

**WILLIAMS:** Here we go. Welcome to the August 7th, 2024 Orange County Board of Education meeting and we'll have the call to order. Darou.

**SISAVATH:** Trustee Valdes?

**VALDES:** Here.

**SISAVATH:** Trustee Shaw?

**SHAW:** Here.

**SISAVATH:** Trustee Barke?

**BARKE:** Here.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Here.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**WILLIAMS:** Very good. I have a motion for the adoption of the agenda for today.

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Motion a second. All those in favor say aye.

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

**WILLIAMS:** Very good. Motion passes. Five to zero. We have two minutes to approve. I have a motion for the adoption of the regular meeting of June 18th.

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** We have a motion. A second. All those in favor say aye.

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

**WILLIAMS:** Motion passes. Five to zero. The next is the minute adoption for the meeting of July 3rd. May I have a motion?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Motion. A second. All those in favor say aye.

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

**WILLIAMS:** Opposed? Motion passes. Five to zero. Do we have any public comments? Renee, for the closed session?

**HENDRICK:** We have none.

**WILLIAMS:** Very good. Okay. The board will be in closed session until approximately five o'clock.

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

**WILLIAMS:** Okay, are we all ready? Welcome. The Orange County Board of Education has been in session since 3:30 this afternoon. We have already adopted the agenda past minutes and we had public comments related to closed session. We're now out of closed session and as is very typical, we will be reporting what was decided in closed session at the end of the meeting. Moving on, it is now 5:10. Thank you again for being here. As is very typical and normal for the Orange County Board of Education, we do have an invocation and today we're going to be blessed and we're going to ask Dr. Martin Eaton if he will come up and lead us in that invocation and the Pledge of Allegiance will be after that with Dr. Lisa Sparks. Dr. Eaton.

**MARTIN:** Thank you Dr. Williams. I appreciate it. What I wanted to start off this afternoon and good afternoon to all of you is just a quote from one of our founding fathers of the Constitution about the importance of prayer. I will make that quote and then I wanted to take a few moments to talk about the Lord's Prayer and then have us as a group, whoever would feel comfortable, I will lead with the Lord's Prayer as the invocation. So our founding father said this, he said, "I have lived sir a long time and the longer I live, the more convincing proof I see of this truth that God governs in the affairs of men. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire cannot rise without his aid? We have been assured, sir, in the sacred writings that except the Lord builds the house, they labor in vain who build it".

And he continued on to say, "I firmly believe that without his concurring aid, we shall succeed in this political building no better than the builders of Babel. We shall be divided by a little partial local interest. Our projects will be confounded and we ourselves shall become of reproach and a by word down to future ages. And what is worse, mankind may hereafter from this unfortunate incident despair by establishing governments by human wisdom and leave it to chance, war or conquest. I therefore beg leave to move that henceforth prayers imploring the assistance of heaven and it's blessing upon our deliberations, be held in this assembly every morning before we proceed to business. And that one or more of the clergy of this city be requested to officiate in that service". And the person who wrote that, Benjamin Franklin around May 25th, 1787. So in many respects what we are doing this evening is consistent with what our forefathers talked about and I put in the back there for you within one of the most common verses that we read in the Bible is the Lord's Prayer.

But I want to take just a few moments just to give you an outline to think about that as a way so you don't just say the words, but you think about the meaning. And hopefully those words really penetrate your heart. I want to use the acronym praise, P-R-A-I-S-E as a way to think about the Lord's prayer and then invite all of you who feel comfortable to pray it with me. So that first one where it says "our Father in heaven, hallowed be thy name". That first understanding is the issue of praise. When you and I focus on God, we are focusing on God as the Father, a loving father, how different it is in other places and other religions where there's a master slave relationship, not a loving father relationship with the child. It's an opportunity to get your mind off yourself, off your earthly distractions and think about who you're praying to.

A God who is "holy, holy, holy" says Isaiah. That's that first sense of praise. Then the second aspect, "your kingdom come, your will be done on earth as is in heaven". That's a sense of relying on God's sovereign control. When you and I pray our focus is not on ourselves or our kingdom, our focus is on his kingdom. And when you think about Jesus in the garden, when Jesus said, "not my will but thy will be done". There's a sense of reliance, dependency that you see from Jesus that Jesus is inviting us to. And you can see the characteristics. We have a loving father and we also have a God who is king. And then that next one is "give us this day our daily bread". God is not a Costco. We don't just kind of drive down and say, give me everything I want and I'll see you.

No, God is interested in a relationship, a daily relationship, and that makes us think about the word abiding. Jesus says in John 15 that "we are the branches he is in the vine". I grew up in Fresno, California and there was a place called the Underground Gardens and that word abide means to be grafted upon. And the Underground Gardens, there was a person who developed a tree and he had 15 different types of fruits all grafted together. And in that process of grafting, you can begin to see that there's a dependency. That's what really Jesus is asking us. He's asking

us that we would abide with him, that we would depend upon him and that we would depend upon him giving us our daily bread. Then it says, “and forgive us our debts as we forgive our debtors”. That has to do with identifying your need, my need for forgiveness.

God asks us for daily forgiveness, an opportunity to be able to be specific about our own sinfulness. When you and I are broken before God, we begin to have a close relationship. We see God as an intercessor who's able to intercede for us, an advocate who's able to protect us, but he's also the Lamb of God who takes away the sin of the world. Then you see the next two verses “and do not lead us into temptation, but deliver us from evil”. That has to do with the S of seeking guidance and deliverance. Our God wants to be a shepherd to us. He wants to lead us into green pastures. He wants us to depend upon him knowing that there is an evil one, but he wants to direct us so that we would not be in temptation. So you have praise, relying, abiding, identifying your need, seeking guidance.

And the last one is the E exalting God's sovereignty. Where it says in the new King James version “for yours is the kingdom and the power and the glory forever”. When we understand who God is as the King of kings and Lord of lords, when you and I get our vertical relationship right with him, it recalibrates our horizontal relationship with others. When we see who God is and how great he is, only can we see ourselves in each other appropriately. And my encouragement would be for you is to think about the Lord's prayer. Not just saying the words but really thinking about the heart and what a great way of each day in the morning when you wake up just to stop and to think. I can say the Lord's prayer as my way of praising God and communing with him. And there's an opportunity when you or and I are in any type of problems, we could just stop and say, I can't figure this out.

Maybe I just need to stop and say the Lord's prayer with the person next to me. Inviting God's presence and inviting God's power and wisdom into your situation. So if you're comfortable, we're going to be saying the Lord's Prayer and if you would like to join me that would be great. Let's do the Lord's Prayer. Our Father in heaven, hallowed be your name. Your kingdom come, your will be done on earth as it is in heaven. Give us this day our daily bread and forgive our debts as we forgive our debtors and lead us not into temptation, but deliver us from the evil one for yours is the kingdom and the power and the glory forever. Amen.

**WILLIAMS:** Thank you Dr. Eaton. And if you so choose, we will have the Pledge of Allegiance by our good Trustee Lisa Sparks.

**SPARKS:** Yes, I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, individual with liberty and justice for all.

**AUDIENCE:** Flag of the United States of America and to the republic for which it stands, one nation under God, individual with liberty and justice for all.

**WILLIAMS:** Very good. Moving on with the meeting. Introductions, Renee?

**HENDRICK:** We have none today.

**WILLIAMS:** No introductions. Very good. Moving on to public comments, right?

**BARKE:** Right. We have four public comments, so I will start with the first one, Heidi, and coming up behind Heidi is David.

**WILLIAMS:** For clarification, so this is just general comments?

**BARKE:** Yes. This is just general and we have four. The bulk of the comments are under item number 10.

**WILLIAMS:** Okay. When we get to item number 10, whoever put your name in for that item you'll be called at that time when it's on our agenda and when we're actually debating and making the vote.

**HEIDI:** Good evening. Members of the Orange County Board of Education. I am Heidi Landgraf with Suncoast Prep Academy, a non-classroom-based charter school which supports homeschool families with diverse values and beliefs. We honor and respect each family's educational choices and cultural perspectives and we're committed to nurturing and supporting the unique learning styles and life experiences of our students. Our skilled community is made up of loving parents who are deeply invested in their children's education and wellbeing. We are all mandated reporters and our priorities, the safety of our students. Our school model is based on the parents as the main educator. As a school we recognize the important role families have in making decisions for their children and did not believe any decisions should be made without our parents' consent. Thank you so much for your time, dedication and continued support.

**BARKE:** Thank you. David. And following David is Cyndie. Is David here? We can do Cyndie. Oh yes, you're next David. And then Cyndie and following Cyndie is Geneva.

**DAVID:** Sorry I was outside.

**BARKE:** No worries.

**DAVID:** Hello board and a newly appointed superintendent. My name is David Whitley. I've had three children go through Irvine Unified School District two are now in college. I first stood up here to speak to this board about 12 years ago in relationship to the California Healthy Kids Survey. And the fact that the state of California had changed the active consent to passive consent, which I thought was offensive to parents who had to go through the process of reading all the materials that they got at the opening day of school. To read where they had the opportunity to opt out of so many things that the school district was giving their kids behind their back. And I just wanted to come up here today to say that after 12 years of fighting these battles of supporting folks like yourself who've been honorable enough to step up and run for board, I'm happy to see that we have the board that we have and the superintendent that we have.

And I want to encourage you to make the right decision on the votes that you make today regarding the issue AB 1955 and the issue of separating parents from students, from children. Mothers all across Orange County that have children are the rightful director of the upbringing of those children and the fathers who protect them and provide them a home in a safe place should not be cut off by the state of California and the school districts in regard to anything that's going

on with their children at school. So I support each and every one of you and I support the fact that parents across Orange County have elected you overwhelmingly and that I hope that you are bold and take the right stance in regards to pushing back against this bill. Thank you very much.

**BARKE:** Thank you. Cyndie. Followed by Geneva.

**CYNDIE:** Good evening board and Dr. Bean. Many staff members have communicated with me to say they are so thankful that Dr. Bean is our superintendent. So very thankful.

As a retired teacher, I was outraged to hear that Miramontes closed Tustin Main after lying to the board three months ago saying he wasn't going to. He didn't have any plan to close down Tustin Main. I remember being here and him telling the board that. The teacher found out last week, Miramontes ordered the closing of the school without any preparations. Students in a week were being notified and they weren't notified, the parents weren't notified, the school district wasn't notified and was probation. Miramontes hasn't even visited the site before. The real estate agent says this. There's no one moving in. So this is not an emergency to move in. And right now the teacher is heartbroken because these students have gone through a pandemic. They have gone through many school failures. A lot of them are in gang areas where they can't move easily to another area and they have to move and they were just given a week's notice. That is no way to run a school district. I think that's an outrage. I think it's abusive.

This is a huge morale problem for the school district and the teachers because now they think that any of their schools can be shut down. They don't like the way Miramontes, who's still in charge of ACCESS, is bullying them and telling them what to do. In addition, Miramontes has stacked all of his cronies in position, so it's like a coup. He has taken Ryan Cummings, who he worked with Norwalk, put him in charge of all the students being referred to the school district in charge. Ryan Medina, which is Ryan Cumming's assistant, is now being hired. He just hired a CWA, he's hired like six principals and then he says that they had to close this school down because there's a lack of funds. Well, there's not a lack of funds because he is basically having the school district being ATM for his friends and cronies.

I'm outraged as a taxpayer because he had Al Mijares sign four contracts with the board. Renee Hendrick, Analee, Sonia, and Miramontes, a three-year contract with you have to have cause to take them out and that means that we'd have to pay them 18 months' salary if they leave. And this is what they've done. They've changed their titles so they make more money. This to me is an ATM problem. Also, Fred Navarro with the Costa group gave him a half a million dollars with payments to Fred Navarro. This is all going to be on my website.

**BARKE:** Thank you. Geneva.

**GENEVA:** Good evening. I would like to thank the board for your efforts in fighting for parental rights, your dedication to ensuring parents have a voice in their children's education and is deeply appreciated. I am here today to express my dismay at what is happening with Irvine Unified School District, especially concerning children with disabilities. The Irvine Unified School District filed a lawsuit against my child to coerce me into signing an individual education program IEP. This kind of coercion is unacceptable and places undue stress on families already dealing with challenging circumstances. I have discovered that this litigation did not receive a necessary board approval raising serious concerns about transparency and accountability with the

district. When I refuse to course they withdrew the lawsuit. Parents need to know that they can fight back against the Irvine Unified School District and other districts in Orange County. We must protect our rights and ensure that our children receive the support they need without being subjected to intimidation.

This is not the first time the IUSD has taken legal action against a child with disabilities. There was a previous case involving a million-dollar lawsuit, which was recently profiled in the *Wall Street Journal*. This underscores a troubling pattern of behavior within the district. Additionally, I have learned that IUSD employees have been spying on my social media accounts. This is government surveillance on private citizens who are simply exercising their rights and is a misuse of taxpayer dollars. I have simply advocated for my child's rights and try to work with the district to resolve issues. Instead, I have faced retaliation from IUSD staff. Thank you for advocating for transparency, accountability and the rights of all parents and students within their educational system in Orange County.

**BARKE:** Thank you.

**WILLIAMS:** Okay, that's it. As far as general comments, again, item number 10, we have a few more comments that will be made at that time. Moving on with our meeting, if I can ask Renee to help out, we're going to be approving member assignments for the various committees that we have. That's item number two.

Okay. We have in the executive committee for this year, obviously that'll be Trustee Barke and myself. And then we have for the Orange County School Board Association, we have Trustee Shaw that was there last year. For the PTA liaison, Williams and then the CSBA delegate as Valdes. Who is interested in being the Orange County School Board Association assignment? Tim, would you like to do it?

**SHAW:** I don't mind, sure.

**WILLIAMS:** Okay, appreciate that. And regarding PTA liaison I have, Jorge?

**SHAW:** Somehow, Lisa got off pretty light here. I don't know what's going on.

**SPARKS:** I can do whichever one you want me to talk about.

**WILLIAMS:** Yeah, Lisa, will you do the PTA liaison?

**SPARKS:** Sure.

**WILLIAMS:** Awesome. Awesome. And that leaves the CSBA delegate. Jorge, would you be interested in such endeavor?

**VALDES:** Anything for you Ken.

**WILLIAMS:** Oh, you just got a dinner. Yeah. Thank you. Okay, wonderful. And you got those all down Renee? Okay, very good. Moving on with item number three. The presentation that we will be having is a follow up to the last presentation that we had approximately two years ago. Martin, Dr. Eaton, you can clarify that. About two years ago we heard the update on the health screening that heads up checkup that Dr. Eaton and his organization and entity we're involved in and we were quite impressed. So much impressed that we asked the good superintendent at that time. He hit us to have an MOU and we had an MOU and we still have that MOU and this is an update for the board for the good things that you do. You have the floor sir.

**MARTIN:** Thank you very much. I am going to be introducing my colleagues, Dr. Bean, Dr. Williams, members of the board. If you would like to come up. We have Dr. Adela Cruz, who's director of School Mental Health with Anaheim Union School District and also Mr. Michael Arnot, Executive Director of Children's Cause OC one of the largest organizations that provides mental health services for school districts. My goal today is to give you a quick overview of what is mental health screening, kind of what the work that we've done and then the work that we still hope to do in the very new future. So I appreciate the opportunity to kind of come back and to address both our statuses and as well as to clarify any questions. And I have provided also the board members and I put in the back kind of a more specific system sheet, so if there's specific things that you want to know about it that's available as part of your packet so you have that available.

I want to make sure I have that as a reference because that's a lot of good information that's there. To get an understanding about our needs for mental health with the community. I want you to see this picture kind of starting off. That's Anaheim Stadium when the Angels were really having a good team and that's about representing in general about 55,000 students. Well what we know with regards to mental health is currently there's between one Anaheim Stadium up to two Anaheim Stadium full of kids right now in Orange County who need mental health services. So think about that, 50,000 to about a 100,000. And what research shows, which is amazing figure is that the average time that a student waits between experiencing symptoms and actually getting mental health treatment is approximately 11 years. 11 years. Now if you figure about the Angels, it was 22 years ago in 2002 when they won the World Series.

So if you figure you were waiting 11 years before you as a person would get mental health support, that kind of gives you an insight about the need and the opportunity. So just think when you go into Anaheim Stadium, if this was a stadium full of kids that would be representing waiting for mental health services. What do we know about when you don't have mental health services, when you're not thriving, when things are difficult or compromised? It impacts attendance, engagement, social skills, graduation. When you have thriving mental health, you attend more, you're engaged more, you have developed social skills, you have better graduation rates, you have a sense of optimism. In contrast, when there's compromised mental health skills, it impacts attendance, engagement, isolation. You're less invested in graduating. And here's an important statistic, think about this. When you have mental health issues, 70% today of youth who is in the judicial system have a diagnosable mental health.

So in many respects, when you are not getting your mental health taken care of, you are now subjecting yourself to many different vulnerabilities because of that. And that's why we feel so



passionate about this is that if you can intervene and you can intervene early, it can truly make a life-changing difference. Now heads up checkup is a mental health screener and it's very, very easy to use. Any internet device, even your phones right now. You could immediately begin to get that link if you were looking at-all you would do is text (888) 502-0144. And how we do it at the schools is the schools are already set up. They are just clicking on a link and they register. They register in about 15 seconds and then all of a sudden now you have this dynamic interactive all based on algorithms, a mental health screener that basically is consistent with how you'd be talking to a doctor.

It asks you a question, how you answer that question, it then gives you a corresponding answer. So when you have a group of like let's say a 1,000 students who are doing the screener based upon how they answer one question, that corresponding next question will be different. So you're literally doing a 1,000 different types of screeners based upon what's most important to that individual and how that individual responds. Therefore, the screener takes approximately eight minutes to diagnose 90% of the most common mental health disorders. And that includes suicidality, that includes ACEs, adverse childhood experiences, substance abuse. And then what happens after that is if a student is in crisis and Dr. Cruz is going to talk about this in more detail, then that person would be able to get immediate support and that support would be in the form of a conversation with the student, an invitation of the parent to know what's going on with the student and an opportunity to make sure that that student is getting those needs taken care of.

If the student has no crisis at all, then they would be able to get information depending upon the school district of curated videos. So if there are things that they're going through that they would have the opportunity for free education and that would be on things like social emotional learning and being able to learn about taking care of themselves, self-regulation issues. And so what is exciting for us about it is the cost of something like this is only about the cost of a cup of coffee and what we know from research, if you screen two to three times a year, especially in these times of transitions, you're going to identify that at any time two to 5% of the kids that you screen are seriously thinking about hurting themselves that very day.

So the way you want to think about this is you have a choice. You can take eight minutes to screen or you can wait approximately 11 years. And I just wanted to kind of put that in numbers. That's 5,639,040 minutes. That's kind of the opportunity to think about between screening somebody and getting that information and coming alongside or just waiting. And that's why the average age for someone to experience a mental health issue is approximately 14 years old. So if you think about it from 14 years old to 25 years old, that 11 year period is the time when so many significant life changes occur. But if you have a mental health issue and you're not getting that support, often you're dealing with those mental health challenges on your own. That's why it's so important. And Dr. Cruz is going to talk about how we've been able to implement this in many different school districts. One specifically, Anaheim Union School District and Dr. Cruz who oversees that is going to talk about that. So Dr. Cruz, let me get that set up for you there.

**ADELA:** Thank you Dr. Martin. Good evening. I'm a little bit tall so I want to make sure that you hear me. You hear me? So I'm Adela Cruz. Thank you for having me today. And even though I've been employed for a school district for the past 12 years, I'm here as a mental healthcare provider, as a behavioral healthcare provider. I've had the pleasure of working for the Orange County Social Services Agency for 13 years. I've worked in the private sector for about six years treating victims of crime. And I am very happy to be serving at a local school districts

trying to support our educators and students and parents as well. So I'm here to speak about, it's not just mental health, but it's overall health and wellness of our students. And it's linked to academic sports, which is why we are in education and the conversations around screenings, it's gaining momentum, which is great.

And I know OCDE is doing a lot more things around universal screenings, which I'm glad. We as a local school district piloted a universal mental health screening. So we did a lot of work and looking for a potential tool that we can use to identify students. In my work that I've done throughout the years, a lot of the things that we are dealing with as adults always went back to when adults were younger. Going back to what Dr. Martin said about a lot of these things begin at 14 and I've seen that through my history and employment and working with. So I think we bear the responsibility to have these conversations and figure this out. So the difference between the screening and assessments, so a screening kind of gives us a baseline. We are able to find some indicators that then leads to a more comprehensive assessment to try to understand what's driving some of the symptoms that the screening tool can give us.

And I'm going to talk a little bit more towards the end what we have found with this specific universal screening. I think it's important for me to also say that school districts, that the more information that they have in terms of what's available to them, they're able to make an informed decision and it should be up to them to make that decision based on the information that they have. Why is it important? And I'll speak to in terms of what we have found. When we have a baseline of what challenges the students are struggling with, we're able to better make decisions in terms of allocating resources we're to better build strategies that are aligned to what students are struggling with. We better able to develop curriculum and instruction to help us build mental health literacy for parents and support them as they struggle or sometimes don't even understand what's going on with their children.

It gives us an opportunity to show parents something that's credible, that they can see concrete, this is what's going on with your child and you have the autonomy to make a decision in terms of what you can do with this information. We always want to give that to parents. We have been able with what we found really align those results with our efforts in supporting students and parents and even our educators and our administrators at schools. The most, let me rephrase. I have to be intentional about what I say. I think school districts across the country are doing their very best to merge behavioral health and mental health within the educational setting. And there's so many things that go into that work. There's so many decisions that they have to make. Some of it is related to funding, some of it is related to personnel.

What the screening does for a school district is at all levels of the organization helps everybody makes decision. Make decision in terms of how to allocate resources and even aligns us with things that a school district is mandated to put in place. All school districts are mandated to identify students who have a physical or a mental health disability. A universal screening tool can help us with that mandate as well. Recently, I recently inherited Section 504 and I'm trying to understand all the things that go behind running a Section 504 program and school districts have that mandate. We need to be able to have systems in place to identify kids early and give them the support that they need.

We went through a couple of years of trying to figure out how to implement the screening tool at all of our schools and that work required us to really connect with the community. We held parent workshops across the district, multiple parent workshops in multiple languages. And there were a lot of questions, there were a lot of concerns. Parents were asking, why are we doing this?

What's the purpose and what does it mean for us? And we navigated all of those things. We went through all of that process and at the end of the day when parents began to see the results, parents were jumping on board with us and even thanking us that we were doing this work. The parents who perhaps at the beginning were saying, oh, realize what we were doing and are on board with us continuing this work. I remember a meeting with a parent who reached out to me and said, I personally was concerned about you doing this at a school district within the school setting. And what I found out, I had no idea that my child was struggling with suicide. I had no idea that this was happening, but I'm happy that we went through it. I'm happy that she went through it and now I have information that I can now support my child because I could see that something was going on, but I couldn't really pinpoint what that was. But now I have that information to be able to do that.

One of the things that I also remember, conversations having with our administrators, our administrators kind of jumped on board understanding the work that it took to implement the screening tool. And I recall having a conversation with one of our administrators who noticed that a student, the results of a student and was, I know this student right? His comment was that I know who this person is and I had no idea that the student was struggling this way. Now it makes sense why the student is struggling. So at all levels, again, at all levels of the organization, we were able to see the benefit of why we needed to implement a screening tool.

I'm going to skip to the results. I think I can speak better when it comes to the results. So we screened a little bit under 6,000 7th graders and we were focused on finding students who were in crisis. That's the reason why we did it. We were focused on finding students who had suicidal ideation, kids who were dealing with challenges at home, kids who were currently using substance abuse, finding them early. And we were able to find, you see at the end, 398 students who were in crisis and 133 students who were in an acute crisis. In the ninth grade, we were able to find a little bit under 300 kids who were in crisis and about 66 kids who were in acute crisis.

When we did these screenings, keep in mind we went through a lot of steps. The parent informational workshops, consents. We did our due diligence to make sure the parents were aware and we had all the things in place to be able to, I think oftentimes the fear for school districts is you're finding kids and then what do you do? Or what are the parents going to think, right? So we went through all of those things and it took us two to three years to be able to do this. So when you look at these results, if you are passionate about suicide prevention, if you're passionate about child abuse prevention, substance abuse, kids in the foster care system, I think we have to consider doing the work. Albeit very difficult work of implementing mental health screeners within an educational setting.

And I can speak to that school settings are a primary care setting and that's where we have kids. That's one way for us to really develop and implement early intervention and prevention work. And in behavioral health, I think we have struggled a little bit to develop a system where we're finding kids early. So this is just one way, obviously it's one way, and this has to be paired with a more comprehensive assessment. We need to dig a little bit deeper. We did have false positives. We needed to rule that out. We had a spectrum, so we needed to focus in on the ones that were more in acute situations. But the work is important. We may not have the only answer to that. We may not have the only way of doing it, but doing the work of figuring out how to implement a universal mental health screening tool within the educational setting, I think it's important and it's linked to so many social issues that we are trying to address as a collective. So with that, I'm going to hand it over to Mr. Arnot for him to speak.

**MICHAEL:** I'm Michael Arnot. I'm executive director of Children's Cause Orange County. And what we are is a support organization for children's mental health providers in the community. And when I say community-based mental health providers, I'm not talking about the big institutional providers like hospitals and county agencies and so forth. We work with children's mental health providers, either nonprofit organizations that have been set up for that purpose or individual providers that are really trusted providers in their community, but often because of their size, they don't have some of the same ability as the large institutions when it comes to doing large projects. So we're here tonight because what we did is we helped Anaheim Union High School District and we helped Dr. Eaton. We helped a group of community-based providers come together because when you're doing universal screening and if you want that to be successful, what we have to embrace is that you start with parents and many community-based groups are connected with the same parents the school district is connected with because parents have to be involved partners if this is going to be successful.

I think it also, when you do the screenings, you have to be prepared to have a response. It's not ethical to go out and just do screenings for the sake of doing screenings and have no planning or preparation for that. You have to be prepared that you are going to identify children because these screening tools do work. And that means you're going to identify children that probably would not have otherwise been identified, or at least not as soon. And since you're doing that, let's say all in the same day, you have to have the resources lined up to respond so that when you find children in crisis, you have to have a crisis plan. You have to, for the large number of children that fit in less severe categories, you have to have those providers lined up so you can connect the families to those providers and they can step in and start providing services.

So that's reinforced learning from our project where we partnered with Cal Optima. Cal Optima supported that project. And I think what we saw from a countywide perspective, because we're working with providers all over the county and we work with county agencies to look at what's the bigger picture of this. I think that everything starts in the district because the district needs the freedom to be able to choose the screening tool and the screening approach that they want to choose. I think it starts with the district, but then districts need some support to be able to do this. Part of that is the networks and relationships with providers. Part of that is resources and funding. So from our vantage point, if you want to bring universal screening to scale countywide and just beyond these pilot projects that have been so successful that there needs to be collaboration and cooperation between OCDE, the Orange County Healthcare Agency and the two managed care plans in Orange County.

And if you don't know, the two managed care plans for Medi-Cal are Cal Optima and now Kaiser Permanente starting this year. So we used to have just Cal Optima, now it's two of those who are direct Medi-Cal managed care plans with the state. And the reason I say that partnership between all those entities is because each is managing a different funding stream that could be used for mental health screenings in schools. But there needs to be that level of coordination. If it gets siloed, and that's what we've kind of seen so far where there's some siloing between those efforts, then you're not going to be able to tap into what the districts truly need in terms of the level of resources. So for example, Orange County Healthcare Agency might say something like, well, we'd be happy to help, but the state has in the last couple years has infused a large amount of money for mental health services directly to districts or directly to OCDE.

So therefore, why don't you go to them and do that? So I think there's a need to work out among these agencies, okay whose role is what, and then come up with some consensus on, okay,

everyone needs to be at the table. Everyone needs to play a role because we need to maximize the utilization of these existing resources and then have a combined plan to bring it to scale. So that from our perspective is kind of what's needed to do this. But at the end of the day, one of the biggest barriers was not parents. We were expecting, okay, we're going to get a lot of pushback from parents. That's not what we experienced. What we experienced was the opposite. Parents were like, thank you for getting us involved in this on the front end, and we actually want more resources for our children. We're kind of out there, we're kind of struggling with things and we actually appreciate if you're paying attention to this.

But the bigger dilemma I think is where there is fear among some districts to be able to do this where they're fearful of, okay, what if we start doing this and we start finding out that all these issues exist and then we're in a position to do that. But we're take the point of view. It is better to know than to not know. It's better to know, yes, okay, you might get on the hook for something potentially, especially if you have no planning for this or whatever, but intentionally deciding not to do this because doesn't that bring up liability? So I think it's not an easy answer, but we do know that there's administrators out there in school districts and even in county agencies that will have this immediate reaction of, okay, well let's not do it because it's better not to know. I don't think that's the majority.

I think the majority of districts and county agencies want to do something, but we just haven't brought everyone together yet to figure out on a consolidated plan of how we're going to do that and overcome some of these issues. Because the bottom line is it works. These screenings when they're done, you always find children that would not have been identified otherwise. And so that's the message we're bringing tonight. And we're hopeful that all of us can follow up with the board if you have questions and follow up with the superintendent and have discussions of like how we can take this forward. The goals that we're promoting is nothing less than providing access to universal screenings to all children in Orange County. And I say access because we don't, this is not something you should force. This is something parents should decide if they want to do that, but the majority of parents who do want to do it, they should have access to be able to do it.

And then we're recommending screening twice a year because sometimes things change the year and especially if you do it midyear. I think that's really helpful that, and then we want, the goal is to provide the resources for starting with the parents, schools, pediatricians and others that are going to be involved in this network, information about this. And then, like I said, getting together, finding one possible mechanism is if one of the county agencies or a large institution or one of these managed care plans can set up a master agreement so that any district can enter into that master agreement and then receive funding for the screenings that they want to use. So there are ways you can do things countywide that provide that additional resource and that additional mechanism for districts to be in a better position to do these. And then we want to continue to improve Orange County children's mental health system, which has made some improvements in the past few years, but we're not there yet because the demand far exceeds what we can supply in terms of resources. So universal screening has to go hand in hand with continuing to develop our children's mental health system. So that's all I had. I'm going to turn it back to Dr. Eaton.

**MARTIN:** Thank You. Thank you so much. And if you guys want to stay here so we can answer questions. Thank you board for the opportunity to present. We're open to questions or for clarifications. I'll start to my left. Sure. Dr. Sparks.

**SPARKS:** Hi. Yeah, I have a few questions in terms of logistics. You say that parents can sort of opt in and volunteer to get screening for their children. Let's say they find a crisis. And then what? I mean, I guess do the screenings take up hours or minutes during the school day? When do you do the screenings? There's already a lot going on. Talk about their teachers are trying to cram into a school day. So where does this fit?

**ADELA:** So I'll just speak to the way we implemented it. So we scheduled a screening one day, a screening per school. We did all the junior high schools and we brought in a team. We already had an existing-I don't know if I broke it or what's going on with the mic. Sorry. We already had an existing school-based mental health program. So we have social workers. So we brought in social workers, counselors, psychologists, and community partners, and we scheduled the day. So we have about 20, 17 assisting personnel that we brought in that one day. The screening tool takes about eight minutes.

**MARTIN:** About eight minutes.

**ADELA:** And so we received the report. So we already had in place a system for suicide prevention screening. We already had that in place. We already had a system in place for crisis response. So all of our team members were trained to do suicide risk screening. So in that moment, they're screened, we get a baseline, they come in and they do a more comprehensive assessment and they say, okay, this was a false positive. Okay, you were joking around. This one's real. So we just incorporated our response to...

**SPARKS:** So what of those minutes, those eight minutes, what is that taking away from? What is that replacing?

**ADELA:** So we did it in the morning, we picked second period, for example, and the teacher receives the script, they deliver the screening until eight minutes and the first second period, and then they're done.

**SPARKS:** That means it's eight minutes from their other instructions.

**MARTIN:** It could be. Some people might do it like a general advisory period in the mornings. So usually you have a 15-minute advisory where there's no academics going on.

**SPARKS:** That's what I would be. I think schools that's important.

**ADELA:** And some of our schools did that. Some of schools did that.

**MARTIN:** Then others will do it, like P.E., they'll see this is a mental health and they'll say, okay, before we get dressed, we're going to have everyone do the screening. And then they do the screening and then they do get dressed. So we are looking at when possible non-academic time because not here to try to...

**SPARKS:** I think that would be really important in terms of messaging for parents. And then my other question is around once you find a crisis situation, how do parents know that that information is being kept confidential? And number one, number two, when are they going to get help and how's that going to play out again in terms of the school day, is it going to be after hours? I mean, how does that play out?

**ADELA:** Yeah, those are great questions. So it really depends on what systems the school districts have already right in place. So the school should have autonomy in terms of how and when to implement the time of day. But based on our existing protocols, we respond immediately. And the very first phone call always is to the parent, we need to bring them on board, we need to engage with them, parent needs to come. This is what's happening outside the screeners. We already had that process in place. The parent engagement involvement is critical when it comes to the safety of a child. So immediately the parent comes down, we inform them what's happening. We have been, since we've started building a school-based mental health, been very intentional about confidentiality and where we store information. And school districts are struggling with this piece because no model or guide on where do you store, where do you have to have outside systems. So we've been very intentional not to document things in areas where everybody has access to. These are mental health records that are maintained separately. So all of those pieces, we've been very intentional and parents are aware through our informational workshops that these are the things they could ask a bunch of questions and we respond with the protocols that were already existing. So we've been very intentional.

**SPARKS:** I just think to me, these would be very important messaging strategies.

**ADELA:** A lot of parents have that concern about the confidentiality, about where are these work? We don't store these records in Aries, so nobody can go in there and see what happened to Adela, for example right? It is separate.

**MARTIN:** And then in regards to where are they going to receive help, that really is a conversation between the student, the family, and the school. For some of them, they don't have that opportunity after school. So providing that at the school. And that's where the state of California is starting to provide resources now to provide more ability for people to get compensation of receiving assistance in the school space. However, for other students, it's an opportunity to really defer and have them follow up with their own private provider or for something that would be available after school. So the good news about it is there are many different models that show some flexibility based upon both. And now because we have a lot of telemedicine going on, that also provides an additional opportunity where some kids are receiving support in their own home after school in a time that again, is not taken away from school. So what we find out is because each individual and school situation is different, is trying to find out what is going to be the best for that family and best for that student and be able to work in a way that supports education.

**ADELA:** And if I may, I think there's two different things. There's the safety and crisis response and schools are mandated. There's laws where schools are mandated to do, but then there's the mental health care, and we always want to give parents autonomy to utilize their own resources. This is the information we have. If you have private insurance or you need information, we give

it to them. The value of having providers on campus is because often, sorry, the value of having providers on campus is there's always a lot of barriers to care. And for those kids that cannot access care for whatever reason, parents are working two or three jobs or they're working, now you have a provider with consent of the parent, we can begin to treat whatever's driving the crisis. We want to make sure that we say out loud that parents do have autonomy as they should. We just give them the information and then they decide which way to go.

**SPARKS:** I ask these questions because a lot of times we have these grand theoretical ideas, but actually where the rubber meets the road and actual implementation and scalability, like you were talking about, is a whole different animal. These are the questions that I had. I'm sure I'll have more.

**MARTIN:** With Anaheim being one of the largest secondary school districts in the district, it's exciting for us to see.

**HENDRICK:** I'm sorry you guys, can you please speak in the microphone since this is being taped and Zoomed?

**MARTIN:** Yeah

**HENDRICK:** Thank you.

**MARTIN:** And since Anaheim Union School District is one of the largest school districts, it's so important that we have gone from concept to implementation. And now what Michael's talking about is about scalability and the opportunity to make these types of resources more available because it truly impacts someone's ability to learn.

**SPARKS:** Thank you all.

**MARTIN:** Of course. Thank you.

**ADELA:** Thank you.

**BARKE:** Lisa actually posed a question that concerned me most, and I think your work is amazing and it's absolutely necessary. What I always think is we have so many distractions to educating kids that academic excellence seems to be at the bottom of the list with so many things above it. I appreciate that if it's not taking the academic time away and if we can fit it in a zero period or P.E. or something like that. Those were great questions. I don't have any others. Thank you.

**WILLIAMS:** Okay, thank you Trustee Shaw?

**SHAW:** Nor do I. Thank you for your presentation.



**MARTIN:** Of course. Thank you.

**WILLIAMS:** Trustee Valdes?

**VALDES:** I like that the first thing you said or that you said that the first phone call you're going to make, if you see one of a positive, the first phone call you're going to make is to the parents. So that's very good. What is the cost of this district wide? I noticed that our ACCESS program used your service in 2022. What was the cost of this service for that year?

**MARTIN:** Sure. So the cost for the screener is anywhere between \$7 and \$9 per screening. So if you figure how many students are taking the screening, then you would just kind of times it. So if it's a hundred, it could be a \$1,000. If it was 200, it would be \$2,000. That would be kind of a ballpark to actually use the screener.

**VALDES:** Well, we have 4,600 kids in our ACCESS program, so this is going to cost somewhere around \$32,000.

**MARTIN:** But we always believe that finances can't be the reason why someone gets access or not. So we have been able to and are willing to continue to look at what we can do with pricing to make sure...

**VALDES:** With our budget, \$32,000 for something that's worthwhile, I don't think is cost prohibitive at all. But is this a passive permission on behalf of the parents or do they have to actively agree to this in advance?

**ADELA:** So we sent them the consent form, they have to read it and yes or no, and we'd send it to...

**VALDES:** So it's an active permission that the parents have to sign?

**ADELA:** Yes. And we'd sent it multiple times to reach as many parents as we could, so we did. But as far as the cost of the screening, as far as I'm aware, the new fee schedule for Medi-Cal, we'll pay twice as much. We would reimburse twice as much for the screening. And that's coming for school districts to be able to leverage. So if you screen, you pay \$9, \$10, but you're able to claim \$23 based on my understanding currently. Of course, all those things are in the works. They're all in the works. So I don't want to be fully quoted on that, but...

**VALDES:** I wouldn't use this as a business proposition. The point is to help kids.

**ADELA:** I think it's important to look at, if we are able to identify kids early, the costs that come afterwards, I think we can mitigate a lot of it. So thank you.

**VALDES:** The \$32,000 is not, like I said, I don't think that's cost prohibitive if we're going to help kids. The issue is the implementation. If it's an active permission, I think a lot of the kids may miss the screening because it actually sounds to me like the parents who don't provide the active permission. Those are the kids probably most at risk.

**MARTIN:** Yeah. So let me answer that. We encourage depending upon the school to make that decision, whether it's active or passive. And when we've had both schools, districts or schools doing that, you're correct that those that are passive, and the way the passive would work out is you give information to everybody. And then for the schools who are choosing to do more of a passive response, they would then be, if you don't want your kid to be involved with the screener, please communicate that. And that's usually after three or four different pieces of information have been sent to the family. And that includes for the family themselves to actually fill out the screener. So one of the things that we do as part of getting parents involved is we actually encourage parents to fill out the screener for their own child. Now, the child can fill out the screener on the screening day, but if the parent wants to know specifically what the questions are or wants to start that opportunity for themselves to have a dialogue, they can do the screening too. And we always set that up with school districts that it can be parents doing the screening, kids doing the screening or both. And we'll usually find out is even though we offer parents to do the screening, most of them don't follow through, it's primarily the children.

**VALDES:** Just speaking for myself, I'm okay with an active permission as long as the first phone call is going to the parent and not someone else. So those are just my thoughts.

**MARTIN:** But I want to make sure you're clear that if the school chooses for them to do a passive, then you will definitely get a higher percentage of students taking the screening. And that's just kind of the ups and the downs of how you're going to be able to do it.

**VALDES:** Is it done on an iPad?

**MARTIN:** Yeah, it's any internet device. So what most schools do is because kids have their own computers, and that's internet connected. So they can just do it on the computers. Some will do it on the phone, some will do it on iPad, but that's why you can do it on your own phone right now. You could just text that number, but the way we set it up with the school is they just have a link they click on. They click on the link, they register, so they put their own password, so all the information is confidential and then they start taking the screening. It takes about 20 seconds for them to get on and then the screening, and again, because it's all dynamic, every student actually fills out a different screener based upon their response. That's why we can do it in eight minutes.

**SPARKS:** I would just add that whenever you say the screening costs a cup of coffee now that at Starbucks, venti frappuccino's about seven bucks, you're pretty close.

**MARTIN:** Yeah. I mean that's what they call Starbucks is four bucks, right? Or something like that or something. But we never want the finances to be the issue because these are people's lives and when someone goes through a screen and a parent gets it back and you're a parent who didn't know your child was feeling this way, there's no money in the world that can pay for that and to engage them in the process to know what's going on and then to inform them and support them, it truly saves lives. That's the part that excites us is we've now seen this for almost seven years. This truly saves lives.

**WILLIAMS:** Thank you Dr. Eaton. Obviously, this is something that's been very passionate for this board for all these years and for me, especially as a family primary care doctor, 30% of my

practice at one time was psychosocial. I practiced psychiatry in all ages and all groups and it's truly a remarkable field in that you can really help people. Sorry, I thank you and Michael and Doctor for coming in and presenting this information to us. Dr. Cruz, in your experience, what percentage of the parents who are participating also at the same time taken this quiz with their kids is there this incongruence where the parents think their kids are totally healthy and you've identified that approximately 13% of these kids are in an acute crisis or having suicidality or actually have a plan in place?

**ADELA:** So we didn't have the parents screen themselves.

**WILLIAMS:** No, no. Screen their kids thinking that they're kids.

**ADELA:** If we can go back to the slide, you could see the number of kids that actually took it. So out of the 44,385 that got the screening tool about a little bit under 3,000 actually took it because even what maybe Dr. Martin mentioned it, but the student themselves can opt out when they get the screening tool.

**WILLIAMS:** But maybe I heard you wrong, but you were saying the parents also take this thinking that they're screening for the kids?

**ADELA:** They can yes.

**MARTIN:** We give them an opportunity. Some school districts, we always give school districts the opportunity to say we would love for parents to screen their kids so the parent would have the same screener but they would be doing it for their child and then the next few days, often the child's going to be doing it for themselves. What we find in general is less than 5% of the parents when given the opportunity to screen their children for themselves actually follow through less than 5%.

**WILLIAMS:** Interesting.

**MARTIN:** And that's been pretty consistent for the last seven years and that's what concerns us is kind of going back to your comment about lots of the parents who are not as involved, unfortunately are the ones whose kids sometimes have the greatest need. And so that's why getting parents involved tends to be much easier when the kids have screened. We find out that there is a crisis issue going on, and now we invite them in the process and that's really helpful because we're now giving them and empowering them for the opportunity to be involved with their child's mental health.

**WILLIAMS:** When you did the ACCESS program for us in '22, what were your findings at that time? Do you recall?

**MARTIN:** Yeah. Because we, it was an active screening approach that it was a very small percentage of the students that could have screened actually screened because it was an active

parental permission and we only had about 3% of the parents who participated and that was for us, really disappointing because we have all these ACCESS students who have things going on in their lives. We felt like being able to do whatever we can to engage them, but because we only had about 3% of parents sign the permission, we only had 3% of what was available. And we did identify kids in crisis even in that small population, but it was much smaller of what it could have been. And that was disappointing for us because there's a lot of kids who actually really needed that support.

**WILLIAMS:** Right. That visual of three Angel Stadiums is full of kids with mental health needs and requirements is pretty impactful. Mr. Arnot, you said there was a pushback. Who is the one primary pushing back?

**MICHAEL:** Well, I kind of put it in general way because over the years you hear what different agencies and different people are doing. I don't want to mention names tonight, but I will say that we've experienced some pushback at all levels. So we've experienced it with Orange County Healthcare Agency. Some of their staff, and this is not to their current director who's great, but some of her staff. We've experienced it in different districts we've approached where we've said we have providers at the ready. We have some funding we've got, but still in different districts, people weren't ready. And I like to describe it as fear. Fear-based decision making where they're just looking at, okay, well what can go wrong here? And I'm already on the hook for all these things we're doing for special needs children and everything else, so I don't even want explore it.

**WILLIAMS:** Yeah, I think you said there is liability by not doing anything.

**MICHAEL:** That's right. That's the things I don't think people consider sometimes if you are intentionally saying, we don't want to know. Even if there's resources we can tap into as a district at even no cost to us. And you're saying, no, no, no, we don't want to know. We don't want to know. That in itself seems to be a risk-based strategy.

**WILLIAMS:** Dr. Bean. Thank you. All three of you, Dr. Bean. Part of the presentation is because this board feels very strongly about mental health disorders in our kids. There isn't a parent or isn't a person in this room has not suffered at least or experienced some type of mental health crisis, whether it's depression, general anxiety disorder, bi-polar disorder, personality disorders. There is a lot of mental health illnesses out there and this board really tried to push a couple years ago when we got the first presentation. I've known Dr. Eaton for 20 years and he is an incredible man and I appreciate all the colleagues that you brought in here. Dr. Cruz, certainly your professional is greatly appreciated and acknowledged. And Michael, thank you for your calmness about all this. Even though this is a crisis and I tend to react to the crisis as a healthcare provider, like we better do something about this.

And to you, Dr. Bean, will you do something about this for us? There has been a frustration, especially by me because this is an excellent plan at probably the best price or cost you can get to screen these kids and it doesn't matter what background they're from. To screen them, to give them the help and we need to provide the help. I think Dr. Eaton, you said there was an \$800,000 grant that you could have got from the state and somehow you got dropped in our Department here. I'm sorry that occurred, but I know Dr. Bean, if you can look into that and find out why and

do something for our kids and maybe even expand it to the county. I think this has county applications. We just got to take this fear out that Michael's talking about here because there is liability. These kids are precious. It doesn't matter who they are, they're all children. And when I say all children, that is all children. So that's all I have to say, Dr. Bean?

**BEAN:** Did you want me to respond?

**WILLIAMS:** Yes, absolutely.

**BEAN:** I think the first thing that I'll do as we always typically do is involve those who are affected by these kinds of decisions. I'd love to have your team actually come and sit down with my team and let's have this presentation, let's have this conversation and let's brainstorm. I think tank is always important before we implement something like this because to your point, there is definitely pushback from districts and I want to know what that pushback is, right? I want to be able to respond to our districts and say, this is important. And let's definitely do that right away. Okay.

**WILLIAMS:** Thank you Dr. Bean. Awesome. Thank you again for coming and sharing with us what your experience. This has been pretty meaningful for the board and I bet you every person here appreciates what you're doing.

**ADELA:** Thank you so much.

**MARTIN:** Thank you.

**WILLIAMS:** Okay, moving on with our meeting. Yes, give an applause here. Moving on our meeting, we do have consent calendar. We have one person who is on consent calendar that wants to speak in public.

**BARKE:** Number six. We have Lynne for number six.

**WILLIAMS:** Number six. Is that Judge Riddle?

**BARKE:** Yes.

**WILLIAMS:** Okay. Judge Riddle, before we go to consent calendar, you're on deck for public comments. Go ahead and you got three minutes.

**LYNNE:** Thank you and I do appreciate it. Before my time starts though, may I please ask, I have prepared a one-page document and asked that each of you have a copy of it. It's easier. I'm

going to talk about numbers. It's easier if you have them in front of you. Do you have that in front of you? All right, thank you so much.

I'm Lynne Riddle and my comment is with respect to agenda item eight, the approval of Mr. Rolen's June, 2024 invoice to the board. Directing your attention to the chart I presented, it shows that between January and June of 2024, Mr. Rolen's invoices total nearly \$400,000. And if the final six months are similar, we could see the Rolen invoices reach \$800,000 for the year. That's a stark amount to me, shocking annual increase in these billings from \$360,000, excuse me, in 2022 and nearly \$600,000 in 2023. These bills are paid with public funds, taxpayer dollars. The board has a fiduciary duty regarding the expenditure of taxpayers' money, yet the board has not taken the time, I believe, to explain to Orange County taxpayers exactly how paying Mr. Rolen \$1,000,360 in the last two and a half years has directly benefited the students that are served by the Orange County Department of Education Schools programs and services.

And so with respect, I urge that the board that you publicly validate and publicly share evidence of how the students benefit from that expenditure. Now, regarding Mr. Rolen's June, 2024 invoice, it's listed on the agenda as item six and respect to his reimbursement claims. I want to highlight the following concerns that there is no backup documentation that was posted with tonight's online agenda to validate any of the nearly \$80,000 in reimbursement claims.

Accordingly, the public and very likely to the Department of Education Accounting Unit has no ability to question or to validate those expenses and therefore I urge that the board include as attachments to every online Rolen invoice, copies of all Mr. Rolen's invoice claims, backup documentation. The public has a right to know, and two, the Department has a duty to withhold payment until proper and verifiable documentation has been presented. And now specifically I have three things to bring to your attention with respect to reimbursements. There is a section that is called support litigation on the June invoice. I'm sorry I've gone beyond my time. Thank you. But I do urge you to look carefully at some of the outstanding numbers that are stated there and there's no documentation, whatever to substantiate it. Thank you.

**WILLIAMS:** Okay. Thank you, Judge Riddle. Moving on with the consent calendar. I have a motion for the consent calendar.

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Okay. Consent calendar. We do not discuss or debate unless there is something that is polled unless there's some specific question. Otherwise I haven't heard anything. All those in favor of the consent calendar say aye.

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

**WILLIAMS:** Oppose? Motion passes. Five to zero. Okay. We're going to take a recess, which is more of a formality because we're recessing out of the Orange County Board of Education. We're going into our Facilities Corporation meeting. And do you have that document?

**WILLIAMS:** Okay, I see it. Okay. Thank you. Okay, I'll gavel out of our Board of Education meeting and officially we'll be going into our Facilities Corporation meeting. And I'm officially for the benefit of the record, calling this Facilities Corporation to order. Maybe we have a roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Here.

**SISAVATH:** Trustee Shaw?

**SHAW:** Here.

**SISAVATH:** Trustee Barke?

**BARKE:** Here.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Present.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**WILLIAMS:** Very good. And moving on with the Facilities Corporation agenda. May I have a motion for the adoption of today's agenda?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Second. We motion a second discussion bar none. All those in favor say aye.

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

**WILLIAMS:** Opposed? Motion passes. Five to zero. Next on the agenda is the minutes. If I can have an approval of the regular meeting of August, 2023.

**HENDRICK:** Ken, we had actually already approved those. We just put them in here. We approved them a month after.

**WILLIAMS:** Okay, so we don't need to approve it then. Okay, so we did approve the minutes in. Okay. That's right. We did do that. I totally forgot. Okay, moving on. Public comments, any public comments?

**HENDRICK:** No.

**WILLIAMS:** Okay. Very good. Special recommendations. Now this is typically where we do organizational meeting and the first recommendation of appointment of the officers of the facility corporation. And typically, those officers are the president, the vice president and the secretary's recording clerk, is that correct?

**HENDRICK:** The treasurer.

**WILLIAMS:** The treasurer?

**HENDRICK:** Yes.

**WILLIAMS:** Okay. Which has been the recording clerk?

**HENDRICK:** Yeah. Well yeah, I think for official documents, since we had the loan, official financial documents, this person would sign on those I know. Luckily for Mari, she's got to do it a couple times.

**BARKE:** Yes, I have.

**WILLIAMS:** Okay, so help me out here from a parliamentary perspective, do I individually make those nominations? What have we done in the past?

**HENDRICK:** I think it has somebody who's kind of volunteered and so we do put obviously the president and vice president of the board. Those and then since Mari was the treasurer and she's now going to be the secretary, then you would need somebody different to be the treasurer.

**VALDES:** I will volunteer for that.

**WILLIAMS:** You'll volunteer. Well thank you Trustee Valdes. That's very kind of you.

**VALDES:** Anything for you Dr. Ken.

**BARKE:** Do you want to move to this seat?

**SHAW:** There's a bromance going on.

**BARKE:** I know.

**WILLIAMS:** I'll make the official motion then to appoint the officers as president myself, Mari Barke as vice president and the treasurer for Trustee Valdes. I'll make the motion. I need a second on that.

**BARKE:** Second.



**WILLIAMS:** Second. Okay. Any discussion? Barr none. All those in favor say aye.

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

**WILLIAMS:** Very good. Let the record stand. The motion passes. Five to zero. Okay, next item on the facility corporation agenda is the operational report for '23 -'24. And is that David who will give us that report? Okay David, good to see you again.

**GIORDANO:** Trying to get to our slides here. Here we go. Okay, well thank you and good evening, president Williams, members of the board. Tonight, I wanted to just give you a brief update on our Esplanade property. We'd like to share with you the results of operations for last fiscal year '23 -'24. And then we also want to provide just an overview of our operating budget for the current fiscal year '24 -'25.

Here's a look at how we closed out last fiscal year. This is as of June 30th at 2024 for fiscal year '23 -'24. We closed the year in very good financial position with an operating surplus of \$682,853. Our revenues actually exceeded our projections totaling \$2,770,417 and our expenditures came in below forecast at \$2,087,564 which left us with a project ending fund balance of \$5,074,141 as of June 30th, 2024. The interest rate on the loan for our property, it's set at 2.84% and that loan expires on June 1st, 2029. And the current principle outstanding on the loan now is \$6,325,000. The property's occupancy rate averaged 92% for the past year, which was very good considering that the overall commercial market still remains very, very weak. We are continuing to see an uptick in the number of tenants that are shortening their leases and then downsizing to some smaller lease spaces as well. And so that is something that we're keeping a close eye on. Overall for fiscal year '23 -'24. The project ended the year in very good financial position and unless there are any questions about '23 -'24, I can move on to the operating budget for fiscal year '24 -'25.

**BARKE:** I'm fine with that.

**WILLIAMS:** No questions. Thank you.

**GIORDANO:** All right, so here's a look at our operating budget for the current fiscal year '24 -'25. We are projecting a conservative occupancy rate of 85%. That's when you look at the current occupancy rate of 92%. We are projecting a conservative number and this is in the event of a downturn in the commercial property market. Our total operating revenues for the year or projected at \$2,631,896. And our total operating expenditures are forecast at \$2,179,086. We're about 15% above our prior year expenditures. Again, trying to put together a very conservative budget for the current fiscal year. Since we are planning a couple of large capital facility projects. The projects include installation of an elevator in one of our buildings and then the replacement of some large HVAC units as well. And you can see here up on the screen, total capital expenditures projected at \$1.2 million. And so due to the plan spending on these capital facility projects, we are projecting a deficit of \$747,190 for the current fiscal year, which will leave the project with an estimated ending fund balance of \$4,326,951 as of June 30th, 2025. And again, this is going to leave the project well positioned as we move forward into the next fiscal year. In very good financial shape. If there are any questions at all.

**BARKE:** You have any questions? Ken?

**WILLIAMS:** I have no questions. Anybody, any questions? Okay, very good. Thank you. Thank you very much David. We receive and we're going to approve now, so we have to make a motion for approval of this budget. Can I have a motion for approval?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** We have motion and a second for approval of the operational budget for the fiscal year '24 - '25. Any other further questions? Okay, barring none. All those in favor of this budget say aye.

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

**WILLIAMS:** Let the record stand. The motion passes. Five to zero. Okay, so now we're going to recess from our facilities corporation back into the County Board of Education and we're going to move on to item number seven, charter submissions. Are there any charter submissions Renee?

**HENDRICK:** We do have one charter submission from Orange Springs. The public hearing will be held on September 4th with board action on October 9th and I believe those binders went home to you already.

**BARKE:** I haven't received them.

**HENDRICK:** They're here for you in the room.

**BARKE:** Thank you.

**HENDRICK:** And that's the only one I have for today.

**VALDES:** Where is Orange Springs located or proposing to locate?

**HENDRICK:** They're already located, it's a county wide charter. I'm sorry, what? Sorry, I need my expert here.

**CHASTAIN:** I apologize. It's a new countywide charter school petition. They've notified multiple districts. I don't know off the top of the head which ones they are, but they are in the binders. You should have that information there.

**HENDRICK:** They're an existing charter already. Just moving to the countywide.

**WILLIAMS:** Thank you Aracely. Any other questions before we move on to item number eight? Dr. Miramontes, you're going to facilitate this particular part of our public hearing on textbooks and instructional material and then we have a resolution nine after that. Sir.

**MIRAMONTES:** Good evening, President Williams, members of the board. I would like to open the public hearing for the sufficiency of textbooks and instructional materials in accordance with Ed Code 60605 and 33126. Mrs. Hendrick, do we have any public comments?

**HENDRICK:** I have none.

**MIRAMONTES:** Seeing no public comments, I now close the public hearing and turn the meeting back over to you.

**WILLIAMS:** Thank you very much sir. Okay, so next on the docket is item number nine's resolution and this resolution comes from Analee and the resolution has to do with requirements of Education Code 60119. Okay, may I have a motion for this?

**BARKE:** I'll make a motion to approve the resolution.

**SPARKS:** Second.

**WILLIAMS:** And we have motion and a second. Does this require individual? I can vote as a group or...

**HENDRICK:** Yeah, I think you can vote it as a group.

**WILLIAMS:** As a group. Okay, so any questions regarding this resolution? Okay, barring none. All those in favor of this resolution 1524 say aye.

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

**WILLIAMS:** Oppose? Motion passes. Five to zero. Okay. Moving on with the next agenda item, which is number 10 and that's a resolution opposing Assembly Bill 1955.

**BARKE:** We have several public comments.

**WILLIAMS:** How many do we have?

**BARKE:** It looks like about, let's say nine.

**HENDRICK:** I think you should be up to about 19 or 20.

**BARKE:** Yeah, it looks like about 20.

**WILLIAMS:** 20. What is the preference of the board? One, two minutes.

**BARKE:** I'd be up for two minutes. What do you guys think about two minutes?

**SPARKS:** Yeah.

**BARKE:** That way we can get everyone in we normally do I think two minutes.

**WILLIAMS:** Okay.

**SHAW:** You don't have to use all two minutes.

**BARKE:** Right. If you absolutely agree with the person who speaks ahead of you, just come up and say ditto and that will be good then we'll know. Okay. Ditto works great.

**WILLIAMS:** Okay. Very good. Mari, we call the first one.

**BARKE:** Yes, the first one will be Todd and the second one will be Esther. Todd Martin. Esther, P-O-C-H-P. Do we have, have a Todd and Esther? If not, we can move. Oh, is that Esther? Okay, is that Esther? All right, why don't we start with Esther and we'll come back to Todd. We'll put him on the bottom and when he comes back, somebody let me know. And after Esther, we will have Becky Whitener on deck.

**ESTHER:** Becky's gone.

**WILLIAMS:** Okay, you have two minutes ma'am.

**ESTHER:** Okay. Good evening. My name is Esther Poch and I am a proud mother of two beautiful children. I'm here today because of my agonizing and disheartening concern. I am here to oppose this terrifying law, AB 1955. We need to support the protection of our children's biologically born body like never before. Our children who all are created in God's image need our support for their dignity, their irrevocable natural sexuality. No one in this world should take their rights, be taken away. Deceiving them and grooming them with all these lies happening right in this room even tonight, to hate their natural born body, coercing them to adopt these harmful changes from teachers and mental health providers ought to just stop. This must be stopped. AB 1955 is not a crisis plan to save them, but it is abusing them. Children need parents, not the government, not mental health services or agencies. There are many, many loving parents in this room and we will not stay silent. We will push back all the lies and evil harm relentlessly causing against them. It is parents' duty and parents' responsibility to love and care for them and raise them up in this way of the Lord. Governor Newsom is a thief and anyone joining on his extortion is a thief and a criminal. This law is a shameful law by the hands of the deceiving lawmakers, teachers and counselors and doctors. May God bless us and have mercy on us. Thank you.

**BARKE:** Thank you. Next up is Becky is next.

**SPARKS:** They said Becky's gone.

**BARKE:** Oh, Becky's gone. Okay, how about Todd? Is Todd back? Are you Todd? You're up.

**TODD:** Perfect timing.

**BARKE:** Yes.

**TODD:** I'm Todd Martin. I'm been a resident here in Costa Mesa for gosh, as long as I can remember since I've about this call and I don't even have kids, but a lot of my friends do and I don't usually get involved. I've never even been to one of these board BOE meetings before, but when I saw what was happening in Sacramento with AB 1955, it was a deep concern for me and it's just one of those things I was deeply disturbed at it passed that even was considered and at this point I don't understand the dynamics between how you guys are going to have to deal with this, but I know for myself and many of my friends and family, this is a deeply disturbing issue. I firmly believe that children were given to their parents by God and those parents were made stewards over their children by God himself.

I look up here and I see in these big gold letters says in God we trust. And my question is to you is do you really trust God? I don't know where each of you stands with him, but I know and I firmly believe that God created all of us. He created children and he put them specifically with each set of parents for a reason and they have the responsibility for watching over these children and bringing them up according to the ways that they think is right. And for Sacramento to be trying to take that away from the parents in my opinion is literally evil and I'm one of these people who willing to come in here and say something even though it was quite a bit of expensive time for me because I'm usually not in this stuff and I don't want to extend in front of a bunch of people, but I want you guys to know that there's, I would guess a growing not so silent majority who was behind fighting this and what you guys are going to have to do to fight it. Obviously, Sacramento has passed this thing and I don't know what it's going to take, but if please say no to them no matter what it takes.

**BARKE:** Thank you, Todd. Next, we have Beth followed by Debra.

**BETH:** Our children are not puppies nor are they the property of the state or even part of eminent domain. They are a gift from God. Sometimes they're a pain, but they're still a gift from God. We all survive it. Most of us. How dare anyone want to turn them over to the state. Anybody that thinks that needs to get a psych eval and snap out of it. Dr. Benjamin Rush taught that the purpose of the public schools is to teach students to love and serve God, country and family. He actually mentioned family. He actually understood that if we ever lost the country, we would turn our children and our families over to the greatest evil. This is not a bill 1955. It's straight out of if you've ever read or are you familiar with the Communist Manifesto. This Communist Manifesto it was you have to weaken the family. You have to get rid of the family unit, you have to destroy it. You have to turn children against their parents. Don't tell your parents we said this. This is absolute child abuse. It is cruel. It's against the laws of nature and those laws of natures are protected and cared for in the Constitution of our United States. It's about time we all started learning what was in there so you can defend it and stand up for your families and don't let anybody take your kids even if they look like little puppies away from you.

**BARKE:** Next is Debra, followed by Lorrie.

**DEBRA:** Hello, my name is Debra Kamm. I'm a parent and also a special education advocate. I support the board's resolution against AB 1955 because it's in conflict with multiple state and federal laws. The California Education Code mandates that all educational records be provided to parents within five business days. In addition, the Federal Family Education and Privacy Rights Act FERPA prohibits federal funding to any educational institution which has a policy of denying parents the right to inspect and review educational records of their children. Also, the Individuals with Disabilities Education Act, the IDEA requires express written permission for related services, which includes psychological and or counseling services, early identification and assessment of disabilities in children and school nurse and health services among others. In addition, I believe AB 1955 is also in violation of the First Amendment, the first amendment rights of teachers, administrators restricting their speech. AB 1955 puts teachers and administrators in a no-win situation where they're violating the laws and harming their relationships with students and parents. I have no doubt that AB 1955 will be found unconstitutional but only after much harm has been done to children and families as well as teachers and administrators. Thank you for continuing to fight for the rights of parents and students and upholding the First Amendment rights of all school district employees. Thank you.

**BARKE:** Thank you. Next, we have Lorrie, followed by Linda.

**LORRIE:** I support this board's resolution to oppose AB 1955 regarding parent notification. Keeping parents in the dark about their kids' gender confusion is not in the best interest of children. This bill is not about protecting kids, it's about separating kids from their parents. It's not about just a change of names and pronouns or a change in bathrooms or locker rooms. This is about a process of puberty blockers, hormone changing drugs and surgeries to cut off body parts. This is not protecting children and parents should not be treated as enemies of their children. I know of two teachers who have lost their jobs because they did not believe in lying to parents. Telling kids to keep secrets from parents is what pedophiles do. Thank you to this board for standing up to Sacramento and truly protecting the health and safety of all of our children.

**BARKE:** Next is Linda, followed by Florita.

**LINDA:** I'm here also in full support of the resolution that you are going to be talking about and the legal action that hopefully you will take. I thank you and many of my community members up here in Yorba Linda, thank you for standing up to Sacramento. I really want to underscore something about this bill that is quite frightening to me. The greatest threat in this bill is it gives protective cover to any staff member on a school campus to shall we say, come alongside a child and guide and direct and affirm that child in the direction of transgenderism. Lorrie has already talked to you about what that involves. It begins with pronouns, it ends with surgeries. This bill would not allow any kind of action to be taken against any teacher who chooses to affirm, guide and direct a child. This means we may have to put warning labels on our public schools until we can get legal action to overturn this odious law. It's going to take some time, but if we can just get the message out. Parents, you need to be very cautious about sending your children to any public school where they might come in contact. All it takes is one individual. Finally, there are so many people who will say this doesn't happen. It's not happening. I am telling you that it did happen. It happened in my own backyard and in my own school district. I have the letter to prove it. Thank you for what you're doing.

**BARKE:** Thank you Linda. Florita followed by Robert.

**FLORITA:** Thank you board for supporting us parents in the public for safeguarding us against this horrible AB 1955. I come to you as a parent of a transgendered child who was graduated indoctrinated within the Orange Unified School District and am still suffering from a broken family as a result. So I'd like to provide the public with a few data points on why parents should be notified about gender identity and this relates to practices that are done outside of what we would consider traditional sexual education. Since 1999, California has passed 10 laws requiring educating children in grades K through 12 about homosexuality, bisexuality and transsexuality. Among them include bills such as SB 777, passed in 2007 that made it allowed to teach that gender is a matter of choice. SB 543 passed in 2010 allowing staff to take children 12 and older in public schools off campus for counseling sessions with no parental notice or involvement. And SB 118 passed in 2010 stating that California public schools must teach in social studies admiration of individuals based on their homosexual or transgendered status. Included within that when I brought this to the attention of the local board within Orange Unified School District, I was notified that there was an audit that was done in regards to that last bill and they did find that there was several handouts that were being passed as a part of social studies related to highly sexual material.

So with such laws wouldn't be likely that a curious child may inquire about being another gender and then be pushed into a world of gender affirmation without the parent's opinion of the child's true intention. So thank you for your support.

**BARKE:** Thank you. After Robert, we have Dustin.

**ROBERT:** So someone mentioned Communist Manifesto In the words eternal values are contained in the Communist Manifesto but not as the manner in which people consider eternal values. They're quoting, "There are, besides, eternal truths, such as freedom, justice, etc., that are common to all states of society. But Communism abolishes eternal truths, it abolishes all religion, and all morality, instead constituting them on a new basis; it therefore acts in contradiction to all historical experience".

**BARKE:** Okay, after Dustin, we have Hannah.

**DUSTIN:** Good evening. My name is Dustin Nguyen and I'm a youth pastor at Irvine United Congregational Church. We are proud to have been the first church in Orange County to be a safe harbor for LGBTQ people. We support. AB 1955 already passed into law which prohibits forced outing policies in schools and provides a safe learning environment for queer students. We oppose tonight's resolution opposing AB 1955 and I've never actually read the Communist Manifesto, but I have read the Bible. Words have the power to create or destroy. God said, let there be light and there was light. Adam gave every living creature a name and that was its name. As followers of Jesus of Nazareth, we honor the names and pronouns that queer students wish to be called and we honor what God calls them. God's beloved children made in God's image. Amen.

**BARKE:** After Hannah, we have Guy.

**HANNAH:** I am Hannah Miyamoto. J-D-M-A-M-S-B-A-B-S-A-A-A-A. My psychological diagnosis includes attention deficit disorder, generalized anxiety disorder, post-traumatic stress disorder. These are all due to years of unredressed physical abuse and public and private schools from '73 to '79. And the motivation justification for this was that I was perceived to be an effeminate gay boy. Yes, I was born a boy. Actually, I had a case of partial androgen sensitivity syndrome in which when other boys were developing into men, I was basically maturing into a woman. The consequences of years of unskilled trauma left me unemployable and while my parents were alive, I relied on them for support nearly all my life. Presently with a gross income of less than \$4,000 a year, I survived on public assistance and the inheritance my mother left me when she died of three years ago. As a survivor of years of abuse in school, I was a leader in AB 1955 became law.

The duty of the state to protect the interests of the child and know is paramount and no parental institutional interest can supersede those of a defenseless child. As a lawyer, I have seen judges listen to children as young as eight before deciding items of custody. In terms of custody, most usual with benefit for Section 220 of the Education Code are much older than that. Old enough to testify in court and be held culpable for crimes and surely, they're clearly expressed will as citizens and residents is paramount. Finally, with juries awarding millions of dollars to use and young adults has suffered wrongfully as I did. You should be grateful for the shield that Section 220 offers you to retain information that you are now prohibited from disclosing. Keep your damn mouth shut. Nothing could be simpler.

**BARKE:** We have Guy. Followed by Dani.

**GUY:** Yes, I just don't believe haven't really prepared much, but I don't believe that the school should have a legal right to counsel the children on sexual, their sexual preferences. I believe that that's God-given right of the parents being taken away and I remember the seven mountains of influence are family, religion, education, entertainment, media, business and government. And I believe that the family and the education are the two talking about two that are being interfered with when we're dealing with the AB 1955. So, I strongly oppose.

**BARKE:** Thank you. Next, we have Dani. Following Dani, we have Aneta.

**DANI:** It's hard for me to talk, especially when I feel like crying. I truly fully support the resolution. I love OC children, all children. God says love righteousness and hate evil. I love when Trustee Valdes was asking who was the first phone call to. The parents. No school should have the legal right to counsel children about sex without parental knowledge and permission. I appreciate just some of the things about mental screening, but what about sex ed, parental permission and inclusion? I am a retired RN, after getting stage four cancer and I'm sorry I have to rest for a minute.

I worked as an RN at several hospitals in pediatric centers as a mother baby nurse before the cancer. Children are a gift from God rightfully the parents of my patients were fully responsible to love and decide to care for their God given children. Except in the case of a drug addicted or abused child or baby. Then the government agencies got notified and they were involved. My husband and I have had three biological and non-foster kids. I know the difference between parental and governmental restriction. I must say that stealing a child's innocence is immoral



influence regarding gender via sex secret education is an abomination to God Almighty. And Jesus said that “whoever causes one of these little ones who believe in me to stumble would be better for him to have a heavy millstone hung around his neck and be drowned in the depth the sea”. Thank you.

**BARKE:** Thank you. Following Aneta, we have Bill. Bill, yes.

**ANETA:** My name is Aneta Think Of All. For those of you who don't know me, I've changed my last name. Think Of All because my first name Aneta sounds like I need to lose weight or drive safely and I need to be thoughtful. I wonder if Governor Newsom would like to have his children taken away from him. Think about that. I want to thank Dr. Eaton, Dr. Cruz and Dr. Arnot for the work that they have done to present the option tonight for the universal screening. Did anyone notice that in the middle column where it said risk, the least percentage of a possibility of a risk is a family not being notified or aware of their desire for a gender change? I wonder if we put more attention like we brush our teeth to avoid cavities if we put more attention to encourage parents to be aware and respectful if their children have some issues.

Because I believe that 1955 is a horrible thing. I like the way Linda Cone mentioned and who was the one that mentioned, it is really a smack of the Communist Manifesto. By saying that it's more for government to decide instead of parents. I want to compliment that universal screening, that universal screening could detect the things that this supposedly 1955 is needed for. I don't think it's needed. I think we need a standard to ask each time we're considering an option. 10 words, is this the best option for all affected by it? So when we're looking at 1955, that's not a good option for parents. So it goes out the door and or gets flushed down the stool and we think we use the words of my last name. Think Of All, it's really an elementary application of the golden rule. So if we use that question when we're deciding on something, 1955 would not be possible, but still let's send a letter to Governor Newsom. Ask him if he'd like to have his kids transitioned without his awareness.

**BARKE:** Thank you, Aneta. We have Bill followed by Michelle.

**BILL:** Good evening board. My is Bill Masters. I want to talk to the dads out there. I'm going to point at the camera. Okay. You have no idea what's going on here. Like I said, I want to talk directly to the camera. You think you have your kids under control? You don't. Okay. They're not under control. All right? And the only way to get into control is be involved with their lives. We have Governor Newsom. Okay, good old Governor Newsom. He's taking your parental rights away. And if you think not, you can look at the East Coast medical procedure. An injection on a child is a medical procedure. Do you want your kids getting vaccinated with God knows what? I don't think so. That's not a good idea.

Let's see who knows your children better? You or the schools? Okay, stand up dads stand up. Get off the sofa. Show up down here. All right, and start supporting your children. All right, you think government's good? Okay, we just had an assassination attempt on President Trump. All right? It didn't go real well. All right, we're still trying to get answers out of the two supreme law enforcement agencies, the Secret Service and the FBI, they couldn't find their butts if they used both hands. Okay, they're not doing their job. Okay. We had to start standing up and we got to

start standing up as parents. This AB 1955. Are you kidding me? This thing is a joke and they're playing you for the fool. Dads wake up. You know when you're being played a fool. Thank you.

**BARKE:** Thank you Bill. Michelle, followed by Stephanie.

**MICHELLE:** Good evening distinguished board members and Superintendent Bean. My name's Michelle O'Brien. I'm a 30 plus year resident of Orange County. I'm a mom, a grandma, and a taxpayer. I'm speaking in support of the board to oppose AB 1955 regarding parent notification. It's never okay for schools to keep secrets from parents. Also, it's never okay for teachers to be forced to lie to parents. Some have lost their jobs, some have sued and won against the schools for firing them, for refusing to lie to parents. And many of the teachers and staff say this is against my morals, my values, my principles, my religion and government doesn't have the right to dictate what my morals are. And it also penalizes the teacher's First Amendment rights to be able to speak to parents openly. The bill that Governor Newsom signed is unconstitutional at both levels, state and federal. And even our Attorney General Bonta said that this is not enforceable because it's not constitutional. Thank you all for standing up for our parental rights. We appreciate you.

**BARKE:** Thank you. After Stephanie, we have Sharon on deck.

**STEPHANIE:** Great. Good evening, members of the board, Superintendent Bean. My name is Stephanie Camacho Van Dyke and I'm the Senior Director of advocacy and education at the LGBTQ Center OC. Today I'm here to address tonight's agenda that seeks to respond to AB 1955 or the Safety Act. If you read the law carefully, one aspect of the Safety Act provides much needed support and resources for parents and families to help them navigate the complexities of understanding and accepting their child's gender identity or sexual orientation. It does not keep parents in the dark about their child. Instead, it empowers parents and families to work towards acceptance and care, ultimately fostering a more inclusive and supportive environment for their LGBTQ children. If anything, the Safety Act prevents politicians and local governments from inappropriately intervening in family matters and asserting control. We must do better. You all must do better in support of queer kids as well as their families, respecting queer kids and their families and supporting their right to safety and wellbeing while at school. Thank you for your time.

**BARKE:** After Sharon, we have Charlene on deck.

**SHARON:** Hi, my name is Sharon Macdougall. I'm a mother of two children and I just wanted to tell all of you how much I appreciate all you are doing. You are bravely standing up against Sacramento, David and Goliath here. And I just want to say ditto to many of the speakers. You took a lot of my talking points, so I'm not going to go into that. But I do want to say is they were telling us back during the virus era to follow the science. Castrating your dog doesn't make him a bitch any more than dismembering yourself makes you a member of the opposite sex. On the contrary, your life has changed forever, not for the best. Very complicated surgeries that end up not successful in the majority of cases. And our identity is tied to our soul, our soul. So my message to parents out there who are raising their children is to help your children find who they

are, created in the image of a loving God who loves them just the way they are and nurture them through the fantasy land and help them to see reality. Thank you very much.

**BARKE:** Thank you Sharon. Following Charlene will be our last speaker, Patty.

**CHARLENE:** Hi, I am Charlene Bailey. I am a retired librarian from the Westminster School District. Every year as a librarian I was required to take the Keenan training at the beginning of the year. Keenan training had to do with child abuse. In my estimation, AB 1955 is talking about child abuse of the horrendous degree. To take a child and to groom it to be something other than they were created to be. They were created to be a boy. They were created to be a girl and to live up to their highest potential for the way that they were created. And in my Keenan training, I was to report any iota of abuse. It was not up to me to report it to my superior. It was up to me to report. And in that reporting, I would include parents because parents are responsible for the upbringing of their children. Yes, there are parents who abuse and harm and hurt children, but that's a discussion for another time, in another way. There are children who have been abused by teachers. There are children who have been abused by pastors. There are children who have been abused by scout leaders and those are the people that we need to be watching as parents. I oppose AB 1955 and commend the board for their resolution in opposition.

**BARKE:** Thank you.

**PATTY:** Hello Board. My name is Patty Cabada. I am a resident here. I wanted to say thank you for having the courage to push this forward because we have too many elected officials that are chicken. They don't have the guts to stand up to Sacramento to do what's right. All of you were elected to protect the children and you have. Every time something bad has happened, all of you have stepped up and done what most people won't do. You have a whole county. The majority of the county supports specifically this. This is such a horrific bill. It hurts so many people in conversations just when they talk about it because most people don't believe what is being taught in the schools. Most people don't believe that their children are socially being transitioned because they don't want to accept the fact that if their children socially transition, at some point in time some of these children will go, they will remove their healthy breasts, they will remove their genitals, they will basically be a Mr. Potato Head.

That's what these little kids are being groomed towards. No one likes to talk about the surgeries because it's ugly. When you look at these pictures, they're disgusting. But that is the ultimate goal of when you socially transition a child. I met a mother; her daughter threw herself in front of a train because she realized that she would never become a boy. Those things are real and those kinds of situations, they happen in so many different ways, but people don't like to acknowledge that because then they can't push their LGBTQ crap on everyone's face. Everything is being pushed under a flag that also has pedophiles trying to push a lot of nefarious things under that same flag. Thank you so much for doing what you do.

**WILLIAMS:** Is that it?

**BARKE:** Yes.

**WILLIAMS:** Okay. That's it as far as public comments. Now returning to item number 10. By the way, thank each and every one of you who spoke up and shared with us your thoughts. Moving to resolution, opposing Assembly Bill 1955. Item number 10 on our agenda, I'm going to look to my right to Trustee Valdes. Since you are the maker of this resolution, would you like to make a motion?

**SHAW:** You want to edit it right?

**VALDES:** Before I make the motion, Dr. Williams, I want to make a few edits. When I sent it in, it did not have these typographical errors. I'm not sure what happened. I know that this got passed around a little bit, but I'd like to make the following edits to the proposed motion, the letter E in Newsom needs to be removed, the second whereas from the bottom, same paragraph, I took out the word affirmative and the resolution goes from which prohibits. There is an error in the word entitles. It should say entities. There is an error that says identify, it should say identity. The word administration in the same paragraph should say administrative. LGBT got changed to LGBTBTQ in our edits. The word advocacy should be changed to advocate in the last, in the where for clause. I make a motion for this board to approve the resolution with the edits I just provided.

**BARKE:** I'll second your motion.

**WILLIAMS:** Very good. We have a motion and a second, we give the opportunity for any comments if such comments want to be made.

**VALDES:** If I may, Dr. Williams, I wrote this board's policy on parental rights, which was passed five to zero in February of 2023. I wrote that policy because as a parent of two school-aged children myself, I understand that there is an incredible trust that we place in school employees when we send our children to school. AB 1955 will dramatically erode that trust on behalf of parents and children and therefore I oppose it. I am urging the board to pass the resolution with the friendly edits provided. I can safely say at this point after our closed session, I anticipate the initiation of legal proceedings as early as tomorrow.

**WILLIAMS:** Thank you Trustee Valdes. Any other comments?

**BARKE:** Oh, you want to just go in order? Go ahead.

**SHAW:** No ladies first.

**BARKE:** All right, so to me this is common sense. You can't even give a child to Tylenol. You can't go on a field trip. You play hookie, they let your parents know, if you get a bad grade, even if they cause some embarrassment to children. Schools feel that it's very important to let parents know what's going on. However, it seems with if a child doesn't want to tell a parent something for some reason, that suddenly we're assuming the worst of parents. And I actually assume the best of parents, and I think I've said it once, I've probably said it 10 times here, of the importance of parents being involved in their child's lives, especially when they're making such critical

decisions at critical times in their lives. And I'm so against lying, to teach a child to lie to their parents, to suggest the teacher lie to parents.

It's just not what we should be teaching our children. I feel strongly about that. I've discussed it many, many times and I do believe the Federal Constitution is in agreement with me, so I am happy about that. I also just want to read some comments. Just I think most people here know what AB 1955 is, but I'm just going to give you a little bit of background. I think most of you know I work with the California Policy Center. This was something that was posted on their website, so I'm just going to read it for a little bit of background and then I will give my time back to you. "On July 15th, Governor Gavin Newsom signed one of the most controversial pieces of legislation ever placed on his desk Assembly Bill 1955 by Assemblyman Chris Ward, Chapter 95, Statutes 2024. AB 1955 abrogates a parent's rights to know what is going on with their child in school".

"This bill also causes school districts to violate the Federal Family Education Rights and Privacy Act". We talked about that earlier, FERPA. "20 USC and 1232G 34 CFR Part 99, which grants parents access to information kept by educational institutions about their minor children. Districts that create dummy files to support a new identity for kids stand to lose federal funding". Something else we've also discussed. "Policies adopted in over a dozen California school districts require parental notification if a change is made to unofficial or official records, including a change to a child's name or pronouns. The legislature reacted by passing AB 1955 to codify the California Department of Education's illegal guidance on AB 1266 in which CDE instructs school officials to create dummy files hidden from parents. While state and federal laws protect minor children's privacy from the public, children do not have a constitutional right to privacy that transcends their parents' well-established rights in over a century of United States Supreme Court's jurisprudence". And that's all for me.

**WILLIAMS:** Thank you for reading that into the record. Tim, do you have some comments?

**SHAW:** Yes, please. Thank you. First off, I want to make sure you guys got all those amendments that wasn't overwhelming. Okay. I want to draw an analogy. I heard a debate on TV. They were talking about a First Amendment free speech and someone made the point, it's real easy to give free speech rights to people you agree with. The question is, do you give free speech rights to people you disagree with? Right? That's often the rub there. And I am kind of using that analogy here in a little bit when it comes to this. We'll probably hear people who say that they believe in local control. And in fact, when you look at our state legislature, I'll bet many if not the vast majority of those people had served on a school board, a city council, accounting board of supervisors, some local office prior to the state legislature.

And I'll bet most of them at some point in their life had expressed the idea of local control. They support local control. But the question is, do you support local control if the local government's doing something you don't agree with? Right. That's sort of the rub. In this case, we had the Chino Valley Unified School District that adopted a policy that they were going to tell the parents if one of the students there had changed genders. What did our legislature do? They passed a statewide law prohibiting that from taking place. I do have the privilege of teaching American Government at a community college level, and I'm always trying to impress upon my students that one of the great things about the American system of government is the concept of

federalism. We have 50 state laboratories out there, if you will, of policy. And different states do things differently and you can kind of see what works here, where it doesn't work.

And that's a great way that we have learned as a country over the years. And even within our large state of California, we have 58 counties. You guys know this, 482 cities, 977 school districts, right? We have almost 40 million residents in the state of California. And within those 58 counties, 482 cities, 977 school districts, things are going to probably work a little bit different. And that's the whole concept of local control. That's why we hold local elections. But what happens when, if a local government, like in this case Chino Valley does, it acts a policy that the prevailing thought process in Sacramento doesn't agree with. Well, they just say no local control and try to stomp it out. I think that that's really unfortunate. There's going to be, obviously San Francisco's going to do things a little bit differently than maybe Orange County or versus Riverside County, or San Bernardino County versus Los Angeles County. We just have different ways of thinking things about things. I appreciate the people that came tonight. And obviously there are sharp opinions even in this room on both sides of the issue. And I respect everybody, and I do think that everybody is well intentioned in trying to do what as they see fit. But that's sort of why we need to have some space for local control in this area where we can have a little bit different policy around the state. I also wanted to read something into the record. There is some polling out there on this question. Majorities come, majorities go. But at least in the polling I read, 84% of California likely voters would support a law requiring parents to be notified of a major change in their child's physical, mental, or emotional health or academic performance. 69% of California likely voters support schools notifying parents of the child if the child requests to be identified or treated as a gender that does not align with their biological sex. And 71% of California likely voters. And the way that breaks down, 60% of Democrats, 84% of Republicans and 70% of independent voters believe that a person must be 18 years old to be mature enough to make important life decisions on their own. I see this as supporting Orange County parents and our most vulnerable children. I'll be supporting it. Thank you.

**WILLIAMS:** Very good. Dr. Sparks.

**SPARKS:** Yes, thank you. I have the privilege of teaching a variety of courses in higher education at the university level from theory and research to courses in persuasion and issues dealing with the First Amendment, particularly issues of free speech. And in fact, as much as we don't like it, hate speech is free speech, right? It is the core of free speech and the First Amendment. As someone with 30 years plus experience in higher education, I might understand that allowing college age students to make some adult decisions would be okay. Some maybe not all adult decisions. However, AB 1955 has no age limit. This legislation applies to all children in California public schools, including preschoolers and kindergartners. To me, it simply defies logic that three, four, five-year-old's even can make a decision that can impact the rest of their lives without their parents being informed or involved. I will leave it at that. Thank you.

**WILLIAMS:** Very good.

**BARKE:** Good points.

**WILLIAMS:** Great points. And I'm very proud, damn proud of my board with our positions are moderation and seriousness of governance and the decisions that we make. I want to thank each and every one of you for that. I admire your care for the children and for the mission that we are engaged in. We have a motion and a second, any further dialogue? Okay, barring none. All those in favor say aye.

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

**WILLIAMS:** Opposed? None. The motion passes. Five to zero. Okay. Thank you very much. Let's see it's 7:30. What is the preference of my board? Do you want to take a five-minute break or just continue on?

**BARKE:** I'm okay to continue on.

**WILLIAMS:** You want to continue on? Okay. For our guests, thank you very much for being here. If you want, this is a good time to leave because now we get into the nitty gritty of other grants and other information as we wind down our meeting. Thank you. Okay, item number 11, staff recommendations. Dr. Bean, do you have a few words to share with us?

**BEAN:** I do. One of the things that I talked about during the appointment process is just being very communicative, transparent, so that we can have great dialogue. We really want to present to you the arts, music, and a structural materials grant. If you would allow me some time to share with you what we're going to use this money for, what it is.

AB 185 established the arts, music and instructional materials discretionary block grant. These funds are available through school year of 2025 through 2026. And then LEAs may allocate these funds for five purposes. So here are the five purposes, obtaining standards, aligned professional development and instructional material for these subject areas. In particular for us, visual performing arts, science, including environmental literacy, ELA, etc., media literacy, computer science. These are the other four purposes obtaining professional development and instructional materials for improving school climate, developing diverse, culturally relevant and multilingual school library book collections, operational costs including retirement, healthcare costs increases, and then COVID-19 related costs necessary to keep pupils and staff safe. Of these five purposes, I'll show you what we are going to use that funds for. But before we do that, just know that this funding works in conjunction with Prop 28, which is arts and music funding. And with Prop 28 funding, 80% of the funding must be allocated to teaching staff with the remaining funding on related supplies and materials. Here's the breakdown of how we're going to use this money. The total funding for the Orange County Department of Education is over \$2.6 million. Of that amount, a little over \$2.5 will be allocated to both ACCESS and Connections. So you can see the breakdown. 92% will go to ACCESS and 8% will go to Connections, and then a little over \$90,000 will go to College and Career Preparatory Academy.

This is how we're going to use the funds though we're going to put putting the infrastructure in place for art, music and digital media and college, I'm sorry, Career Technical Education, CTE. And then the hiring and ongoing funding will be that we will be utilizing through prop 28 dollars will support the coordinator, which will drive the work for the expansion of the digital media using SpiderLabs. And I've actually visited our SpiderLabs, really amazing labs. If you guys get

the opportunity, please join me and see the amazing work that the kids and what they produce in these SpiderLabs. We would like to install about six or seven labs at the hub sites, approximately \$250,000 each. And the funding will provide supplemental materials and supplies, art materials and musical instruments and contracting out with outside agencies to provide direct art and music instruction. We're asking that you approve this grant for this evening.

**BARKE:** Thank you for sharing all that information. It's the most I've heard lately about a grant, and it's wonderful to have you explain it and it's now easy to approve.

**BEAN:** Yeah, thank you. Thanks to our staff for helping write that up.

**WILLIAMS:** Very good. Okay, so moving on to, that was the presentation number 11. Moving on to item number 12, which is the actual approval of this block round.

**BARKE:** I'll make a motion to approve.

**SPARKS:** I'll second.

**WILLIAMS:** I just love it how you guys are making decisions before I even get the opportunity.

**SPARKS:** We're moving it along.

**WILLIAMS:** Yep. I sense that I got it. Okay. To have a motion to second any discussion? I think that was an excellent explanation. Thank you very much, Dr. Bean. We hope that you'll be able to do this more often.

**BEAN:** We will.

**WILLIAMS:** We appreciate the dialogue and discourse. Barring, no further discussion. All those in favor say aye.

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

**WILLIAMS:** Opposed? Motion passes. Five to zero. Okay, moving on to item number 13, which is receiving the dashboard for ACCESS and Connections and Juvenile Hall and our CHEP program. It's number 13. Is this a presentation, Renee, or is it just, or just receiving?

**HENDRICK:** We're just receiving.

**WILLIAMS:** It so there's no vote or anything like that? Okay, very good. And this comes from Analee. Thank you very much, Analee. Okay, so we've received any questions, input? Okay, barring none, let's go on to number 14, which is the dashboard for College and Career Preparatory Academy. And again, this is from Analee and everyone's looked at it. Okay, very good. Barring no further discussion, we'll move on to information items and that's under communications and information. And Renee or Dr. Bean?



**HENDRICK:** Yes, I will start first. And you do see the first item is about the salary increases we've had over the last few months. And these are most of them through promotions or reclassifications. And you can see those dollar amounts there. The other thing we have for your information, as I find my folder again, is our next deadline is board meeting is September 4th. And the submission for deadline is August 21st and the board packet delivery is August 30th. The office is closed on September 2nd for Labor Day. And then in your red folders you have the PowerPoint from Dr. Eaton. And then also we had a revised resolution. We'll make those other revisions. And then you also have the two PowerPoints is what we included in there. And then I think Dr. Bean?

**BEAN:** All right. Okay. It is my turn to give the superintendent announcement or report to do this every board meeting. One of the changes I've made is that I am including our cabinet to report to me some of the things that we're doing and so that I can report to you so that you have just to picture an overview of the kind of work that we're doing in leadership at the Department. We've talked a lot about in the appointment process, my why. Right? We want to start with our why. And I had the privilege of actually meeting with our staff yesterday. We had probably over 400 people and we tried to do these quarterly staff meetings. I shared a lot about my why, but also shared about how we will do this work and what we'll do. I'm going to share with you how part, how we will work or how the work will be done is first by supporting and continuing serving our 29 school districts.

We have 28 school districts, but we call ACCESS and Connection are 29th. My priority, and I've met with over 13 superintendents, I think about 13 superintendents. I've shared with each of them that my priority is to continue supporting and serving them. I would say that in my five weeks at Orange County Department of Ed, we do that very well in many ways, the what part we do very well, but I really want us as a Department to lead with head, heart, and path in mind. I have this mantra and that is we serve the people that serve the students. Oftentimes you'll find in leadership, you could certainly have a top down mentality. I don't have that mentality. I think our staff is starting to understand that how I work is that we actually serve the people in our Department that serve our children.

And we need to serve them well and how do we serve well? We care for them, we're transparent with them. We're communicative and collaborative. And that's our intention with this board as well because this work is very messy as you can see in the discussions, the topics that we talked about tonight. So that's the how, what is the what that will be done in my first 100 days? It's been over 30 days now. My plan is to meet with all 28 superintendents, all of our directors and above here at the Department, all ACCESS and Connection school sites. My first 100 days, all of those things will occur. You should probably see my calendar and there's poor Darla. I mean there's hardly any space in it at all. The next thing, big thing before the 100 days finishes is to evaluate, I'm not calling it properly, but it's our compensation study. What is it specifically called?

**HENDRICK:** It's the classification and compensation study.

**BEAN:** Classification and compensation study that was done. The report will come out in about a month. We're going to share with you the themes from that study. But I'm also doing a climate and culture study internally and with our stakeholders. I have our continuous improvement team working directly with the superintendent's office to put together these internal culture and

climate surveys. That hasn't been done in about four years. We want to get a temperature check and a culture check of what's going on in our Department. Also going to contract out with a third party to come in and lead focus groups. One-on-one focus groups and maybe in small groups. The reason why we're going to outsource that is so that our staff feels that they can be transparent, open, and honest with their interviewer. I'm going to collect that data. The purpose for collecting all of this data to triangulate this data is then to analyze how we do our work. I don't think what changes much at all. We'll continue supporting our 28 districts. We'll continue providing business services, ed services, all those things. But the how we do it, I've been hearing in my anecdotal conversations needs to change.

And then the third thing that I will be doing in the first 100 days is just to connect and collaborate with our community, both internally and externally. I've had the opportunity of meeting many educational partnerships. This morning I was with Los Amigos and in the past five weeks, just many different partnerships that this Department has an influence across Orange County. We've existed over 100 years and we're truly embedded in the work that we do at a county level. I want to continue those connections and those collaborations. Any questions about that before I go into the general counsel interview process?

**BARKE:** No, thank you.

**SPARKS:** Thank you.

**BEAN:** All right, awesome. All right, so we want to give you update on where we are with the general counsel process. We've looked through applications. Renee and I are narrowing it down. We're hoping to bring four to six candidates to a group of people. My- as I said in the appointment process, we need to have a consistent, transparent, inclusive process and we need to do with the board and we need to find general counsel jointly because eventually want that general counsel to represent both the board and the superintendent's office and Department. As you can see here, we've got August 22nd is the date for our first round of interviews. We will have two panels in that first round of interviews. The candidate will go to panel A for 30 minutes and then they'll go to panel B for 30 minutes. And you can see the makeup of each of those panels.

We're including two board members. Each panel will have two board members, two district superintendents. So those are the external stakeholders I'm talking about. One cabinet member from my team. Three Orange County Department of Ed team members, which is amazing that we're actually including Orange County Department of Ed staff, general staff.

**SPARKS:** That's great.

**BEAN:** Particularly those staff that would need legal services, right? Panel A and B will include those. And so please mark on your calendar, Renee will be in touch with you, but August 22nd at 3:00 PM. It actually should only take anywhere between two to four hours. All right? I think it'll take around two hours. And then the interviews will include a debrief with me coming in and recommendations for advancement for those candidates for the next round. The next round will

then take place the next day. And again, that will be a smaller panel because we've already included many of the stakeholders in panel A and B.

The second round will include two board members, one district superintendent, one cabinet member, and myself. By the way, in panel A and B, Orange County Department of Ed team members includes actually the legal services staff. We're going to have their voice in it because they're most impacted by this decision. So that's how you see that. And then of course the final candidates will be with me and probably invite one of you guys to then just make the final decision. Now, something that needs to be said out loud is that myself along with potentially one of you will make the final decision. We have the deep in this whole structure of rapid, however, these panels and members will give input and that's what the panels are for, is to give input and feedback on what they see and hear. However, we make the final decision because we're ultimately responsible for this general counsel. So that's the process. I'll pause there if you have any questions about the process, hiring process.

**WILLIAMS:** Part of the Education Codes it requires the board. I don't think not one of the board members can make that decision for the board. That's what happened the last time Dr. Bean. And that's what led us into this litigation in that Dr. Mijares chose one board member and that board member, he said Representatives, that's not what the Education Code says. I think it maybe I'll be more than happy to talk with you a little bit more from my experience of what happened last time. But that's a board decision. I don't make it.

**BEAN:** Yeah, let me clarify that. You're right. The final D sits with the board and myself and the board as you can see is throughout the different panels, we can't have the board be in the final selection because of the Brown Act. We could have one or two with me in that final round. But then of course that recommendation, whether it's the executive committee, well then take it to the board and then the board of course then approves it in a public setting.

**WILLIAMS:** Got it.

**BEAN:** Okay. You make the appointment in a public setting. Okay.

**WILLIAMS:** I agree.

**BEAN:** Okay. All right.

**WILLIAMS:** Thank you for that clarification. All right, any other questions? Okay, very good. Is that it sir?

**BEAN:** No, then we have some, I want to give some updates actually. Hey, you guys asked, so I'm going to give it to you. I'm going to give some updates real quick.

**VALDES:** I have a quick question. Dr. Bean.

**BEAN:** Yeah.

**VALDES:** When that general council is chosen by the board and yourself, and perhaps this sounds a little facetious, but how much do you anticipate the board spending on outside counsel such as Mr. Rolan after that?

**BEAN:** It's going to go down dramatically because that's our intention. It's always been that way with county, county boards and superintendents. Is that we have a general counsel that supports both to board and the superintendent. Once we find somebody that we mutually agree with, then there will be hardly any needs for you to have an outside counselor.

**SPARKS:** There might be an occasional specialist or something like that.

**BEAN:** Sure. Occasional specialist. Absolutely. If you look at Ed Code, that's absolutely proper.

**BARKE:** Right. Or if there's a conflict of some type.

**BEAN:** Absolutely. But the bills you'll see and they'll go back to our journal funds. So good point.

**SPARKS:** We're saving money.

**BEAN:** Saving a lot of money. All right Renee, could you give us an update on these capital facility projects?

**HENDRICK:** Yes, we continue with our projects long term and building B which went through the same rehab as this building should be completed. I think the charter group and myself are supposed to move on Friday, fingers crossed. And the rest of the group moves through the 15th. Once most of the group vacates building D, we will look at the conference center upgrades. And we've been working with Dr. Bean and one of the major issues we have is that even though it's a larger group, we could only fit about 300 people for a general staff meeting, but we obviously have more than that. And for our poor staff who were very excited to meet Dr. Bean yesterday and we tried to do it early in the morning and the sun was so hot and they were out in the quad and so it'll be nice to have a space.

It's opening up those rooms but still make them flexible so that we could be able to have separated into smaller rooms. And it'll be helpful for, we've been using a lot of outside space at hotels and stuff, which is very expensive and so that should help with that. And then as with all these buildings, there's a lot of infrastructure needs that need to go with that. That is started to happen within the winterish, we're going to say January. And then we also have started with the elevator installation for this building. And Dr. Bean and I have had numerous conversations.

**BEAN:** That's my special project by the way.

**HENDRICK:** Yes, the city is just not, or the cities are not very helpful in these plans and so we are doing everything we can to move through that process as quickly as we can. But we were told like a six to eight week just for the city for planning. We're doing- we actually have purchased the elevator already and then we're going to continue to work through the process. We are hoping that he will have a nicer office by December to January is our goal since I think the next one just has a picture of part of building B. And so this is mostly the ed services staff, so you can see how you basically, we've torn all the roof, all this and built the new infrastructure for wiring and everything and then the glasses for Zoom meetings and things like that because we had a lot of comments about, they're still doing a lot of trainings on Zoom, so it's distracting for people and we don't have room for individual offices for everybody. It looks very similar to the inside of this building. Just rearranged it a little bit.

**BEAN:** And we would've done the elevator much sooner, but we have to go through a formal bidding process unless the superintendent declared emergency and I said, well I don't think there was an emergency, however, Renee, you should have videotaped me going down the stairs backwards and then send that. I think that would've expedited the process. All right, listen, I just also want to share with you some highlights real quickly. In my last five weeks I got to meet the Orange County Sheriff Department through the SROs training. They had an active shooter training on the 19th. Wow, man. Talk about adrenaline rush. That was amazing. I got to speak in front of our SROs and our SROs by the way represent 20 school districts in Orange County that they provide services for. It was great to be there. We plan to, that will be one of my special projects is really work on school safety in my tenure here. To be determined or more to come.

And then I got to, I just had the honor of attending Summer at the Center. Wow. Yeah, give a big cheer for that. It was such an amazing event and by the way, I don't know why, but next year you all have to be invited to this and it's where our students for two weeks get together to really rehearse together dance and music routines and they're only there for like two weeks, is that correct? Two weeks. And they put on this amazing show at the Segerstrom Center and so I was really touched, deeply moved by these 32 students and their transformation. I'm going to encourage you guys to come next time because we had over 800 in attendance at the center and they gave four shows. Amazing time. Hope you guys can come next year.

**SPARKS:** Love to.

**BEAN:** And I'll just say my first five weeks has been a fantastic, fantastic experience and of course I can't forget this. We put on an MTSS as a seventh annual conference that we put on. We've expanded it a little bit more this year to include more CTE and different pathways for our schools to understand the different pathways. We had 40 partners that helped us put on this conference. We raised through sponsorships over 168,000. I think that's pretty cool. I got to sit in, I got to actually make an opening remark in front of I think over 3,000 participants, well nearly 3,000 participants. It was great and got to listen to some really great keynote speakers. A lot of people, and I'm most proud of this picture on the lower right, with all of the students that actually across Orange County attended a couple of days of what we call the unconventional conference. It's just amazing, amazing time with that group. Kudos to our staff who work hard on this and we'll just continue doing this great work. Okay. There's my report.

**SPARKS:** Awesome. Thank you.

**BARKE:** Great, thank you.

**WILLIAMS:** Renee, are you going to be giving any report or information? Okay, moving on to legislative updates. I don't have anything to say. Anybody else would like to comment on legislation?

**BARKE:** No.

**SPARKS:** I think we've done enough.

**WILLIAMS:** Committee reports, I do have an announcement. We do have a federal leg committee and I think Tim and Lisa, you were on it this last year. I am going to ask that that one of my board members take my place on that committee. I'm rather extended and Mari wants to be on that. We have an opening.

**BARKE:** And I think what we discussed, Ken, just to make it clear, is that it would be nice to have some continuity. All of a sudden if leadership changes, the two new people have no idea. If you or Tim wanted to stay on with me.

**SHAW:** Then this was the federal legislation you said?

**BARKE:** Yeah.

**SHAW:** Oh, Okay.

**BARKE:** Yeah. Then there would be some continuity. I don't know how much interest you guys have. If you want to fight, if you, we want to draw straws if you have no interest and then Ken will be stuck with me. But anyway, I would love if one of you guys joined because I know you've got history.

**SPARKS:** Sure, happy to or if you want to.

**BARKE:** I mean I know you have a lot of programs going on, but is it something you want to do mean?

**SHAW:** A little bit. I lived in Washington DC and got my graduate degree in legislative affairs there, so that's sort of my thing. I'd be happy to do it.

**WILLIAMS:** If you want to come and talk with me later, I can. If you guys want to work it out and then tell me which one you want that's probably the best way to do it.

**SPARKS:** How about Tim takes the lead and I can be his backup.

**BARKE:** All right.

**WILLIAMS:** Okay. Tim, do you want to?

**SHAW:** Sure.

**WILLIAMS:** Okay, so Tim and Mari, you're on the new committee, the fed leg. Okay, go on the board member comments. Any comments by board members? Just real quickly then... Oh Jorge, I'm sorry.

**VALDES:** I just want to say that I totally unrelated to education matters. I'm really proud of my son. He is part of the ZT baseball national baseball team for AU, that little kid that you saw last month is four foot nine, a 100 pounds and he's probably one of the top 10 baseball players in all of California.

**BARKE:** Wow.

**WILLIAMS:** I love it. Thank you, Jorge. Tim, anything?

**SHAW:** I had a little educational experience. I went to Dallas a few weeks ago and went to the George W. Bush Presidential Library, tried to do, I've had to inspect the Texas Rangers stadium. Dealey Plaza, that was real interesting and all the monument to John F. Kennedy and stuff. But the Shaw family is gearing up for school and it's amazing how much they've already got my older ones going to football practice and they're already, it feels like they're going to school every day already and we haven't officially started the semester yet or the school year yet, but I'm sure across the county a lot of families gearing up. Right? We're about to start.

**WILLIAMS:** Very good, Mari?

**BARKE:** I don't really have anything to say other than thank you for supporting me last month and being flexible while I was working for Wisconsin to be with my family. I appreciate that.

**WILLIAMS:** Very good.

**SPARKS:** Not much to say. I've been working on my Italian and thank you all for accommodating this summer, the last couple of meetings. I'm happy to be back in the saddle. Happy to be here with my colleagues and very excited to have Stefan Bean sitting next to me. Dr. Bean, welcome.

**BEAN:** Thank you.

**WILLIAMS:** It's been a wonderful meeting. Just real quickly in closed session, I just need to get a consensus here. As you know, there is a social media press release that we're kind of working out here with Senator Newman. If there's anything significant, I will call a special meeting if

there's anything that comes to a problem. But I needed to have some direction and consensus by the board if you allow the executive committee to kind of finagle and fine tune that language.

**BARKE:** He's basically asking if you trust he and I to do that for you.

**SHAW:** Well, I think it was anticipated at the time that there would be, he would have a draft. We would have a draft and the language would be massaged a little if you will to it was mutually agreed upon. Am I correct, Ken, that we're waiting for Senator Newman to kind of submit, send over his version, his language?

**WILLIAMS:** That is correct. The language has been submitted him and because the state senators and the legislators have been out of the capitol for a few weeks, preferably they'd be out longer, but nonetheless we're kind of stuck with that. But yeah, they're coming back and we now have to fine tune this.

**SHAW:** Well as far as I'm concerned, if you can get to a spot with Mr. Sheehy and Mr. Rolan and the two of you that if you can find language that is agreeable to the four of you I suppose, and Senator Newman, then I'm fine with that.

**WILLIAMS:** Okay.

**BARKE:** Okay. Everyone else?

**SPARKS:** Yeah.

**SHAW:** But I don't want to speak for anyone else.

**BARKE:** All right. Do we vote on it or we're just...

**WILLIAMS:** I just got consensus.

**BARKE:** Okay. All right.

**SPARKS:** Do we have Mr. Rolan to report on anything?

**WILLIAMS:** Yeah, we do have a closing out the meeting. We do have closed session report out. We have Mr. Brenner first and then Mr. Rolan.

**BRENNER:** Members of board and Superintendent Bean. Good to be with you. This is the report out for closed session items one and two. The board had a meeting with counsel, all board members were present and the board took no action other than to approve Epstein Becker invoice numbers 1164056, 1164057, 1167256, and 1167255. At the time of the vote being taken, Trustee Shaw was not present and the vote was four to zero in favor and that is the report out for closed session items one and two to be followed by the closed session. Items report out for three and four by Mr. Rolan.



**ROLEN:** Dr. Bean, members of the board. For closed session item number three, the board received information from counsel on a matter of anticipated litigation. No action was taken other than the approval of Nielsen Merksamer's bills. First is invoice number 275996. Second is 271981. As for closed session item number four, the board voted five to zero to retain Liberty Justice Center and join Chino Valley as a co-plaintiff in opposing AB 1955.

**BARKE:** On pro bono basis.

**ROLEN:** On a pro bono basis.

**BARKE:** Thank you.

**WILLIAMS:** Very good. Well, any other comments?

**ROLEN:** Do you have anything you want to say, Dr. Williams?

**WILLIAMS:** I'll keep it for next meeting that we'll have.

**SHAW:** Wait a minute. I'm not going to wait a month for this. What just happened?

**WILLIAMS:** I love it. Okay, barring no further comments, we are now done. Thank you very much all appreciate it.