the rest of the country due to Covid. We have actually done the impossible. We had a little bit over 60 students when we started. Going into our second year, we were receiving funding or set to receive funding for only that amount. Instead, we made commitments to twice that. We allowed families to enroll in our program knowing we might not get funding. We actually had to file a lawsuit to increase funding, based on the legislation and things that were going on with the Governor—outside of your control. It turns out that we received funding for most of those students.

I know you are all familiar with Sarah, her advocacy for this program, and for the students, so I do not want to continue too much down that road. But I just want to say a couple things. I am the board president. We are very aware of the importance of assessments. We have made changes to the board agenda to constantly keep this as a placeholder; discuss how we are making changes, improving those assessments; making sure that we are meeting the children. I also lead the tours. I'm a parent of three children that attend the school. I'm the board president, and I volunteered to give tours to interested families. We have done at least one tour a month, the entire school year. Each tour, including the day it snowed, had at least 15 families. Some of them up to 20 and 30. Right there, that is over—many of them have more than one child. That is over 250 students that are very interested in our program, ready to enroll. Unfortunately, we have seven classrooms for nine grades. We are completely out of space, and we do not want to over promise.

I will just end with this. Sycamore won't just meet the children in today's world, but will meet the world of tomorrow. In closing, educating the mind without educating the heart is no education at all. It is a quote by Aristotle.

SHAW: Thank you.

ALISHA: What you saw Sarah present was education with heart. Thank you.

SPARKS: Janelle Ruley is up, and Javier Ortuño is on deck.

JANELLE: Good evening. It is really different to be so far away from you. My name is Janelle Ruley, and I'm with legal counsel for the charter school. I have to say, I do not often get to see presentations that are full of kid work, so that was a nice change, at least for me. I'm certainly proud to be here on behalf of Sycamore Creek II. We are, to be clear, seeking your approval for the proposed countywide benefit charter this evening. Our office worked hand in hand with the petitioners on this charter. We do believe that all of the legal requirements for the charter petition

have been met so the petition before you tonight can be approved. Specifically, the charter petition offers a sound educational program the petitioners are demonstrably likely to successfully implement. It contains all the affirmations and signatures that are needed. It contains reasonably comprehensive descriptions of the required elements, and there is the proper declaration about the public school employer.

The Staff Report we found is largely speculative, casting uncertainty on Sycamore's ability to enroll students and to achieve particular test scores. We understand these concerns. We acknowledge that no one can have perfect information in these areas. The future, of course, is unknown. Approving a new charter once the legal hurdles have been cleared, necessarily includes some measure of faith. Approval means that the Board, your board, is willing to make a bet on Sycamore, is willing to take a chance on Sycamore, to invest in Sycamore. We see this as a safe bet. Sycamore's enrollment has been artificially limited, as you just heard, artificially limited during its entire operation due to its really small facility. As a countywide benefit, Sycamore can really lean into the growth that is needed to sustain a thriving school.

As to the academic data, we certainly expect to see improvements when the CAASPP data is published in the coming months, particularly in seventh and eighth grades. As I know you have before, because I have heard it before, the Waldorf program takes a couple of years for students to sort of catch up to where state assessments are. Those results are starting to come into focus now. We are certainly available for questions, and we ask you once again for your support this evening. Thank you.

SPARKS: Thank you. Javier is up, and Maria Urdinarrain is on deck.

JAVIER: Good evening, President Shaw and board of trustees. I'm going to read this letter of support on behalf of CCSA. I am the Orange County local representative for the California Charter School Association. CCSA is a membership and professional organization serving our member schools and advocating for fair charter policies for the over 1,250 public schools in California. Our mission is to meet parent educator and community needs for great public school options by supporting and advocating for high quality, nonprofit charter schools and sharing their success throughout California's public schools.

We have reviewed the Orange County Department of Education Staff Report for Sycamore Creek Charter School II countywide petition and do not believe the Staff Report provides any legal barriers to the Board approving this petition. For this reason, we encourage you to approve the petition and allow Sycamore Creek Community Charter School to grow and expand their Waldorf programs. Your approval would allow parents the right to choose a Waldorf high school public charter school option in the community. Thank you.

SPARKS: Maria is up, and Steve Wolcott is on deck.

MARIA: My name is Maria Urdinarrain. I have two things I'm going to speak on today. The first is that my daughter graduated from SCC, or Sycamore Creek, I apologize, in the first year of their graduating class in eighth grade. She has just finished her first year of high school. She is one of the students that probably had pretty crappy test scores. That is also one of the reasons

why I moved her to a Waldorf school, because I needed to see what was happening with my whole child and not what was just happening on a computer tablet. I'm going to just really quickly give you, I guess, a data breakdown. Like Alicia said, the Waldorf approach doesn't see children as students that need to be filled up, right? They are really held in a way that they can gravitate towards themselves.

It is not about meeting goals that society feels would make the child a more productive member. It is about developing a complete human being. She started in third, test scores. She hated testing. She was shutting down—moved her. I can't tell you that her test scores got better. But I will say that when she—I'm sorry. I actually had to study Waldorf education, which I invite everybody to do and talk with her teachers to understand what, if anything, the test scores were indicating. To be honest, she has never been much of a school lover. But that said, she was prepared to enter high school, not just with educational knowledge, but also with the confidence, the ability to ask questions, understand how she learns, and speak up when something is not right.

She just finished her ninth grade year at a local high school in Long Beach. She has tested into the honors classes, maintained her grades well, honor roll all year long, and finished with a 4.2. She is happy, and she is proud of herself. That is a very good picture of what a Sycamore student is. I do not believe that standardized testing is an accurate or a complete reflection. However, that said, as a teacher at Sycamore, I will say that one of the things that we do at Sycamore is that we are really committed to providing weekly meaningful professional development opportunities for our faculty and staff. Our professional development provides a thoughtful and challenging and supportive learning community. We nurture creativity, enthusiasm, problem solving, deep learning. We do it as faculty, and we do it on an individual level.

I will say that by far the most powerful method of when we are doing our standards review, the decision making and program revision or enhancements is to work together in pairs, task groups, or in the faculty as a whole. We are committed to the ongoing and extensive work together over time to make sure that our students are getting everything that they need. Thank you.

SPARKS: Thank you. Steve Wolcott is up, and Tracy Ryan is on deck.

STEVE: Thank you for letting me speak. I am a credentialed classroom teacher at Sycamore Creek Community Charter School since it opened and have before that taught three years at Ocean Charter School up in Santa Monica area. My children have also been through both private and public Waldorf schools, and both graduated from four year universities, Vanguard and UC Santa Cruz with degrees in marketing and anthropology. I have seen firsthand how successful a Waldorf inspired school can be. When I came to Sycamore, one of the things that blew my mind right off the bat was seeing their scope and sequence. I had never seen anything like this before. It is an incredibly in-depth document, aligning Common Core standards with the schools developmentally appropriate curriculum goals for each grade. An amazing document that allowed me to create effective lesson plans aligned with academic goals. I mean, it is a great tool to target learning objectives throughout the school year. This is a great thing to have.

I would also like to address the assessment aspect of our school. First, let me say that Waldorf's has a lot of different philosophies behind it, but a few words come up all the time. Two of the words that I keep hearing all the time are curiosity and observation. There is a constant concentrated effort to understand how each individual child learns built into any Waldorf school in order to help them achieve academic success. As a result, we are constantly reviewing our methods and developing new ways to better serve students. End of story. I might add that at Sycamore a few years ago, I had to clear my credential. What did I choose as my main focus? Assessment. To find ways to better support student learning needs and objectives. Throughout the whole year-long study, I was backed by my faculty who provided support, feedback, insights.

Sycamore has always fostered and encouraged professional development and collaboration. I have been to trainings on dyslexia, special needs, classroom management, and much more. All this points to the school's constant goals of finding ways to best support student learning and also help them to be simply good people. Whatever you may not see on paper, know that these teachers that I'm working with are committed and always training to learn more, to give students the best chance at academic success. I will end by saying this. One of the primary guiding principles of our schools is this, create a life-long love of learning. I have seen it proven right before my eyes. Thank you.

SPARKS: Tracy is up, and Liane Brouillette is on deck.

TRACY: Good evening. I am the kindergarten and transitional kindergarten teacher. I'm just here to talk to you about why I was actually drawn to teaching at Sycamore Creek. I have been teaching for over 25 years in both private and public education. I just love teaching there. My love is teaching young children and their passion. Being able to teach children in a public and developmental appropriate way is just a way to teach. Being able to teach them in a way that they love learning. They come running in to learn every day. They love being there. It is just an amazing journey in of itself. I love teaching children that have just this love building in them. I was really drawn to being able to help at Sycamore Creek as far as helping with the WASC development, helping with building a resource department.

We know as teachers at Sycamore Creek, seldom do children raise the test scores themselves. It takes a team effort of all of us to do what they do. As entire staff, we know that we need to analyze the data. That is what we do every single year. When we come back as a staff, which is in two weeks, sadly, our vacation has been very short. We look at the spring data, and we look at the overall student achievement. We look at the growth. That drives our achievement and how we are going to do our teaching of the year. This is done because we loop with the students. I personally do not loop. I'm the only teacher that doesn't. All the children actually will be coming through me, so I get to know the entire school. But the other teachers, they loop, so they look at the data. That drives how they are going to do their year.

They look at their block plans. They do learning goals. We, as a whole staff spend our next three weeks going through what are we going to do? What are we going to do school-wide? We look at everything together. Secondly, we look at our formative assessments and our summative assessments, which we constantly do together; and, we collaborate. That is one of the things we

love at Sycamore Creek. We are constantly collaborating together as a team, and we target all of our students of how we can individually support student needs together.

My love is that as I finish my school day, which we have a shortened day, which is appropriate in kindergarten at 12:30. I'm going to help with the resource department that we are going to specifically develop. In this way our students will be given specific help.

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

TRACY: Thank you.

SPARKS: Liane Brouillette is up, and Stephen Smith is on deck.

LIANE: Hello. I just wanted to speak very briefly about countywide benefit. There is much about Sycamore Creek School, which could be a benefit for the whole county. For example, children do not mature at the same rate. There is new research from Stanford that actually looks at children in Denmark and looks at the children who went to school just a year earlier, a year later. The children who just wait a year, which in many parts of Europe is very common, actually have benefits that have been traced up to the age of 11. Here in the United States, children start to read in kindergarten and many of them are not really ready for that. It is not going to change quickly.

But if there are parents who are aware that their child is unlikely to easily read, to easily be ready for that, they can come to Sycamore Creek. Sycamore Creek uses the Waldorf curriculum, and they do not start to learn to read until first grade. It is something that a family can actually transfer if Sycamore Creek is given that ability to take in families from other school districts. That is one of the things that could really be good for the families. It could be good for all of Orange County. I just wanted to throw that out there. I know that it has been a long meeting, so I won't go on. I'm a professor, and I can go on for too long. Thank you.

SPARKS: Thank you, Liane. Stephen Smith is up.

STEPHEN: Hey, good evening. I'm a retired executive. One of the things I have been doing the last 11 years, I have been working with a nonprofit, the California Council on Economic Education. We help teachers improve their ability to teach economics and personal finance in schools. Economics is a required course in high school for your kids to graduate. We help teachers improve their ability to do that. I'm here tonight to talk about a couple of things. One of the things I'm trying to do in retirement is help create safe, free, and exceptional schools. Help provide an exceptional education for the students. Our democracy is dependent upon us having well-educated populace. I think you got a big challenge today, Board. You have a school that in the next year, as does the principal, you are going to improve your test scores. You are going to move the school, I understand, to a new location, which means you are going to build, furnish, staff if needed. You are going to move in. I moved offices. It is not an easy task. You are going to start a high school. Your mortgage payment is going to jump, I think if I understand it, 9% of revenue to 20% of revenue if you bite the bullet of moving to this new school and tackling that mortgage. That is a big challenge.

If I was making that decision, I would be asking a lot of questions about how they are going to do that. What is the backup plan? What are the priorities? The Board has a big problem because Trustee Barke cited the importance of test scores in an editorial in the *Wall Street Journal* from the so-called CREDO Report from Stanford Research Center, unaffiliated with the university. It is with the Hoover Institute, about test scores and how important they are. They compared charter school to public schools. The recent results in 2023 are that charter schools improved their test scores greater than the public schools did, so I'm curious to hear the Board's decision. What are your criteria? If you make an exception? If you make an exception, what is your follow up plan to see whether or not things are going according to plan? What do you do if they do not go according to plan?

What are your decision criteria for closing a charter school? One of the things that is mentioned in the editorial in the *Wall Street Journal* is that 15% of the charter schools were closed. That is one of the advantages of charter schools is if they are not performing well, then the governing party would close the school. I think you have got a big challenge today, Board. I think what is most important is we are focusing on this idea of exceptional schools giving exceptional education. Sometimes it is important to wait because people aren't ready. When they are ready, it is time to move. But when they are not ready, it is best to wait. Sometimes making the decision forces a very difficult problem. It becomes more difficult to solve. Thanks for listening.

SPARKS: We are at board questions.

CHASTAIN: The Board has three options for action regarding the countywide charter school petition. Option one, approve the charter petition; option two, approve the charter petition with conditions. This action would result in the charter petition being approved and require the charter school to address concerns included in the Staff Report and raised by the Board; option three, deny the charter petition. President Shaw, I now close the public hearing and turn the meeting back over to you.

SHAW: Very good. Thank you very much. I think last time I started my left, so why don't I start to my right. Trustee Valdes, do you have any questions?

VALDES: I do. Aracely, would you come back?

In the Staff Report, which I'm guessing you were a big part of writing. You say that the charter school's demonstrably unlikely to successfully implement the program set forth in the petition. You focus a lot on the enrollment projections. It has been pretty clear. They have been here I think this is the fourth time. Right? Everyone has said that this charter school is sort of busting at the seams. Right? They have seven classrooms, I think they said it tonight. They have seven classrooms. They have nine grades. Why do you think going from 155 students when they have sort of been compressed is so unrealistic to add 300 more?

CHASTAIN: The school has been growing each year. Right? We expect that when new grade levels are being added. The current charter petition, Sycamore Creek Community Charter School was approved from TK through eighth grade. They have been serving that full grade level. Once they stopped expanding by grade level, that growth significantly stopped. From one year to the

next, they grew by about 10 students across all of the grade levels. Right? But they have space for more than that. They have room. They are projecting to grow to 180 students in the same facility with the same grade levels. Even that we think, we just haven't seen that type of growth in the school when they are not adding grade levels, which is why I put it in the Staff Report that they are anticipating growth even before they begin to add any of the high school grade levels.

It is just based on the history of the school. We have not seen that type of growth. I know that they are restricted to their facility, how many rooms they have, and how much they can grow. There are going to be waitlists in like your kindergarten, first grade classrooms, and things like that, because that is where there is a lot of that need I think showing up for the school. But even currently, they have not reached capacity to the number of students that they can serve on that facility. We do not even know how they are going to get to 180 students, because they haven't shown that level of growth year-over-year once they have been serving all of the grade levels and not increasing by grade levels. If that makes sense?

When they grow to 300, that is still only serving TK through eighth grade, not adding new grade levels. I think they are counting on a lot of students coming in because of their change of location, which could absolutely happen. We are just saying we haven't seen that level of growth for this school.

VALDES: I guess I do not understand the base facts that we are supposed to be deciding on. These folks are telling us that they are at capacity. They can't add. They added a few more than their maximum capacity. You are telling me that there is more capacity, and they just haven't gotten to that point.

CHASTAIN: I do not know if they are saying they are at capacity. They want to get to 180 in the same location so that is what we are basing it on. Go ahead.

VALDES: Go ahead, Sarah.

BACH: It is complicated as they say. Right? The history, we opened during Covid. We essentially doubled. We had the lawsuit. We had the statute. We had the funding issue. We made it through that. We served more students than we received funding for. Additionally that year, our second year if you recall, all students had to be 6 feet apart. That changes your capacity, right, in a room where you could serve 32 students. We typically like to have smaller class sizes if we can. The best ratio that our parents and families appreciate is about 24 to 1. With the seven classrooms, that is about 175 students, about 25 per classroom. We had the spacing issue. Right? The 6 feet apart the second year.

Then, as Aracely said, we are adding grade levels as we go along. But because of the seven classrooms and not having any office space and having all these specialty programs, you can see our strings class is outside. It is under the pepper tree. Every time the district comes—thank you district for working hard, but comes to trim the tree, our teacher is so upset because she loses all of her shade for the students. You know you have heard our students say their favorite class is hand work. We have our hand work teacher here. She has been teaching hand work at the lunch tables. Whenever she can, she teaches inside the classroom. But because we have the

combination classrooms, so those higher grade levels share a classroom. But they have their separate main lesson time. It is hard to have one side having a main lesson. That is the main academic piece to our piece. Then next to them, of course, we can't have strings going on. That would just be awful. But maybe the teacher is teaching handwork. We are constantly contracting and growing dependent upon all of these different variables like having a small office space.

We are also separated. We have half of our classrooms on one side of the campus, the other half on a preschool side. The district recently in the last two years asked us to also change rooms. Then the room that they—and of course we want to work with them and preserve that goodwill, so we did. But that new classroom was smaller because it was for preschool grade levels. There were two little bathrooms that we are taking up that extra desk space, if you will. It is complicated. Sure, seven times 30 is 210 students. But again, because our model is a smaller class size, because we do not want to—I could go on and on.

VALDES: Sarah, have you turned any students away?

BACH: Yeah. Oh, yes. Yes.

VALDES: Okay. So you have over the past four years, you have turned students away that you would have normally serviced inside your program?

BACH: Yes. Yes. We have basically—

VALDES: Can you estimate for us like how many students that is?

BACH: Unfortunately that is not one of my titles any longer, although it was the first couple of years. I do not have my enrollment person here to give you those exact figures. I would say one metric that is helpful is we basically carry a kindergarten wait list the entire year. This last year we had a second grade wait list for most of the year. We are at capacity, we believe, based on all these factors. We have wait lists for, for sure kinder, for sure first grade, second grade, third grade.

VALDES: How long is the wait list?

BACH: It changes. We have interest every day. We get emails every day. Another thing to consider is this is all by word of mouth. You have heard from our parents how they dislike our current facility for the reasons they have mentioned. But this is all through word of mouth. We do not want to spend extra resources, human resources, financial resources to market and recruit families that we can't serve. That is a waste of time, and it is a disappointment to them. We focus on the families that we have. We put all of our time and energy into them. Because of that and that word of mouth, families are still coming to us. We are projected to be around 175/180 for this coming school year. But as far as how many we have turned away, I do not know, 50. That is just a—I do not know for sure.

VALDES: Could I hear from that lady with the glasses? The one—yes.

BACH: Maria.

SPARKS: Maria.

VALDES: I'm sorry.

SPARKS: Reintroduce yourself, Maria.

VALDES: Apologies. Maria.

SPARKS: Maria.

MARIA: I wasn't expecting questions.

VALDES: You said something to me that I thought was very important and very powerful for me to consider. Okay. My kids go to a school where the academic program is very regimented. They come back with grades A plus, A plus, A plus, A minus. I sometimes question the teachers. I mean, is this for real? They are telling me yeah. Your kids are really excellent. I knew they get Kumon and other stuff that my wife and I kind of handle. But I also realize that that is my two kids, and that is not every kid. I want to talk about your daughter a little bit more.

MARIA: Okay.

VALDES: She was not doing well in that kind of structured environment when she was kindergarten and first grade. Can you tell me a little bit more about that?

MARIA: Yeah, sure. I guess I will focus more on second and third grade. That is where it became more obvious. The need to move during class time. The tests, the testing. She shut down. She would be the last one finishing. She was frustrated by the computer. She said it is really hard to read on the screen for that long, even though they would give them multiple days to complete it. She was used to reading paper books and then suddenly having to learn how to use the computer to do a test when they are not really using those during the day was hard. But what really happened was that her anxiety was through the roof. She was so afraid of doing something wrong, of putting a wrong answer. There was nothing I could do to make her feel better about that. I can't sit next to her and say, let's process.

VALDES: How was she doing in the first grade, second grade level from strictly a testing standpoint?

MARIA: She was terrible.

VALDES: I mean, like failing?

MARIA: No, no, I did a lot with her. I volunteered a lot in the class.

VALDES: Then you moved her to a Waldorf school?

MARIA: I moved her to a Waldorf private school.

VALDES: Okay.

MARIA: Then, as you know, public school teachers, that is not really the budget that we have. So that was fun.

VALDES: Then all of a sudden this kid who is not doing well in early grades is somehow an honor student in ninth grade?

MARIA: Do not sound so skeptical. That is my kid. I think what I would rather say is that it is a kid who when testing came around, when she had to do the testing, that did not measure anything for her. Okay. When we talk about the reports, if I were to show you what a report looked like, the test score would be about this big on our report. Then the rest of the report is verbiage from the teacher who has spent hours outside of teaching talking about what they see in my child, where her starting point was, where the growth was, and where they think that her next challenges should be or could be. That is much more information for me than a test score. Even if it was math, she is really good at math. She is very good at processes. She was terrible at taking the tests.

When I sat with her, the problem wasn't so much, yeah, she might get the wrong answer. She would always go back and be able to process and reprocess. She would know the processes, and she would persevere. She did not give up. Those tests do not measure that. When she went to high school, she had more confidence. She knew who she was. She understands how she learns. She was in these classes that had shared class space. She learned like, hey, I can't deal with a lot of sounds and noises when in the class. If people were getting loud, she said to her teacher, I need to move. This is really loud. She spoke up for herself. It is not a lot of ninth graders that are willing to do that and stick themselves out like that. She is popular. Did my time go? She is popular. She is smart. She is an athlete. She is a leader. But it was all of that, and she was really anxious about going into high school. She didn't think she was going to do well.

VALDES: But to synopsise this, she was not doing well.

MARIA: No.

VALDES: In the early grades and now she is excelling.

MARIA: Yes.

VALDES: Right? Okay. I didn't want to sound cynical about that. I was truly curious.

MARIA: It was a lot of work. It was seeing who she is, finding out what works for her, and how she learns. Once we figured out how she learned, she could learn how she learned. She could advocate for that. Does that make sense?

VALDES: Yeah, it does. As I come up here, and this other gentleman was mentioning it, this is a big decision for us. I have to realize that this county has 450,000 kids. Right?

SPARKS: More.

VALDES: Am I wrong?

SPARKS: More.

VALDES: More? Okay. Sorry.

SPARKS: That is all right.

VALDES: Not every child is like the two that I'm going to go home to tonight. I realize that I have to be open to perhaps a different model or experience than the ones I have experienced in my life. I really thank you for your insight. I really thank you—

MARIA: I will say one thing. I grew up in military schools, on military bases. Public school all the way. This is how I was taught. The idea of going to another school with a different pedagogy was like, there is no way. There is just absolutely no way. I'm setting her up for failure. I had to take the chance, because my child needed something that was not being provided. I had to trust what her body was telling us. Thank you.

VALDES: Thank you.

SPARKS: Thank you.

SHAW: All right.

CHASTAIN: Trustee Valdes, I do not know if I answered your question completely. But you had said that you were wondering what you should focus on when it came to that enrollment number. I do not want the focus to get away from their space or anything like that. I understand those challenges. We are in no way saying that they shouldn't—they are authorized for over 500 students. We didn't say that they shouldn't be authorized for—you know what I mean? The Board has approved their growth. The issue I think is their current facility doesn't support that, so they would need to find a facility that does.

If they came forward with a material revision saying, we found a facility that is going to house all of these kids, we wouldn't say do not approve that. I think it is even an Ed. Code that we should for a school that needs bigger facilities, we should be approving that type of growth. This board has consistently approved growth for charter schools, increases in enrollment, and all of that. I understand that the facility is the issue, but we would absolutely support them finding another facility. I think our concern here was this was based more on budget and meeting those enrollment projections. How that would affect the budget if they didn't, considering they have an extremely large fixed cost coming up if they do lease this current facility in Cypress. There is no way to cut that. That is the cost, so that is going to be there whether they are able to enroll that

number of students or not. Our concern is just what would happen to the reserves that they have built up? What would happen to the school should they not meet this incredibly large enrollment projection?

VALDES: How much are the reserves right now? Where are they?

CHASTAIN: I think they are almost at a million dollars in reserves. Yeah, they have done really good with saving money. They have a pretty slim program that is pretty, you know.

VALDES: The facility cost, did I see that right, was \$144,000

CHASTAIN: Currently, they pay more than that. A little bit more than that is what they pay. About 9% of their LCFF costs goes to their facility right now. Sarah has let us know that it would not increase beyond 20% of LCFF, but that is a lot. I do not know if that means that if they do not meet their enrollment projection, it won't go over 20% of their current enrollment or if it just would not exceed 20% of their max enrollment that they have in their charter. I do not think that was very clear in the lease documents that we saw. But we are assuming that it means—that facility cost is a fixed cost.

VALDES: Right.

CHASTAIN: From what we could tell from that lease, so it is not going to fluctuate based on enrollment. It is going to be a fixed cost regardless of what the number of kids are.

VALDES: Sarah, would you take the podium again?

BACH: Response.

VALDES: How did you get the million dollars?

BACH: Low admin costs I think is a big factor. We want the funds to go to the students. We know that a Prop 39 situation that we are in right now, facility use agreement with the district, many charter schools like districts do not have these same costs. We have to build them in. Reserves are very important. Especially with the scare that first year when our funding was going to be cut in half, but we were going to double in size. It was quite frightening. It was a good lesson, I think. But—I lost my train of thought.

VALDES: You got the million dollars by keeping your costs low? Is that it?

BACH: Just by I think not overspending. Right? As mentioned, Aracely mentioned, our current costs are quite low. A lot of charter schools start out and incubate for three to five years in a Prop 39 situation, because those lease costs are so affordable. We were able to make those savings, those gains. We knew that should we have an opportunity to find a forever site, as they say, we were going to need that.

VALDES: Are any of those funds the result of like a benefactor, or is that truly?

BACH: No.

VALDES: No.

BACH: We do some fundraising? Being a public school, we want to be thoughtful about our families. That is why we are a public charter Waldorf school, because we know tuition is high. Even the traditional public schools are constantly needing more funds. We believe we should budget our funding well and not ask for parents to constantly give more. I think they are giving enough, right? We want everyone to feel included and that community feeling. Most of our quote “fundraisers” are more like community building events. Our winter fair, which President Shaw came to, that was a fundraiser. I think we made maybe \$5,000. All the parents made a lot of handy crafts, but we wanted to be inviting for everyone and not feel like an extra expense. So, yes. We wish we had a wonderful angel benefactor.

VALDES: So, last question.

BACH: Yes.

VALDES: I promise, President Shaw. We have an understanding here that not every child is the same, and I need to be open to that. There has been criticism from the staff and some public comments about the test scores. Do you have a plan for raising the test scores?

BACH: We do. Well, we think—I know the gentleman mentioned the CREDO study, and Professor Brouillette has a wonderful narrative and understanding of that, which was part of our rebuttal. What the CREDO study found was that, it is not that wonderful, amazing charter schools are coming online and raising everyone's assessments. It is that, if I can say it correctly, it is little by little. They are evolving. They are growing. They are cementing their program and bringing those students. Along with that model, their students just do better over time. I think, there is—again, it is complicated. There is so many pieces. Just one piece for example, we talked about how and the research from our lead teacher, Dr. Telfer-Radzat, who just completed her dissertation this last fall on Waldorf education. She looked at all the test scores. She found that by seventh and eighth grade Waldorf students are excelling.

Now, to me, that shows a system that works. It is slow and steady. Why throw something out just so that you can do as poorly as other schools in those higher grades, but be higher in the early grades? Right? Why not do better later? Oh dear, now I have lost my train of thought again. What was my point? Anyway, oh, Kimberly. Yeah. I think that for us specifically, it has been eight years since we first started working on this project. We had families coming along with us for those initial four years of getting approval in 2018. My daughter was one of them. She just graduated this year in eighth grade. She is in the 90th percentile in all the core academics by the way, and she was much lower earlier as well. But those classes are smaller.

In the classes that are smaller, right, those seventh and eighth grade, and the scores are higher. If you average those across those larger, lower grade classes that are bigger, it is going to look even worse. Right? That math is not apples to apples. It is going to take a nuanced approach. That is why in the previous hearings I showed you, I actually have the raw scores here too, and we did

make improvements this last spring. Almost 64% of our eighth graders, and we put this in the report, are meeting or exceeding in language arts. Last year, it was closer to 30%, so we about doubled there. In math, the average score in math went from 2510 for eighth graders last year to 2522. It is an improvement.

Our highest score is higher this year than our highest math score last year. The lowest score is higher than the three lowest scores. This is just a small group of kids. This is like 10 kids. If you are doing research and you are an academic, you do not consider that you have a normal—it is not a normal sample.

VALDES: Sample.

BACH: Sample, right, until you have 30 kids. To me, it is unfair. It is unfair to—

VALDES: Okay. President Shaw.

BACH: Sorry.

SHAW: All right.

VALDES: I yield my time.

SHAW: Thank you, Trustee Valdes. Dr. Sparks?

SPARKS: Yes. I'm going to punch through my questions quickly. Stay there. I want to also call up Javier Ortuño. I want to call up president—is it Linda? Alisha. Oh, sorry. President Alisha come on up you guys, and, Janelle, I'm going to call you up as well.

BOYD: I just want to remind you all if you just set the microphone at the height that you need it, but then do not hold it.

RULEY: Okay.

BOYD: Because we are recording. When we try to transcribe, it comes off muffled and we have echoes.

RULEY: Thank you.

BOYD: Appreciate it. Thank you.

SPARKS: Okay. I want to make some comments and a couple quick questions. First of all, Sarah, you know, I'm always complimenting you when you come up. Because I feel like every time you come up, I learn new things. I saw all these pictures and stories around the innovation of teaching. As an educator myself, I think that is what we should be doing. We meet the kids where they are. We adapt. If you have to expand, you expand. If you have to shrink, you do what you have to do. If you have to teach music outside, you teach music outside. You do what you

have to do to lift these kids up. I just want to commend you. I know this has been a long, long road for you all, but I do have a few additional questions quickly.

First of all, related to the LCFF, these numbers did jump out at me related to the 144Ks. When we moved to the new location moving up to 1 million or the 9% and now moving up to 20%. But then I was happy to hear about the reserve. So anyway, I just wanted to hear from you all and maybe Janelle pipe's in here. I do not know. But that analysis, how do we know that you are going to be okay on that front?

ALISHA: Well, firstly, I just want to point out our track record for being four years in operation, having a million dollars in reserves. This was the school taking students that we didn't get funding for. She has done a great job, and we have a diligent board that reviews the budget like it is money out of our pocket. We truly are invested in the school and in the students. We are partnering with a developer that is working hand in hand with the bank that would not finance a program that was not going to work out. We have been working with him for about five years, since the very beginning. We have definitely crossed our t's and dotted all of our i's to make sure that this would be something that would be viable for the school.

BACH: Thank you. That is right. It needs to be a win-win for them. Right?

SPARKS: Yeah.

BACH: This is what they do. They did their due diligence with us. We have known them for five years. They told us finding a facility is a needle in a haystack, but we will try. The developer, he told me, gosh, if I had a charter school, this is where I would want it to be. The site, he just thinks is amazing. We found the site a year ago. We are working very closely with everything you need for that, traffic studies, CUP, on and on and on. They want us to be successful. We want them to be successful. We need it to be a win-win. They know we have to work together. That is why they put the abatement plan in there.

I'm sorry our budget person, Eric, who has come up with us every time, he had an emergency. But he could give you those details and numbers, which are in our petition as well.

SPARKS: Yeah.

BACH: I think we have a good cash flow plan for the next few years, and we will make adjustments like we do and we have. I think that just the fact that we have grown as much as we have truly by word of mouth only. Imagine what we could do with a strong recruiting plan. Alisha lives around the corner from the school. We already have outreach going on.

SPARKS: That was going to be my next question to Alisha as board president and based on some of your public comments. You have I think three kids in the school or something?

ALISHA: That is right.

SPARKS: Yeah. Then you kind of mentioned that you had the confidence that the numbers were going to be able to be reached based on your on the ground experience.

ALISHA: Absolutely.

SPARKS: Can you speak to that?

ALISHA: Yes, absolutely. We would not go down this road if we did not think that we are going to be successful. That is not to say we do not think we are going to have challenges. But we have been across the street from a dump for the last four years, and we are allowed to have no signs. Not only by word of mouth, but we have to draw them a handwritten map so that they can even find us. To overcome that and to be here today standing in front of you with a million dollars in revenue, you know, in the bank, I have every confidence that this program is going to be good for our families, future families, and Orange County as a whole.

Every time I give it to her, I'm so surprised by the families and their responses. Wow. We thought that there was going to be a 200 people waiting list. You mean, there might be an opportunity for us to come next year? Yes. We think that we will have a spot for you. We hope. You know. We had a family enroll a student in an upper grade, and they were so grateful they cut the school a check. As a board member, we accepted a donation for a thousand dollars. Because this family was like, my child has been doubting themselves saying that they are not smart, they can't do this, and now they are thriving at your school. We are so happy to be here.

SPARKS: Thank you for sharing that. I'm trying to move along quickly. I want to move to Javier first, and then I will finish clean up with Janelle. Javier, I read your letter, and we have been down this road a while.

JAVIER: Yeah.

SPARKS: I want to hear from you directly. I know it is a weird microphone.

JAVIER: Yeah.

SPARKS: About your analysis with CCSA coming to the letter that you wrote of support.

JAVIER: Yeah. One of the learnings that we have with the material vision with the school leader, we got more involved. She was sharing like the petition and also the findings. We reviewed the great findings from staff. We kind of gave recommendations, similar recommendations to Sarah. We worked with her. What are the plans? What are the concerns? It is about what is the solution? How can we provide confidence? How can we build trust? Talking to the leader, number one, we did the legal evaluation our legal department did some evaluation. We didn't see anything, any legal barriers to get approved, number one. But we acknowledged the concerns. Understanding the context, you know, like the four years without having regular school years with all the challenges. We asked the same thing. What are your reserves? What are your plans to work with the teachers with?

I heard they have like a plan for professional development. Also, what are your plans with the leasing and all these types of things and enrollment? What the leader shared with us, at least with me, is that she didn't have any marketing because she didn't have the space. But she has a plan to start promoting once this is approved. When they have something approved, they will start promoting more marketing. They will have a year to do that. With all the information that she has provided, it is empirical information. But with this four years or two years off of pandemics, we do not have enough data. I think it has provided a lot of confidence for us to recommend approval. Because number one, we didn't see the legal barrier. But we see the will of the leader just to work on these concerns. She hears these concerns, and she is working on that. That is why we made that recommendation.

SPARKS: Thank you for providing that additional clarification. Because your letter of support—I know you all do your due diligence, and it really means a lot. It carries a lot of weight for us, I believe. Then I will finish up with Janelle. One of our parents, Maria, the teacher and parent. You talked about taking a chance on your child, and that connected with Janelle's comment. At some point, we have all the data. We have all the data, we look for the patterns, and we have a measure of faith. I wanted you kind of to speak to that. That, I think is important, because we do look for the patterns that are going to lead towards success. At some point, you have enough data, but it might not be 100% complete. But we look for those patterns and ultimately take that measure of faith, because we think enough is there. I wanted to hear you from an attorney perspective to speak to that. Then, that is my last question.

JANELLE: Yeah. Thank you so much, Dr. Sparks. I have been doing this for a while. I have. I have been to a lot of these meetings up and down the state. Every time, you can see it. You can see it on board members' faces. Something turns. Right? They want to take a chance, and that is what it comes down to. We are establishing a new school. In this case, we have got four years of operation of a school. But this is a new school, new grade levels, new facilities, new budgets, all of that. We have to have a measure of faith to say yes to that. Conversely, the law gives you quite a lot of tools to kind of keep the school in line if that is needed, both at the staff level and at the board level. This is not a blank check in any way. Right? The law gives you a lot of ways to kind of rate it in. You all have been very generous with your time, so I will pause there. But thank you for the opportunity.

SPARKS: Thank you. I just wanted to hear from you. That is all I have.

SHAW: Thank you, Trustee Sparks. We will go to Dr. Williams.

WILLIAMS: Nina, real quick. Does the response from Sycamore Creek, is that put into an official record?

BOYD: It becomes—

WILLIAMS: I'm referring to what was given to us in response to the Staff Report. Is that a part of the public record?

BOYD: It is a part of the public record because it came into our office. It was disseminated to the Board members and the Superintendent as requested. It would be in our files so that if there was a request for it, yes, it would be available to the public.

WILLIAMS: I see. It is not officially a part of anything that is on a website that the public can easily access. Is that correct?

BOYD: No.

WILLIAMS: Okay. Okay. The reason why I ask that question is because everything that is in the Staff Report is rebutted with equal if not stronger responses in the memorandum dated July 28, 2023, and that is from Sycamore Creek. I just want to put that into the record. Because each and every one of the staff recommendations and findings is demonstrably and credibly rebuked by Sycamore Creek. Even though it may not be accessible to the public, the fact that we are talking about it now and I am mentioning it, I think that is a very important part of the public record. Other than that, I think my colleagues spoke and asked great questions. The questions that I had were answered by them, so I will not take up any more time.

SHAW: Thank you. Trustee Barke?

BARKE: Well, I agree with, Dr. Williams. We have had so many questions answered, so I'm just going to talk a little bit. Personally, I have been on the campus several times. Despite the smell, there is a stinky dump right next door. Then if you want to tour the school, you actually, after you see a few classrooms, you have to have them unlock the gate to see the rest of the school. Despite all of that, they have really persevered in my opinion. I love the creativity, literally in your presentation, and it is just there. I have seen it in person. Nobody that I know works harder than Sarah as the leader of the school. I know a lot of the success lies there. And of course, the staff compliments you. Everybody is amazing that I have ever met there.

You always put students first. That was extremely evident during the pandemic when you were willing personally to expose a financial cost burden doing that. But you always put your students first. I'm definitely willing to invest and take a chance. I do not think it is a big gamble. I'm not a gambler at all. I'm very conservative with my money. I never go to Vegas, and I do not think you are a big gamble. I just, I love what I see when I'm there. I have been to a graduation. I have seen the happy families. I have seen the happy students. I love the public comments I hear when people come to speak about you. Let's see, what else? CCSA carries a lot of weight. So, Javier's, personal comments and memo, that is very, very important.

I think we talk a lot about the grades. I know that is been a big thing. But one thing that we have seen is that the grades get better over time when the grades really start to count, when people are really looking at grades. People do not really look at kindergarten, first, and second grade when you are applying for college and things like that. I think it matters when your grades are improving. Let's see, what else can I tell you? I have made so many notes just listening tonight and just my thoughts. But I just think that you have overcome so many obstacles over these last years. I just know that you will be successful, and I'm very excited about the opportunity. I'm

just very happy for you and your students. I know your new home, they will thrive there in many ways, so thank you.

SHAW: Very good. My colleagues did a thorough job of asking my questions as well, so I do not have any. I would be happy to—let's see if we go to—

BARKE: I will make a motion to approve them without conditions.

SPARKS: And I will second that.

SHAW: Okay. All in favor say aye.

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

SHAW: Any opposed? It passes unanimously, so congratulations.

SPARKS: Congrats.

SHAW: If appropriate, would it be okay to take a five-minute break?

WILLIAMS: Yeah. Thank you.

SHAW: We will do a bathroom break and try to be back in five minutes. All right, seven minutes.

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

SPARKS: If you want to stay for the more fireworks, you are welcome to stay.

SHAW: Okay.

SPARKS: But if you want to go, go celebrate.

SHAW: All right. Well, thank you for coming back together. As we get settled, we got a couple trustees grabbing a drink. But we are going to go ahead and proceed now to item number eight, public hearing on textbooks and instructional materials.

SPARKS: We do have one public comment.

SHAW: Thank you. Dr. Ramon Miramontes, Deputy Superintendent of Instructional Programs will be facilitating this public hearing.

MIRAMONTES: Good evening, President Shaw, members of the Board. I would like to open the public hearing into the sufficiency of textbooks and instructional materials in accordance with Education Code 60605 and 33126. Mrs. Boyd, do we have any?

BOYD: We do have one.

SPARKS: We have one public comment, Betty, Betty Chin.

BOYD: Chu.

SHAW: Chu.

SPARKS: I mean Chu.

SHAW: We call her Madam Mayor.

SPARKS: Madam Mayor. I couldn't read the writing. Yes.

BETTY: President Shaw, it has been a while. Congratulations. Trustees, I wish to thank each member of this board for your public service in this very difficult educational environment in which so many diverse interests are involved, competing at times. Also, because some of these call for innovative solutions that have been untested. It calls for clear thinking people with open minds that are concerned about their students. Contrary to what I heard earlier, that listens to the community just as you did with reference to this particular school that preceded this presentation.

“This public hearing is mandated to ensure the availability of textbooks and instructional materials in order to be eligible to receive funds for that purpose,” unquote. I am urging this board, as well as school districts under your supervision, to stop funding and to stop providing any Chinese language and or culture curriculum affiliated with or funded by the Propaganda Department of the Chinese Communist Party, the CCP, and China's government itself, such as, but not limited to, the programs offered known as Confucius Classroom for K-12.

There are also other names that it goes by. State and federal policies targeted these programs as propaganda because of their purpose and other risks for U.S. national security resulting in Confucius classroom closures. However, in recent years, they have reopened and flourished under new names to disguise their origination. Recently, I attended a school district meeting where the Chinese curriculum was recently continued. I noticed that this was a curriculum that started years ago as a Confucius classroom program. The Chinese curriculum must be consistent, quote, “consistent with the content cycles of the curriculum framework adopted by the state board.” The terms, conditions, and restrictions of the Confucius classroom program may not be in compliance with the state for more standards. That is why I urge the Board to have its staff review the Chinese curriculum.

Cutting ties with the CCP is particularly important now due to China's recent aggressive spying and threatening quote, “military exercise” unquote, tactics. As a Chinese American limited in the Chinese language, I recognize the importance of Chinese language and culture programs. I request that this board continue such programs and make sure that these programs are independent of, not infiltrated by, and not affiliated with the Chinese Communist Party in any way.

SHAW: Your time has expired, Betty.

BETTY: I support the resolutions.

SHAW: Okay. Thank you, Betty.

BETTY: Thank you for your consideration.

SHAW: We should have mentioned Betty during our introductions. She is the former mayor of Monterey Park. Betty Chu, great to have you.

MIRAMONTES: Okay. No further public comments. I would like to close the public meeting at this time.

SHAW: Thank you, Dr. Miramontes. I believe Dr. Williams has a question.

WILLIAMS: I have been working with Congresswoman Michelle Steel on her House bill that addresses the issues of the Chinese institutes at the higher educational level and college universities. I was surprised to learn about the Confucius classrooms and how the Chinese Communist Party has infiltrated K-12 classrooms. Actually Michelle, I had a resolution that was going to be presented here. But she couldn't make it, so I pulled it. I'm going to present it in September at our next meeting, so we will come back to this issue again. But my question to you, do we have anything that is from the CCP that addresses or includes Confucius classroom type instruction?

MIRAMONTES: In our ACCESS programs?

WILLIAMS: Yes.

MIRAMONTES: And in our special education classes? No.

WILLIAMS: We do not. Okay. How sure are you of that?

MIRAMONTES: I have got the gentleman here who can give me the—I know the curriculum in Special Ed. as well.

WILLIAMS: Oh, really?

MIRAMONTES: Yeah.

WILLIAMS: Okay. But it is not in any of our classrooms?

MIRAMONTES: Correct.

WILLIAMS: Is it in some of the other school districts?

MIRAMONTES: I couldn't tell you at what other schools. I come from a K-setting, and it is not part of the curriculum in Buena Park.

WILLIAMS: You come from Buena Park. You didn't have it there?

MIRAMONTES: No.

WILLIAMS: But it is somehow in 500 classrooms throughout our Nation.

MIRAMONTES: I wouldn't doubt, Betty, who commented that. Yeah. She has got the facts, and I'm sure they are probably there. I just know in Buena Park they are not there, and I know in our ACCESS and Special Education classrooms it is not happening.

WILLIAMS: Very good. Thank you, sir.

MIRAMONTES: Sure. Any other questions?

SHAW: Dr. Miramontes? Yeah, since we are talking about this a little bit, aren't there laws in the state of California already pertaining to the teaching of communism? Can you refresh my memory on that?

MIRAMONTES: I couldn't tell you off the top of my head, but I could have staff definitely investigate that and get back to you with the information. Would you like that information?

SHAW: Yes, please. I'm pretty sure in my brain. I think that we do not—that there are laws pertaining to that. I just wanted to refresh my memory on that. That would be great. Any other questions?

VALDES: No. my question was, is that an issue in any of our schools? Coincidentally, I passed a note to Nina asking the exact same question and she said, no. We do not have Chinese classrooms being taught in our ACCESS schools. It sounds like it is out of our purview.

SHAW: Okay. Anyone else? All right.

MIRAMONTES: Thank you.

SHAW: Thank you.

SPARKS: Thank you.

SHAW: Let's see. We will proceed to item number nine, adopt Resolution 11-23 stating that each pupil of the county office has available textbooks and instructional. This is an action item. Okay. Does the staff have anything to say about this, item number nine?

BOYD: We just had the public hearing on it. Dr. Miramontes just answered the questions pertaining.

SHAW: Okay.

BOYD: The Board just now needs to adopt the resolution for motion.

BARKE: I will make a motion to adopt the resolution.

SHAW: Very well, moved by Trustee Barke. I will second. All in favor?

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

SHAW: Anyone opposed? Seeing none. We will move to item number 10. This is the fentanyl resolution. We had County Supervisor Don Wagner come and speak to us and ask us to adopt this resolution. I asked the staff to put this on our agenda relating to fentanyl, so I do not know if there is—

WILLIAMS: I will make a motion.

BARKE: I will second the motion to approve the resolution.

SHAW: All right, moved by Dr. Williams; seconded by Trustee Barke. All in favor say aye.

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

SHAW: Any opposed? Seeing none. Thank you. Appreciate Supervisor Wagner's staff being here with us and appreciate his leadership on this issue. You know fentanyl has hit very close to home for many of us, so appreciate that. Thank you. We will move to item number 11, resolution on Assembly Bill 1078. Dr. Williams, this was your item.

WILLIAMS: Yes.

SPARKS: We do have four public comments. I do not know if we take them after you speak or before?

WILLIAMS: Take them before.

SPARKS: Before.

SHAW: Why don't we go ahead and just take them now.

SPARKS: Okay. I will call up Mr. Martinez, and on deck is Patty Cabada. First was Mr. Martinez, but I do not see a Mr. Martinez.

SHAW: Is there a Mr. Martinez here?

SPARKS: Oh, it says Mr., but okay.

SHAW: We are going to have a translator. Okay.

TRANSLATOR FOR MS. MARTINEZ: [Ms. Martinez speaks in Spanish]. Good evening. Thank you for listening to all of us here, and we appreciate your concentration. In all the districts that I have visited, I have not seen the phrase standing behind you. I'm very happy to see that phrase. I'm here to present my support for Mr. Ken Williams in regards to AB 1078. I wish that everybody showed support and would demonstrate that this is important that it doesn't go through. It is important for us parents to be there during the meetings with you. In the name of God, I hope that you all take some time to meditate and reflect on the impact of this law. I hope that just out of respect everybody takes that into consideration. I am here as a mother and a grandmother. My youngest is now attending college.

Today, I believe that there is a lot of good teachers out there, but then there is also a lot that want to kind of indoctrinate our students as well. That also concerns me to have LGBTQ teachers in our children's school because our kids are to be taught and not touched, as they are children of God. I just want to say thank you to all of you, because I could see that you are good people and that you have our children's wellbeing as a priority. Thank you and God bless you.

SPARKS: Gracias. Patty, and Bea Clever is up after Patty.

PATTY: Hello, my name is Patricia Cabada. I'm here and I'm asking this board to please use your voices and speak out against AB 1078. This bill is very harmful to every single community. A lot of people assume that many minority communities are very much into the LGBT community, and that is not the case. It seems that the author of this bill doesn't take into consideration everyone's cultural and religious beliefs. If most of you have noticed, there is a lot of people immigrating here to the United States and migrating here to the state of California. What is going to happen to these immigrants that are fleeing persecution for their religious beliefs when they come to the state of California and realize that their children will be forced to have to look at certain types of material that goes against their cultural and religious beliefs? Now you have people that are fleeing a country, coming into a country that their children will be forced kind of into the same thing. They are not going to have the freedom of religious or their cultural beliefs.

I want to thank you for always using your voices to speak up for the parents that you know have their certain religious and cultural beliefs. I want to thank you for always standing up against the people that choose to attack our county. That is what I believe that the author of this bill is doing, is attacking counties like this, Orange County. Because there are counties where communities do come together. They come together as parents. They come together to speak with staff members and administrations of different places. I just again, want to say thank you for having the courage that you do to speak out against these bills, because most people will persecute you for it, for sticking up for those that are too afraid.

I do not think most of you know that there is a lot of undocumented immigrants that are here in this county that would come to these meetings. But they are afraid to come to speak, because they are afraid of repercussions that they would have. There is a lot of undocumented immigrants that do not agree with this LGBTQ stuff. It goes against their religious beliefs and cultural

beliefs, but nobody likes to talk about those things. They only use undocumented and documented immigrants when it is in their favor. So again, I just wanted to say thank you for having the courage on being on who you are and always sticking up for the parents. Thank you.

SPARKS: Thank you. Bea Clever, followed by Monica Le.

BEA: Good evening, President Shaw and board members. I want to thank you for supporting conservative, constitutional family values. I have been to a lot of school board meetings, and this is probably one I will not leave with high blood pressure, because you guys are so organized. You have done your research. You are intelligent. It is a pleasant to be here. We are one nation under God, and all men are created equal. Therefore, we are colorblind. If we are not, not our problem. Anyway, I just want to commend you also for your supportive charter schools. Amen. Our inalienable rights come from God, not from any government entity. Our children are gifts from God and they are therefore our responsibility. They are not to be conscripted by any organization, recycled, indoctrinated by any evil agenda. They are to be loved, protected, and rejoiced in their individuality. You guys support that. Thank you.

Our aim is to help them develop into individuals, productive citizens of our country. It is pure evil, actually, I call it unprocessed sewage, to groom, pervert, these precious souls when they are in public schools. They do not even know what to wear in the morning when they get up, let alone be crippled by what gender or what color their skin is. Anyone who should cause these children to stumble, shame on them. It is our right and our responsibility as parents, grandparents, as adopted parents, not the schools, to do what is best for them and our children and to be involved in our children's lives. We support, I support Dr. Ken's resolution to oppose the unconstitutional bill of AB 1078. Thank you for defending the parents' rights and preventing irreversible damage to these young minds. They should be loved and allowed to grow up, not confused.

There was a time when this sewage was considered pornography and adults parading naked were arrested for indecent exposure. There are only two sexes and hundreds of mental disorders. Thank you.

SHAW: Thank you.

SPARKS: Thank you, and Monica is up.

MONICA: Hi, I'm here to support Dr. Ken's resolution to oppose AB 1078; 1078 is an attempt to take local control away from local board of education. What is local control? Local control means people's will. When higher government gathers power, that undermines the local vote power or people's will, and we cannot allow that to happen. I really appreciate Dr. Ken for bringing this up for this resolution. I would also like to take this opportunity to let the Board know how much we, Orange County residents, appreciate the incredible job that you are all doing. Many charter schools have been approved by this board as well as Sycamore Creek today, to give Orange County children the opportunity for a real quality education, focusing on academics instead of indoctrination.

Thank you, Board, for always being on the side of parents and thank you for always fighting for our Orange County children from a dangerous left ideology. You are doing God's work in such a hostile environment. Thank you very much.

SHAW, SPARKS: Thank you.

SHAW: That is it, right?

SPARKS: Mm-hmm. That is it.

SHAW: I have seen Dr. Phil on TV, and you guys have given me a new word. I'm going to now refer to my colleague as Dr. Ken. I love that. So, Dr. Ken, did you have more comments?

WILLIAMS: Sure. This is a bill that has been through a lot in the last several months. I just want to go through the process, because May 1 it was gutted and amended when it went to the Assembly Education Committee. The essence of this bill is to remove local control over education; basically to undermine the LCAP, the Local Control and Accountability Plan, as well as many of the state Education Codes, which I state here in this resolution, Education Code 233.5. I'm not going to read all these. Education Code 60002 and 5110, so all of these are Education Codes and language that gives the authority to the local school boards and county boards of education to select their curriculum material.

Now, what has happened is Assemblyman Jackson, who is a freshman, he was last year on the Riverside County Board of Education. He came in, and he made these parts of this bill that really took away from all these Education Codes. It made all these Education Codes in the LCAP null and void. In fact, it was so bad that the fellow Democrat individuals on that Education Committee gutted it and amended it, and Mr. Jackson accepted that; in essence, neutralizing any of the offensive bad language in this bill. Now, what happened was Orange County State Senator Josh Newman, shamefully in a rarely used maneuver allowed Mr. Jackson to put back all that offensive language into the bill and resurrected it basically. It went to the Senate Education Committee, and it passed from there. Now it is up and active.

Normally, when a bill is amended, the Assembly accepts the amendment, it moves on, and it is not altered in any way. But this is a very unusual effort here made by State Senator Joshua Newman. Right now, it is in Committee. It is still moving along the way, and it has made a lot of headway. I'm going to be showing a video here, which I believe kind of describes what is happening now in our culture and our society. I refer to it as the origins of this bill. It really is the intersection of state usurpation of local control of education through this bill. It is state laws that are being neutralized or marginalized. It is the rights of parents that are being taken away, as well as local control to direct local school boards and help local school boards make curricular decision. In essence, it is government overreach at its best.

I think this video represents a summary of how we got here and how we are here. I worked on this resolution by the way for the benefit of my fellow board members with our Sacramento lobbyists, Tom Sheehy. It is a conservative, constitutional governance policy that I think this

resolution is based upon. With that, I reduced the time for my video, but I think it kind of allows us to see the intersection, how we got to this dialogue, and how we got here publicly.

If the staff can lower the lights and begin the video? You may have to turn up the volume.

[Video presentation is displayed.]

VIDEO VOICE 1: Hi, this is Dr. Ken Williams. I'm going to be presenting a little bit about the origins of Assembly Bill 1078 by Assemblyman Jackson. Basically, this is a usurpation of the local control of education that has been guaranteed to us by Education Codes. It is a loss of parental rights. Certainly, it is government overreach, and we do not need it. Let me tell you a little bit more. What there is, is a visceral reaction by parents to what is being taught in schools. Is it from Covid? Is it because a loss of two years of education that was caused by various entities like the California Teachers Association and other progressives? Or, is it just because parents are now concerned of what is happening to their children and they see the darkness and they see the laws that are coming about? Maybe a little bit of both.

VIDEO VOICE 2: Ban any instructional materials including books. You may see approval first to be able to do—ban any instructional materials, including books. You may see approval first to be able to do—

VIDEO VOICE 3: I really wanted to just, to actually go on the path of medically transitioning. I told my parents about this, and they started to get concerned as to why I wanted it so badly. They didn't really understand why. They went to my doctors for a second opinion, to maybe not only figure out where these feelings were coming from, but they wanted to know why I wanted this so badly. Why it couldn't just wait until I was an adult, and what the chances would be of me regretting this? Where I had to go through it as a kid, and their concerns were just completely dismissed.

VIDEO VOICE 4: Last week in California, the Chino Valley Unified School District voted to require schools to do this. Sounds radical. Notify parents if their child identifies as transgender. Shouldn't parents know that? Well, under the new policy, schools must now inform parents if a student wants to use a different name or pronoun or if their child wants to use a different bathroom.

VIDEO VOICE 5: My four-year-old and my two-year-old daughters will not change in front of biological men. This is ridiculous. I do not care what party you are a part of. If you think that we are all equal and the same biologically, you have literally lost your mind. When my two daughters work hard in a sport, work hard in their craft, to be the best that they can be amongst other women, they will compete against other women. I owe Victoria and Olivia and every other young lady in this country that.

VIDEO VOICES 1: We are here. We are here. We are coming for your children. We are not going to stop it. We are here.

VIDEO VOICES 2: USA. USA. USA. USA. USA. USA.

VIDEO VOICES 3: LAUSD, stop grooming our kids. LAUSD, stop grooming our kids. LAUSD, stop grooming our kids.

VIDEO VOICE 1: It is an assault upon family values, upon people of faith, upon those beliefs that are fundamental that made America great. We see people from various factions who really do not like America. They hate America. They hate the American flag.

VIDEO VOICE 6: I agree death to America, but I also agree death to the Christian fascist. I agree death to America. I will burn the flag.

VIDEO VOICE 7: You will burn this flag?

VIDEO VOICE 6: I will.

VIDEO VOICE 7: You try. Try to burn this flag.

VIDEO VOICES 4: Now I'm found. Was blind, but now I see.

VIDEO VOICE 1: While Christians prayed outside of Sacramento State Capitol, what happened on the inside was an abomination and just incredible why the Senate Democrats were honoring drag queens. Yes, they are honoring drag queens, an assault upon traditional family values and people of faith, of all faiths, just incredible.

You see, a local control and accountability plan guarantees local control. But a few districts in California, they just didn't play ball with the state government and what they wanted to do in education and in curriculum. Certainly, it is an overreach by government. That local school boards, local county boards of education have the right to determine curriculum and what is taught to children. Finally, we have Chloe who is going to give us her testimony of what happened to her in her life's journey. May it be a wake-up call to all parents, because we need to know what is happening out there in schools and education. We need to be involved, because we have the right to direct the upbringing of our kids. Thank you very much.

VOICE OF CHLOE: My name is Chloe Cole, and I'm a detransitioner. Another way to put that would be, I used to believe that I was born in the wrong body. The adults in my life whom I trusted, affirmed my belief. This caused me lifelong irreversible harm. I speak to you today as a victim of one of the biggest medical scandals in the history of the United States of America. I speak to you in the hope that you will have the courage to bring the scandal to an end and ensure that other vulnerable teenagers, children, and young adults, do not go through what I went through.

At the age of 12, I began to experience what my medical team would later diagnose as gender dysphoria. I was well into an early puberty, and I was very uncomfortable with the changes that were happening to my body. I was intimidated by male attention. When I told my parents that I felt like a boy, in retrospect, all I meant was that I hated puberty, that I wanted this newfound sexual attention to go away. That I looked up to my brothers a little bit more than I did to my sisters. I came out as transgender in a letter I set on the dining room table. My parents were

immediately concerned. They felt like they needed to get outside help from medical professionals, but this proved to be a mistake. It immediately set our entire family down a path of ideologically motivated deceit and coercion. The gender specialist I was taken to see, told my parents that I need to be put on puberty blocking drugs right away. They asked my parents a simple question, would you rather have a dead daughter or a living transgender son? The choice was enough for my parents to let their guard down, and in retrospect, I can't blame them.

This was the moment that we all became victims of so-called gender affirming care. I was fast-tracked onto puberty blockers and then testosterone. The resulting menopausal life and hot flashes made focusing on school impossible. I still get joint pains and weird pops in my back, but they were far worse when I was on the blockers. A month later when I was 13, I had my first testosterone injection. It has caused permanent changes to my body. My voice will forever be deeper, my jawline sharper, my nose longer. My bone structure permanently masculinized. My atoms apple more prominent, my fertility unknown. I look in the mirror sometimes and I feel like a monster.

I had a double mastectomy at 15. They tested my amputated breasts for cancer, and I was cancer free of course. I was perfectly healthy. There was nothing wrong with my still developing body, or my breasts. Other than that, as an insecure teenage girl, I felt awkward about it. After my breasts were taken away from me, the tissue was incinerated. Before I was able to legally drive, I had a huge part of my future womanhood taken from me. I will never be able to breastfeed. I struggle to look at myself in the mirror at times. I still struggle to this day with sexual dysfunction, and I have massive scars across my chest. The skin grafts that they used, that they took of my nipples are weeping fluid today. They are grafted into a more masculine position they said.

After surgery, my grades in school plummeted. Everything that I went through did nothing to address my underlying mental health issues that I had. My doctors with their theories on gender thought that all my problems would go away as soon as I was surgically transformed into something that vaguely resembled a boy. Their theories were wrong. The drugs and surgeries changed my body, but they did not and could not change the basic reality that I am and forever will be a female. When my specialist first told my parents that they could have a dead daughter or a live transgender son, I wasn't suicidal. I was a happy child who struggled because she was different. However, at 16, after my surgery, I did become suicidal. I'm doing better now. But my parents almost got the dead daughter promised to them by my doctors. My doctors had almost created the very nightmare they said they were trying to avoid.

So what message do I want to bring to American teenagers and their families? I didn't need to be lied to. I needed compassion. I needed to be loved. I needed to be given therapy to help me work through my issues, not affirm to my delusion that by transforming into a boy, it would solve all my problems. We need to stop telling 12-year-olds that they are born wrong. That they are right to reject their own bodies and feel uncomfortable with their own skin. We need to stop telling children that puberty is an option, that they can choose what kind of puberty they will go through just as they can choose what clothes to wear or what music to listen to. Puberty is a rite of passage to adulthood, not a disease to be mitigated today.

Today, I should be at home with my family celebrating my 19th birthday. Instead, I'm making a desperate plea to my elected representatives. Learn the lessons from other medical scandals, like the opioid crisis to recognize that doctors are human too, and sometimes they are wrong. My childhood was ruined along with thousands of detransitioners that I know through our networks. This needs to stop. You alone can stop it. Enough children have already been victimized by this barbaric pseudoscience. Please let me be your final warning. Thank you. Please let me be your final warning. Thank you.

WILLIAMS: Thank you.

SHAW: Okay. All right, Dr. Williams. I'm sure that was a tremendous amount of work there, Ken, so appreciate those efforts. Is there comments from any other trustee? The item before us, it says a resolution on Assembly Bill 1078. We keep saying the word LCAP, Local Control and Accountability Plan. Obviously the intent of this legislation is to substantially diminish local control that school districts might have, so I'm assuming you want to make a motion, Dr. Williams.

SPARKS: I just want to understand and clarify something before we move further.

SHAW: Sure.

SPARKS: I just want to make sure I understand that the idea behind this bill is basically that Sacramento makes all the decisions rather than the local control of education in terms of authority and autonomy of local school boards to make curricular decisions, book adoption decisions. What is the heart of this bill?

WILLIAMS: When the LCAP came out several years ago, it was to minimize and decrease Sacramento's impact upon local control of education, and what this does is basically reverse it. It is so bad, this bill, that the California School Boards Association stands right now, as of this version, opposed to it.

SPARKS: Yeah, I saw that.

WILLIAMS: We are standing with credible individuals, organizations, and entities to oppose this bad bill.

SPARKS: Yeah. I mean, just for the public, I want to make sure the public really understands the crux of the bill. Basically it is taking away, as I understand it, taking away local control in terms of limiting authority and autonomy of local school boards in decision making for curriculum.

WILLIAMS: Right. It is a knee-jerk reaction by Assemblyman Jackson who came into office this year and whose bill originally was gutted. It was so bad. It took away the local control, and the democratic majority of his peers did that to his bill. It was that bad. Then shame on State Senator Josh Newman for resurrecting, and, through a rarely used political maneuver, reintroduced those amendments back into the bill. We are back where we were. But now it has

become politically charged and gaslighted because of other school districts that have taken the matter into their own and have opposed Sacramento leaders ideas about what should be taught to kids.

The State Board of Education creates guidelines. A school district can choose whether or not to make that something they emphasize or that they de-emphasize, and emphasize a certain other part of the state of education guidelines. In essence, this bill dilutes local control of education, something that we have enjoyed forever.

SPARKS: Okay. Thank you.

SHAW: All right, any other questions or comments from the Board? I assume you want to make a motion, Dr. Williams?

WILLIAMS: Yes. If it has not been made, I make the motion.

SHAW: All right, move to pass this resolution and formally oppose Assembly Bill 1078. I will second that. All in favor?

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

SHAW: Any opposed? Passes unanimously. Thank you. We will proceed to item number 12, resolution—I'm sorry. Yes, item number 12, resolution authorizing filing of 4020 petition.

SPARKS: We do have two public comments.

SHAW: Terrific.

SPARKS: Do they go first?

SHAW: Sure. Let's take them first.

SPARKS: Okay. We have Nancy Watkins followed by Bill Masters. It looks like Bill Masters at the end of the meeting, so, Nancy Watkins.

NANCY: Talking about overreach of government and power grab, and listening to some of the comments about how important it is to follow the democratic processes of our state and our nation. The County Committee on school district reorganization is created in each county by the California State Legislature and is elected by representatives from local boards of education. It is a nonpartisan entity tasked with studying and making recommendations in the areas of the organization and reorganization of school districts, changes in school district boundaries, and a number of trustees and the manner by which they are elected. Agenda item number 12 is a resolution authorizing the filing of a petition to initiate a process through the State Board of Education to do away with this democratic County Committee of school district organization, to kill the committee and then take the committee's duties and powers onto itself.

In December 2021, of January 22, the County Committee having the authority to make the final decision held several meetings to review and finalize the Orange County Board of Education area maps for trustee elections for the next 10 years. The committee rebuffed Orange County Board of Education's favored map and selected one that the committee found to be more respectful, keeping local school district boundaries intact within the Orange County Board of Education trustee areas. The Orange County Board of Education brought a lawsuit against the committee, challenging its authority to make this decision. That matter, that is an issue of law, was heard and determined by a trial court via a summary judgment motion in 2022. The County Committee won, but the Orange County Board of Education did not agree with the judgment.

As their right, they asked their legal counsel to direct an appeal for that decision. That appellate matter is tentatively scheduled for a hearing in late August, but what I'm hearing is that that may be postponed. When I see this resolution to start a 4020 petition, I see more attorney's fees. All of them, for both sides, for the Board and for the Department, will come out of taxpayer's dollars, school funding for the county's most in-need students. To me, this demonstrates continued fiscal irresponsibility from this board, and it illustrates the Orange County Board of Education distrusts its community and the democratic process. Thanks.

SPARKS: Thank you.

SHAW: Mr. Rolen, would you like to?

VALDES: Yes, Mr. Rolen, would you step up there?

ROLEN: I too, am going to try to err on the side of brevity this evening, because there is not a lot that I can add to what is in the resolution. But simply put, this is good government. This is efficiency and accountability. This is exactly why Education Code section 4020 was passed, to eliminate the inefficiencies between county committees and boards of education. That is exactly why two-thirds of the counties in the state of California have the county board of education acting as the county committee, and that is exactly why the State Board of Education has granted the last several petitions. The reasons for this petition are set forth in the resolution, efficiency, and clarity.

To the citizen's point, the inefficiency and unclearness about this whole process is what led to several hundred thousand dollars of attorney's fees that have been paid. In 1977, the Board of Supervisors granted the County Board of Education the authority to serve as a county committee, and for some reason they haven't done it, which led to the dispute in 2020 and 2021. Administrative efficiency, the County Committee has performed nine-tenths of the duties identified by the citizens. There is absolutely no reason to keep them together, and it is well within the business of the Board to do that, well within the Board's capability. Fiscal prudence, again, I agree. The Department, the Superintendent's Office supports the County Committee fiscally, about \$250,000, and I do not know if that includes the attorney's fees.

Neither the Superintendent's Office nor the Board has any authority over the County Committee. We can eliminate that fiscal responsibility and public accountability. The public doesn't elect the County Committee. By way of example, there was an issue in the redistricting process about

splitting the Vietnamese community. The Vietnamese community preferred the Board's map because their voting power was diluted. Now, the Vietnamese community didn't have a way to come back and vote. They couldn't vote against anybody in the County Committee. If we transferred 30 to the Board of Education, you will be responsible to the citizenry. We are very confident that this is good government. Its efficiencies, its accountabilities, we are so confident that we have publicly asked the County Committee to join us in this effort. We have asked the Superintendent's Office to join us in this effort, because we believe there are no governmental reasons against it. So with that, I will take any questions you may have.

SHAW: Thank you. May I go ahead, and actually, I was going to ask this question. Has Dr. Mijares had a chance to consider the request from the Board on supporting our resolution?

BOYD: We have shared the information that was received from Mr. Rolen. I do have a statement from the Superintendent that I can read into the record.

SHAW: Okay.

BOYD: “As you know, by law, the County Superintendent serves as the ex-officio secretary and executive officer to the County Board and also serves as the secretary to the County Committee. Regarding the petition, the County Superintendent will provide any requests for information or inquiries by the California Department of Education and the State Board of Education regarding the petition to transfer duties. Until such information is requested by (CDE) California Department of Ed or the State Board, and until the County Committee has an opportunity to respond to the petition, the County Superintendent is not in a position to comment. For clarification, by law, the county school services funds supports the functions of the County Superintendent, the County Board, and the County Committee on school district organization. The County Committee is and has always been supported by staff employed by the County Superintendent. However, only a small portion of the salary and benefits of staff assigned to support the County Committee are charged to the County Committee budget as staff are assigned primarily to serve OCDE in other capacities.

Further, members of the County Committee serve without compensation or health and welfare benefits. Aside from recently incurred legal expenses, the budget for the County Committee has been generally under \$40,000 per year. Regardless of whether the County Committee or the County Board performed the functions of the County Committee, the same budget allocation and support staff will be necessary to support the work of the County Committee.”

ROLEN: On behalf of the Board, we want to thank Superintendent Mijares for his response. Thank you.

SHAW: Thank you. I believe Mr. Riel is the counsel to the committee. I do not know if the committee has had a chance to take a position. May I ask you about that?

ROLEN: They have not.

SHAW: No. No position formally from them. Okay. Very good. Trustee Valdes, you have a question?

VALDES: Yeah.

SHAW: You seemed a little—okay, go ahead.

VALDES: Regarding the public comment about the County Committee, Mr. Rolen, the statement in the public comment was that a county committee is in every county. That statement is false. Correct?

ROLEN: In 37 of the 58 counties, the county board of education serves as a county committee.

VALDES: Did you say that was two-thirds?

ROLEN: I did.

SHAW: So there is a committee, but the county board of education members are also functioning as—

VALDES: Right.

SHAW: So that is the majority of counties in the state.

VALDES: Okay. Is any member of the County Committee elected? Let's go through that again.

ROLEN: My understanding is they are elected to school board members. But they are selected from school boards, so there is no election to the County Committee. It is not unlike when we select a representative to CSBA.

VALDES: Okay. The map that was drawn for the last election, the first map, by this County Committee that is supposed to fairly draw districts, they split the Vietnamese community in half. Correct? Is that accurate?

ROLEN: The map that was approved by the County Committee split the Vietnamese community.

VALDES: Okay. And they put every trustee who was running for election out of their district. Correct?

ROLEN: That is not the map that was approved by the County Committee. That was a map that was submitted by the County Committee that did remove trustees from their trustee area. After further public comment against it, they decided not to do that.

VALDES: The first map they put forth put every trustee—I just want to get this right so we are accurate. The first map that they put forward put every trustee out of their own trustee area.

ROLEN: That is my recollection. It was drawn around people's houses.

VALDES: Then this board sued them. Right? Then they negotiated back to put the trustees who had been duly elected back in their districts. Correct?

ROLEN: Not exactly.

VALDES: Okay.

BARKE: I think it was public comment that got—

ROLEN: Yeah, public comment swayed the opinion of the County Committee. They approved a map that we found less egregious, but it wasn't as close to the Voting Rights Act and wasn't as close to the percentages as our map was. The lawsuit about the County Committee was not about necessarily that, it was about who had the authority under Education Code section 1000. It is a completely different process than we are going through now.

VALDES: Okay. I just wanted to get the facts straight.

SPARKS: I have a couple of questions/comments. I keep hearing from people who speak about the County Committee that school districts were kept whole, which is just not true. Because my school district of Newport Beach was split completely in half and blown up completely. Split between Mari Barke and myself. It ended up being fine because Barke and Sparks just, you know, they knew either one—

ROLEN: They are the same person.

SPARKS: They could vote for us.

ROLEN: They have been seen together in public. Yeah.

SPARKS: But it split that district completely in the middle. Right? So that argument really didn't make sense.

BARKE: Irvine as well. I believe I'm now sharing Irvine with Ken.

SPARKS: Yeah. That is an additional, so I wanted to clarify that. Then the other thing that just kind of strikes me is I think you gave a figure of more than \$250,000 was spent by the County Committee on various activities related to the County Committee, or what was that?

ROLEN: We made a request, I do not exactly know how much money it was. It was \$249, \$240 something.

SPARKS: Of tax payer dollars.

ROLEN: That was a budget item for the County Committee this last budget cycle.

BOYD: That does include the legal fees.

ROLEN: That does, okay.

BOYD: That is the reason why it was so high this year. Previous years it has been under \$40,000, but it was higher this year because of the legal fees.

BARKE: Wasn't there also excessive redistricting fees, because we had already paid for a very fair and balanced redistricting? Then they redistricted.

ROLEN: I do not know. I'm not going to presume to understand the breakdown of the \$250,000. I do know that we paid the demographer, Dr. Douglas Johnson, \$50,000.

SPARKS: But even to the \$40,000 a year, let's just say, I mean that could be saved.

ROLEN: There was another demographer hired by the County Committee.

SPARKS: Multiple.

ROLEN: I do not know what their fee was.

BOYD: The Board would still have the same expense regardless, because the staff time that supports the County Committee would now be supporting the Board. That 30/40 thousand dollars is going to be an expenditure regardless of where it resides.

BARKE: I do not think we would have double demographers though, or triple demographers.

SPARKS: Right.

BOYD: No, and I'm not speaking to that. I was just clarifying the question with regards to ongoing costs. There will still be an ongoing budget dollar amount, which has always been there.

WILLIAMS: I would like to say something to correct the record. The words that were shared were political and campaign related. It was no such thing as a democratic process, this County Committee. It is a very partisan board made up of 11 Democrats and two Republicans. The vote was always that way. This is very physically responsible what we are doing. Also, I need to correct a record by Billie Joe Wright who earlier spoke. Billie Joe Wright is the CTA union boss who drew a map based upon data that was taken from the former county supervisor now Congressman Lou Correa and his staff. We know that by documentation, and it was drawn specifically upon data to move us around out of our district, so we would—like I wouldn't be up for reelection. I was, I think, in the same district as you.

This was a very political process. It is certainly a partisan issue. The reason we ended up in a lawsuit was because in the two previous district efforts that we as a board of education did, we drew our own map. We did it properly. We didn't violate any civil rights violation, like the County Committee created. They could potentially be sued, by the way, and there may be

litigants involved against the County Committee for their violation of the Civil Rights Act. We did it before, two times in the previous two decades. The County Committee agreed with it. We interpreted the state Education Codes as that. As long as we stayed within almost perfect numbers, we were off by one or two percent.

SPARKS: One percent.

ROLEN: One percent population balance.

WILLIAMS: Yeah. As long as we were within that, we were perfectly legitimate in what we did. Unfortunately, the County Committee, with their map that they finally adopted, they were way off. That is where the civil rights violation came. For the public, I just wanted to correct the record tonight.

SPARKS: Yes. To add to that, for the public, Mr. Rolen or Dr. Williams, could you explain what that means? Like, making sure that we follow the law and the rules for creating maps?

SHAW: I think I can give a crack at that.

ROLEN: Why don't you give it a crack.

SPARKS: Okay.

SHAW: So the Voting Rights Act allows populations to vary up to 10% if I recall correctly. We are breaking Orange County into five different districts' trustee areas. The populations ideally would be perfectly balanced between the five, but that gets a little tricky. They do let you to have a little variation. But the Voting Rights Act says no more than a 10% variation. I believe the Committee's map varied around about nine—

BARKE: It was zero. No, it was zero.

SPARKS: Ours was.

BARKE: Yeah, sorry. Yeah, it was zero.

SHAW: Ours was perfectly balanced, as I recall.

BARKE: Yes.

SHAW: But the committees, I think had about a 9% variation.

SPARKS: Yes.

SHAW: They were just under what would legally be allowed under the Voting Rights Act. The Committee's map had a much greater variance than ours.

SPARKS: Because you want to keep those communities of interest as together as possible.

SHAW: If you are a voter in Trustee Area 4, and you are a voter in Trustee Area 1 or 5, or whatever, your vote is going to be diluted by other votes. If you have a population that is very small, your one vote counts for a lot more than if you are in a humongous district with tons of voters. For the principal of one man, one vote, you want to have equally populated districts so that your vote counts as much, whether you live in San Clemente, or La Habra, or anywhere in between. Right?

SPARKS: Thank you.

SHAW: Any other questions, or comments over here?

BARKE: No, thank you.

SHAW: One of my takeaways from the whole fun of the redistricting conversation, you can keep cities intact where you do not draw a line through a city. You can keep school boards intact, where you do not draw any trustee boundary through a school district. You can keep districts equally populated. You can have them very compact looking, but you can't do all of those things. It becomes very difficult to check every single box, and that is why—the other thing with the Voting Rights Act, of course, is the ethnic community. The committee map and our map both put west Anaheim and Santa Ana into the same district, as I recall, to ensure that we had a Latino majority district there. That is pretty important. Our map obviously did a lot better job, I think, of keeping the Vietnamese community of Little Saigon all together into one district.

I know when it comes to these things, people tend to put themselves in the center of the universe. But I'm a resident of La Habra. Under the committee map, I would be representing Garden Grove and Westminster. I wouldn't be representing Brea. I live about a quarter of a mile from Brea. From where I live, they kind of went straight down all the way down here on the west side. I thought our map, frankly, for District Four, it was a north county district. I would have gone from Yorba Linda over to Buena Park, a west district, a central, an east, a south district. I thought our map, frankly, looked pretty good, but that is my humble opinion.

VALDES: That is Buena Park, where you previously served as mayor and council?

SHAW: No, no.

SPARKS: La Habra.

VALDES: La Habra.

SHAW: I would not pretend to be the mayor of Buena Park. All right, so where were we? We need to take a vote I believe.

ROLEN: You do need to take a vote. Yes.

BARKE: I will make a motion in favor of the—is it a resolution?

ROLEN: There is a resolution.

BARKE: Yes. I will make a—

SPARKS: I will second that resolution and motion.

BARKE: Thank you. Thank you.

SHAW: Very good. All in favor, say aye.

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

SHAW: Any opposed? Thank you. Passes unanimously. We will go to item number 13, Media Services resolution.

SPARKS: Mr. Rolen we will call you up again.

ROLEN: Thank you. When I—

WILLIAMS: Wait. We have to bring it to a motion and a second, then we can discuss it.

SHAW: Oh.

WILLIAMS: That is our parliamentary procedure.

SHAW: I make a motion to approve this.

WILLIAMS: I second.

SHAW: Okay. We have a motion and a second. Now we will go ahead and have the staff—

BOYD: Excuse us. We just need to capture.

SHAW: Oh, I'm sorry.

BOYD: You made—

SHAW: I believe I made the motion. Dr. Williams seconded.

WILLIAMS: We are trying to follow our parliamentary procedures.

SPARKS: And now we are discussing.

SHAW: I forgot to do that.

SPARKS: Sorry.

SHAW: All right, Mr. Rolen, what is this item about?

ROLEN: This item is about cooperation. When I got on the plane this morning, I was thrilled to introduce this item, because it is novel, it is transparent, it is well researched. But more importantly, it was an avatar about cooperation between the Board and the Superintendent. When I got off the plane, I found out that it was not received in the spirit in which it was intended. I got an email from staff counsel calling us to task for taking this item public and suggesting that our offers to collaborate on a policy were disingenuous. By way of background so everybody knows, the Executive Committee met with Superintendent's staff, senior staffers, to have a discussion about the Board's access to the Media Services department, because it was becoming a recurring issue. Everybody at the table shared valid concerns about the use of public dollars on informational videos, so the Board offered to do a comprehensive research memorandum, share it with staff so we could together make these decisions and together make determinations about what was right and what was wrong. We did that. We did the work. We didn't have to share it, but we did. We did it because we said we would, and we did it to facilitate collaboration.

One more thing. I, like Janelle, have been doing this a long time. I have never seen a local board or a county board that tackles complex, important, novel legal issues. Then, shows its work, puts it in the public arena for public scrutiny, input, and criticism. You should be proud. So that is what we did. I'm going to ask that you approve this resolution with two changes. First of all, on page two, the final paragraph, your lawyer misquoted Government Code section 8314. After states in relevant part, it should read, "It is unlawful for any elected state or local officer, including any state or local appointee, employee or consultant to use or permit others to use public resources for campaign activity or personal purposes, which are not authorized by law." I will provide this language to staff, and I will revise the resolution accordingly.

The other change that I respectfully request is on number nine, on page four. It says, "The Board shall develop and approve a board policy pertaining to the implementation of this resolution." I respectfully request an amendment that reads, "The Board will collaborate with the Superintendent's staff to develop and approve a board policy pertaining to the implementation of this resolution."

SHAW: Do you want to read that back? I think they might. Just so we all get it, could you read that one more time, Greg?

ROLEN: The revision we are requesting is, "The Board shall collaborate with the Superintendent's staff to develop and approve a board policy pertaining to the implementation of this resolution."

SHAW: All right.

ROLEN: There is going to need to be a subsidiary motion accepting the amendments.

SHAW: I will make that subsidiary motion with that revised language.

BOYD: May I ask a question? Mr. Rolen, were you going to also amend language related to the inference that the Superintendent has agreed to these items in the whereases?

ROLEN: I do not think that makes that inference.

BOYD: Okay.

ROLEN: I'm not suggesting that amendment.

BARKE: I will second your revised motion.

SHAW: Just for the record, I'm assuming everyone understands. Superintendent Mijares, we are not speaking for him in suggesting he agrees with this at this point. Right? We are going to work on collaborating.

ROLEN: That is not.

BOYD: It was called to the attention of Mr. Rolen.

ROLEN: Yeah.

BOYD: The third whereas states, "The Board and the Superintendent wish to establish lawful parameters."

SHAW: Okay.

BOYD: That was one of the things that was called out.

ROLEN: Well, we certainly hope he does.

SHAW: Okay.

SPARKS: So, we put it to a vote?

SHAW: Well, yeah.

SPARKS: Or a discussion?

SHAW: I think we are going to have a discussion. Dr. Williams?

WILLIAMS: Yeah. By the way, thank you Mr. Rolen, for your hard work. I'm happy to see that this is an issue that we have been talking about for a long time about Media Services. I have had many private conversations with Superintendent Mijares about using staff to create social media. He has always—or the other option I told him is we can do it ourselves using the Education Codes if he doesn't want to share in that responsibility and allow us to have social media. That is something that we have been talking about for a long, long time. I have been having private

conversations with Al. Now we are kind of putting that into policy now. Correct? Isn't that the reason you are doing this?

ROLEN: What we are trying to do is come up with a process whereby the parties can agree that the Board has access to the Superintendent's \$1.7 million Media Services department. Individual requests sometimes are granted; sometimes, they aren't. But they aren't requests from the Board. We had the meeting. We interpreted a great deal of receptivity from the Superintendent's staff on this issue, so we went about doing the research and submitting it for scrutiny. That is exactly what we are doing. We are trying to put this into policy, put this into a collaborative implementation model.

WILLIAMS: Okay. On page two, there is a whereas that you have to use more language describing that Education Code. That is something that is easy to do. What I do not understand is the second change that you want to do on number nine on page four.

ROLEN: The second changes were to dispel any concerns that we want to collaborate with staff on this policy.

WILLIAMS: You are saying that we are going to have language now that will say that this board will work with staff or shall collaborate pertaining to the implementation?

ROLEN: That is what I'm asking for.

WILLIAMS: Okay.

ROLEN: I'm asking you to direct me to work with them.

WILLIAMS: Okay.

ROLEN: Because they seem to—

WILLIAMS: This language change that you are recommending is to do that. Is that right?

ROLEN: That is correct.

WILLIAMS: Okay. What I do not understand is you were pushed back by the Superintendent's attorney on this?

ROLEN: I received an email communication taking issue with our willingness to work together on a policy. I just want to make sure that there are no illusions about this board's willingness to work together with the Superintendent's staff on this policy.

WILLIAMS: I haven't seen that email.

ROLEN: Because I haven't showed it to you.

WILLIAMS: You haven't showed it to me. Is that email something that I should take as the pushback is really bad, and this is a bad resolution?

ROLEN: No, what I think you should take it as is a tough morning.

WILLIAMS: A what?

ROLEN: A tough morning. That is how I interpret it. I have really tough mornings, particularly Mondays. That is what I interpreted it as.

WILLIAMS: Okay.

ROLEN: I just do not want to leave any doubt.

BOYD: President Shaw, can I comment?

SHAW: Dr. Boyd?

BOYD: If I could just comment and put it in context? We had conversation, the senior leadership of the Department. It was not intended that—how do I phrase this? What we took issue with, because as Mr. Rolen said, we met with Mr. Rolen. We met with the Executive Committee, and we had really positive dialogue. I think both sides, if you want to say sides, the Board, staff, our attorneys, we had some really good conversation about how we would like to work and move forward in the future and mutual things that we could agree upon. What was challenging was to receive this document as an item to be presented to the Board for action without us having had a chance to dialogue about the document. That was what we were taking issue with, that we hadn't had a chance to have some conversation related to what Mr. Rolen researched and came up with.

Unfortunately, when the document came forward to Darou and myself to be placed on the agenda, our counsel was on vacation and just returned from vacation. We were not able to have conversation and then respond to Mr. Rolen prior to the posting and so forth. We had hoped, in good faith in terms of our conversations, that we would have had an opportunity to respond, or this would have been presented as an information item for the full board and staff to dialogue about. Then you all take action at a future meeting, so it was process that was of concern. That is why the inference with regards to, did we miss something? Was there really collaboration at that meeting we all walked away thinking. Because the way that this came forward, it was here is a document, we have researched it, and place it on the agenda.

WILLIAMS: Mr. Rolen did not have his espresso coffee that morning, and that is why it was a bad morning. Okay.

ROLEN: I wasn't suggesting I was having a bad morning.

WILLIAMS: Okay.

ROLEN: I wasn't suggesting others were. But I think that corroborates what we—

WILLIAMS: Okay.

ROLEN: What occurred—

WILLIAMS: So.

ROLEN: Between—let me finish, Dr. Williams. I apologize. We put together a resolution. A resolution is the Board's position on a particular item, offered to collaborate on a policy. That is how it is implemented. Period.

WILLIAMS: Okay.

BOYD: But the resolution also included language that is for the Superintendent. It appears to speak for the Superintendent, as opposed to it just being clearly the Board's expressed—

WILLIAMS: Where does it say that?

ROLEN: Agree to disagree. Yeah.

BOYD: Yeah. That is fine.

SHAW: Well, she is saying, the third paragraph. Whereas, the Board and Superintendent wish to establish lawful parameters. She is suggesting that—

BOYD: The third and the fourth.

SHAW: Yeah.

BOYD: The fourth one says, whereas the Board and Superintendent understand and appreciate that use public resource, so forth. Not saying that the Superintendent doesn't agree to those things. But there is language there that is speaking on behalf of the Superintendent, and the Superintendent had no input with regards to agreeing or—

WILLIAMS: Under number three, Nina, when it says, "The Board and Superintendent are co-equals sovereign entities with equitable access to public resources." That is interpreted as being anti-Superintendent? I mean that is a true statement, isn't it?

BOYD: I'm not saying—

SPARKS: It is our purview, according to our counsel.

BOYD: Yeah.

SPARKS: That we approve the resolution as he just stated.

WILLIAMS: Uh-huh.

SPARKS: Then, we, as the Board, give him the authority to collaborate with the Superintendent on this.

WILLIAMS: Okay.

SPARKS: End of story. No more discussion.

BARKE: All right, works for me. Let's vote.

WILLIAMS: Okay. Thank you.

BARKE: Time to vote.

WILLIAMS: That helps.

SHAW: All right, all in favor?

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

SHAW: Any opposed? Thank you. We will proceed to item number 14.

ROLEN: Thank you, Dr. Sparks.

SPARKS: You are welcome.

SHAW: Approve the waiver and release agreement from the Alliance of Schools for Cooperative Insurance Programs. This is an action item. Did we have a staff report of any kind? Renee, I see your name on here.

HENDRICK: This is the legal document that basically, executes the payment of the insurance payment for Rancho Soñado to the Board. In that final settlement, as we have gone back and forth, is the \$2.5 million. They have already paid us \$693,916 to date. The \$2.5 million is in addition to that. As a reminder, since we are not building the same buildings that we had there, we are asking for the cash instead so that we can use it towards the future project. The insurance only pays for what you had and not something different.

SHAW: Right. Okay. Questions, Dr. Williams?

WILLIAMS: Yeah. This is obviously something that is very important to us, especially for me. I drive by there almost every single day. I live out in that neck of the woods. It is an incredible piece of land and opportunity for the community to collaborate. We are going to have now close to \$3.5 million in an account to rebuild?

HENDRICK: Actually, the Board set aside \$15 million.

WILLIAMS: Oh, \$15 million. That is what it is going to cost to rebuild that, huh?

HENDRICK: Mm-hmm.

WILLIAMS: Wow.

HENDRICK: To the new design, yes. It will be—

WILLIAMS: Up to code and all—

HENDRICK: It will be a very different experience than what we currently had up there.

WILLIAMS: Okay.

HENDRICK: This will go into that pot to help pay the \$15 million, basically.

WILLIAMS: Got it. Got it.

HENDRICK: Okay.

WILLIAMS: How are we along that process of designing and implementation of this new goal? Again, it was the community that the Board wanted to be involved in this.

HENDRICK: Right. We are still in the process of working with the architects.

WILLIAMS: Okay.

HENDRICK: We have just finished hiring the final—we had a geotechnical—we have had to hire so many consultants as part of that plan.

WILLIAMS: Right.

HENDRICK: That is in the process, and they are moving forward. A little slower than I think I had anticipated. Nina said maybe I was unrealistic, but I was hoping we would go further. Then they are also having to work through the County Fire Authority for approval, so there is just a lot of agencies. We are in that process working through it as quickly as we can.

WILLIAMS: Okay.

HENDRICK: But that is the kind of delay.

WILLIAMS: Okay. Thank you.

HENDRICK: Mm-hmm.

SHAW: Terrific. Any other questions or comments? Do I hear a motion?

BARKE: I will make a motion to approve.

SPARKS: I will second.

SHAW: Thank you. All in favor?

BARKE, WILLIAMS, SPARKS, SHAW: Aye.

SHAW: All right.

VALDES: I am going to abstain on this one.

SHAW: Okay. One abstention, Trustee Valdes. We will proceed to information items, legislative update, Dr. Williams.

WILLIAMS: For the sake of time, I'm going to hold off on any announcements.

SHAW: Very good. Trustee Valdes, the website revisions and community outreach you asked to speak about.

VALDES: Thank you, President Sparks. So last month—

SHAW: Shaw.

VALDES: Shaw.

SPARKS: Same letter. You know.

VALDES: Thank you, President Shaw. It is getting late. It is a quarter to nine.

SHAW: Yeah. Hit him, would you?

VALDES: That was bad. Last month I had an occasion to speak with a constituent of mine who recognized me from a prior political race that I ran in. I really wanted to put this item on the agenda. The five of us and the staff do not ever really get an opportunity to speak as a collaborative group. It is my opinion and request that we talk about what efforts can we make as a group to reach out to our constituencies in Orange County. I'm going to speak for myself. I have a constituency, a large percentage of which, do not speak English. Many have very, very low levels of education. They are trying to better their children's lives. I see it all the time when I walk, and I have conversations in my community.

They do not know what their educational options are. These are parents that are hungry for information, and they just do not know how to get it. I looked, for example, at our website and, Renee was correct. There is a Google translator at the very bottom right of the website. If you do not speak English, you may not see that the little box at the bottom. I'm asking the staff and us as a collaborative group to just start coming up with ideas. One of them I'm going to ask the staff to

implement is to put that box right at the top. Some kind of box that says, Español, English, to give somebody a clear option right at the top of the website that they can have that document translated. But the translator, I went through it, it is actually pretty good. Okay. It is not bad. It is actually pretty good, so I am not going to ask for the web pages to be specifically interpreted. I think that the Google translator that is being used is actually pretty good.

The next comment that I have is, this month the staff put out a really, really nice email. It was really, really well done. I have to commend whoever put it together, the Media Services department about charter schools and the options that we have. How do we get that email into thousands of families who may not be on the OCDE's email list? How can we, as a group, get that email out?

Then the last thing I want to talk about, and again, I just want to open up the floor to a discussion. What do we do for the families that do not have computers that do not have internet? There are thousands of them in Orange County. Is the answer that we have a mailer? A mailer with this information. Who puts together the mailer? Those are the three things that I wanted to talk about. Now I just wanted to open up the floor to comments from my colleagues on what we can do.

SHAW: Well, I agree with you. The email the Department put out I thought was very, very excellent. I was sharing that around with people as well. One idea I have seen, people like to put magnets on the refrigerator. When I was on the city council, we had a magnet with a bunch of information about the city and people just kind of put it there and had that as a reference. I do not know if we could distill very much information onto that, but refrigerator magnets is one fun idea to have.

SPARKS: I like it.

WILLIAMS: We have been talking about this for quite some time and how to get to that professional level of communications with our constituents. I agree that we should work together. I agree that we should do something. How we implement it, I do not know. I know that the county supervisors have a method of communicating with their constituents. Our own good Superintendent has his way of communicating with his constituents. We just do not have it. I think we need to go along that line in what we do and what we implement. I will support whatever. If you want to take the lead, I will support you.

VALDES: Well, you know, the question is what do we do for the families that do not have internet and email? I can brainstorm an idea of asking the staff to get all the kids emails at all the local boards. I do not know if that is possible. That is a pretty big email list to send out with the information on school choice, charters, giving people the knowledge about their options. But it doesn't really satisfy or address the constituents that we have that do not have computers and do not have internet.

BARKE: What about providing each district with a handout first day of school or first week of school. It goes home with other literature. That would be one way to access every family, regardless of whether they have internet with our message. I think it is much more cost effective

than a magnet. I love the idea, but I think a huge county versus a city is probably out of our budget.

SHAW: Yeah.

BARKE: I think mail is very expensive. But if we could do some type of handout that would go home with families, like I say, the first week of school or whenever that is. I think that would be—

VALDES: I like that. Nina, do you have any ideas? Renee?

BOYD: I do not have ideas right now, but I'm—

BARKE: Why not? It is only 8:45. Come on.

SPARKS: That same flyer.

BOYD: I'm taking notes on the things that you all have brought up, and I will also refer to the recording so that when we are meeting—I did indicate to Trustee Valdes based on his communication to me earlier, that staff would meet and have some conversation around this. We have had some dialogue. We did take a look also, as you mentioned, on the website with regards to the translation box. We recognize it is not in a pronounced location, so we have dialogued about moving that and looking at making it larger. That is something that our team is already looking at.

VALDES: Great.

BOYD: I just wanted to let you know that. But with regards to outreach to families and students that might not have internet, I know that has been a discussion that superintendents have had in terms of communicating with these families, how we get information out and so forth.

VALDES: Well you know—

BOYD: Trustee Barke's idea is a good idea. The challenge is some schools start next week. We could not have documents ready by then.

BARKE: Right. Well, yeah.

BOYD: In terms of moving forward—

BARKE: So maybe—

BOYD: Trying to dialogue—

BARKE: Maybe it is like the day after Labor Day or just sometime. I just think it might be a very cost effective way to do a massive distribution.

BOYD: It just depends on what you are wanting to distribute. If it is some document that has already been prepared—and thank you for acknowledging staff with regards to the News Break and the article on charter schools. Ian's staff worked with Aracely to come up with all of that information and so forth. I thought they did a fabulous job also.

VALDES: Yeah. I do.

BOYD: We appreciate the acknowledgement from the Board. It is good information we think for people to understand. In terms of, we can certainly post it on the Board's website. We can post it on our website. But again, there are people who won't have access to that.

BARKE: The other thing I was thinking is maybe even if it is not too expensive, maybe just a quarterly update, like March 30, June 30, September 30, and December 30th. That is all I think people, or maybe not December 30, maybe January 10.

VALDES: I do not think a quarterly update is necessary. What I really want to see—I really like the handout idea because those kids got to come to school, because you can hand them something that is going to go back to their parents. Okay. I really like that idea. And you can send the bulk mail to the school district and have them sort of distributed among the schools if they will do it. I guess that is my question.

BOYD: That is the other part. Certainly we can have Dr. Miramontes dialogue with the superintendents with regards to, if we can get some agreements with regards to disseminating information. We can certainly get it to students in our program. We can do that. But in terms of whether or not—we would hate to mass produce a whole bunch of documents. Districts have lots of material that they are trying to get out there. But in terms of if it is good information, meaningful information, then I do not see any reason why that would be blocked. It is just a matter of—

SPARKS: I think two things. I think (1) we prepare for that, but we have a backup plan. If you talk about dissemination of information, dissemination of messages, you got to meet people where they are. We know they are at school. Okay? We know many, unfortunately, because of the digital divide do not have access to computers and so forth. But where do people go? They go to malls. They go to churches. They go to the OC Fair. If we had a pile in addition to the ones— let's say we have a one pager, both sides, and it has the most pertinent information that we want. Right? We approve it. Okay. Then we literally, we go to where people are, and we hand it out to families. In addition, we distribute to the districts. Maybe they are going to distribute, maybe some won't. But you always have a sort of backup plan for the A method that you want to do. You meet people where they are, where they gather.

VALDES: Do you guys think that if the Orange County Department of Ed asks a district to distribute a handout to a family that says, these are your intra district options, you can request another school—inter-district, you can request another school and the charter school options, do you think they are going to distribute it or not?

BARKE: Maybe if it is a small paragraph at the very bottom.

WILLIAMS: No, they are not going to distribute it.

SPARKS: That is why I think we need to think about plan B as well.

VALDES: Well then plan B would be a mailer. We have, as Trustee Shaw previously mentioned in a prior meeting, our reserve budget is like \$150 million right now. It is more?

SHAW: One hundred eighty four point something. Is that right, Renee?

BOYD: But I think some of what you all are discussing are things that fit under the parameters of what Mr. Rolen was just talking about. I think it behooves the Board to get a policy in place in terms of how they want to format that. You are talking about utilizing services. We do not have a process to get the information, or for the Board to say, in terms of what their priorities are, of what information you want to disseminate and how frequently you want to disseminate. I think that falls under the conversation that we were just having and the conversation that we had with the Executive Committee. I think some of what you are talking about really fits within those parameters. Maybe we need to do first things first and then move into this, unless there is some urgency around something specific.

VALDES: There is nothing urgent regarding something specific. Can we keep this?

SPARKS: There is nothing urgent, but we have been talking about this for two years. In our meeting, we—It is getting kind of to a point where I'm tired of talking about is it urgent or not? No, we need to do something. Okay. We need to do something at least once a semester.

BARKE: You know what I kind of like? I kind of like, September 30 once they are back in school.

SPARKS: Yeah.

BARKE: Then in June reminding them right before they leave for the summer.

SPARKS: Exactly.

BARKE: And are considering options for the next school year.

WILLIAMS: I like that.

SPARKS: Yeah. We start with something simple that is easy to implement, that is bite-sized that we can do? We can do that. We can do a two pager that we push out once in the fall, once in the spring. Let's start with that.

SHAW: Okay. To be continued, I think.

VALDES: Can we keep this as an item on the agenda?

SHAW: Yeah.

VALDES: So we can talk about it?

SHAW: We will keep talking about it. All right, and announcements from the Superintendent.

BOYD: Somewhere, I do have some announcements. Your next meeting is Wednesday, September 6, at 5 o'clock. Submission deadline is August 23, and board packets will be delivered on September 1. I will remind you that you have two meetings in September. You do have a special board meeting, which is your forum on September 20. We will have on the next agenda format and information for the Board to consider and approve. Also, we met with Executive Committee. We talked about board chambers and creating a different environment for the Board so that you all would have some places to put things if you wanted to leave them and so forth. I do have some lockers.

Vice President Sparks, who was president at the time, had thought that maybe giving each of the board members a locker that would be attached to the wall in the chambers would be something that would be beneficial. If you wanted to leave materials, you have your drawers, but they are small and compact. Or, if you were coming to the Department and you were meeting with a constituent or somewhere that there might be materials that you had here that you could access and so forth. Just pass those around. We do not have to decide or do anything right now, but wanted to share those with you so that you can take a look at them. There is a small and then a larger one. We can talk about the size and/or if that doesn't meet your needs, then we can talk about some other options. But I wanted to share with you the conversation that I had with the Executive Committee and also the solution to answer the question that they brought forward.

SPARKS: What were the different measurements of these two different lockers? Do you have the different measurements?

BOYD: I just gave you all of my handouts. Renee, do you still have them? Was there an extra one, Mari?

BARKE: Yes, there was.

BOYD: Renee, want to grab that and go to the mic?

HENDRICK: The larger locker would be basically 60 inches high, which would hold basically one on top and one at the bottom. There is one where they would have three, so those would be smaller lockers and still up to that 60 inches. We thought that way there would be a nice top on it, and you could still put things on there if you wanted to.

SPARKS: Each locker would be what size then, in terms of height and width?

HENDRICK: The smaller one would be 18 inches by 36.

SPARKS: That is the square one?

HENDRICK: That is the square one, and the other one is 36 by 12.

BOYD: It is on the second page.

SHAW: I got be able to put a suit and tie in there.

SPARKS: Yeah.

SHAW: In case I'm ever—

HENDRICK: You would probably need the 36 by 12 would be my guess then. Although you may want shelves or something in there. I mean, that was the other thing. In the larger one, you could put a shelf, so it would allow you to put more things.

SPARKS: Well, it is a 36 by 12. So if you had a 15 inch laptop that you wanted to store in there.

HENDRICK: It is 36 wide, I believe. Not sure I'm reading this correctly.

BOYD: The larger one you could put a laptop, but the smaller would be difficult.

HENDRICK: The smaller one I think would be more difficult.

SPARKS: The larger one we need then.

HENDRICK: I think the larger one aesthetically would look better, honestly.

SPARKS: Okay. Okay. It just goes against one of these walls. You guys do not see our room back here. It small.

HENDRICK: Yeah.

SPARKS: But we do not have anywhere to put our stuff.

HENDRICK: Right.

SPARKS: You know.

HENDRICK: Everybody would have their individual keypad.

SPARKS: Yeah, we would have individual keypads for privacy. When we meet constituents, we have a place to meet. We have a place for our stuff. I mean, you know, not that much stuff, but 36 by 12.

BOYD: We can talk about that if you all have ideas or thoughts, you can email me and let me know what you think about those. We do not have to take time to do further discussion tonight.

SHAW: All right. Was that it?

BOYD: That is it.

SHAW: That is it. Okay.

SHAW: Legislative updates is I think next?

WILLIAMS: No, I passed on that for the second time.

SHAW: Okay. All right, I had committee reports. One thing I did want to ask you guys on the charter school page, which I think is really nice that we have all of the charter schools we have on one page of our website. I think I had asked if we could get the charter school forum that we held, maybe a link to that meeting put on there.

BARKE: Oh, I love that.

SHAW: I think that would be a good information source as well.

BARKE: Yep. Yep. I think that would be great.

SHAW: Remember we had our special forum on charter schools?

BOYD: Yeah. It is listed under your meetings. You want that moved on the page?

SHAW: I think if we have the link on the charter school page.

BOYD: Just so that there is a link too.

SHAW: Yeah.

BOYD: Okay.

SHAW: I think that should be pretty easy and would be helpful. Let's see. We will go to board member or any other committee reports. I'm seeing none. We will go to board member comments. I will start over here. Mari?

BARKE: I think I'm good today. Thank you.

SHAW: All right, Dr. Ken?

WILLIAMS: I said a lot today.

SHAW: All right, you are done.

WILLIAMS: I am done.

SHAW: Dr. Lisa?

SPARKS: I just survived climbing Kilimanjaro, 19,431.

SHAW: Some of you may not know that. Yes.

SPARKS: So, I'm here.

SHAW: She sent us pictures. It is true unless you were doctoring them.

SPARKS: I wouldn't recommend it, #NeverAgain. Trustee Valdes?

VALDES: I just wanted to dispute again some of the public comments at the beginning of the meeting. We do not engage in a hate agenda. I certainly do not. I do not roll my eyes at people making public comments. Somebody said that. At the same time, there was one speaker tonight who was really offensive who said, I think I got him down saying, heterosexuals are superior. I just found his comment particularly offensive. Whether you are LGBTQ or not, in my heart, I treat everybody the same. He clearly does not. To me, he is part of the problem, not the solution. That is all I wanted to say.

SPARKS: I would just add to that. Basic persuasion theory, if you want to convince an audience of something, using inflammatory gaslighting type language is not going to get you where you want to go. We enjoy public comments, we want to hear from everybody, and we want to hear your opinions. You can say whatever you want to say and however you want to say it. But I'm just saying if you want to persuade people, that is not the approach. You might want to tamper your approach.

WILLIAMS: President Shaw, I know the theme that we keep on hearing is that we do not want to meet with them. Could you please put into the record your efforts to meet with this group?

SHAW: Sure. I guess if you want me to. I was receiving emails inviting me to meet. In my mind, a meeting, that would be different than this. I thought it should be a group of people, I said no more than 10 people. I was willing to meet with representatives of the group. But I thought to keep it a meeting versus a—

BARKE: Rally.

SHAW: Yeah, a big rally. We should limit the numbers somehow or another. I thought 10 was pretty accommodating, and they declined that. They wanted to have unlimited numbers of people and me.

VALDES: That is not really a meeting anymore.

SHAW: That didn't feel like as much of a meeting to me, so my offer stands if anyone wants to come and talk. But in order to keep a dialogue going and have it feel like a meeting where we can speak candidly, I think it would be important to not just have an auditorium of people.

VALDES: I will make the same offer.

SHAW: Okay.

VALDES: For myself.

SHAW: Very good. Look, I worked for almost eight years for a member of the State Senate. I worked for a number of years for the Governor of California. I had meetings with people that did not agree with me or my boss all the time. I'm not hesitant to have a meeting with those I may not ultimately agree with. But obviously anyone who wants to come in and talk to us once a month, the mic is yours. We are not hiding from anybody. Like Lisa said, we welcome public comments. In that spirit, we have one more public comment, so, Bill. Is Bill here? We are going to have a comment from Bill Masters.

WILLIAMS: Bill left.

SHAW: Bill left. Never mind. Sorry, we went a little long. I guess we will get Bill next time. Unless there is—

BARKE: Motion to adjourn.

SHAW: Anything else?

SPARKS: Second.

SHAW: We can adjourn. All in favor? Good night, everybody. We will see you next time.