

Board Meeting 6-6-18 Transcription

[PRESIDENT BEDELL BEGINS THE MEETING WITH FIVE STRIKES OF HIS GAVEL]

Bedell: Morning.

[ATTENDEES IN THE CROWD RESPOND WITH “GOOD MORNING”]

Bedell: Welcome to the Orange County Board of Education. Regular meetings are held each month at 10:00 A.M. unless otherwise noted. Any person wishing to address the Board on any matter, whether or not it appears on this Agenda, is required to complete a request to Address the Board Card available on the table near the door. Please submit the completed card to the Board Recorder prior to the beginning of the Board meeting or the Item Discussion if it is an Agenda Item by the Board. Each individual will be allowed 3 minutes per person per meeting and may not give their time to extend time for other speakers. All persons are reminded that this is a public meeting and attendees and speakers should be respectful of each other and the Board. Verbal outburst and clapping are prohibited.

Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403. Board Agendas are posted online and can be reviewed at the www.ocde.us/Board/Pages. Agendas will also be available at the Public Meeting on the back table of the Board Room. Thank you for attending this Board meeting which we do the work of the students of our departments.

Williams: Dear Mr. President, my interfere with the order of our meeting today with a request.

Bedell: Are you going to move to Amend the Agenda?

Williams: I am going to move to Amend the Agenda.

Bedell: Well, wait until when we get to the Motion to Approve the Agenda. That's when it would be in order. Certainly.

Williams: Okay, but we may be past the point of doing the um, the prayer.

Lindholm: Invocation.

Bedell: We originally invoke. We don't have an invocation scheduled.

Williams: I know. Typically we do but it isn't on there.

Bedell: No, we didn't have anybody.

Williams: I'll be more than happy to do it.

Lindholm: I'd be happy to have that.

Bedell: We're all happy.

Williams: Okay, very good.

Bedell: For the purpose of...for the benefit of the record, this Regular...

Associate Superintendent Boyd: Yeah. It has to be on the Agenda.

Williams: Yeah.

Lindholm: Well, then we should have it on the Agenda every meeting because it is our policy to have an Invocation.

Bedell: We've had about half the meetings this year, we have not.

Lindholm: We should just have it as a placeholder.

Bedell: Sure. For the benefit of the record, this Regular Meeting of the Orange County Board of Education is called to order. Mr. Roberson, would you please come to the podium?

Roberson: Please stand. Place your right hand over your heart. Ready? Begin.

ALL ATTENDEES: I pledge Allegiance to the flag, of the United States of America, and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.

Roberson: Thank you.

Bedell: Thank you Dennis. Okay, can we please have Roll Call?

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Boyd? [TRUSTEE BOYD IS NOT IN ATTENDANCE]

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

Williams: Present.

Associate Superintendent Boyd: Dr. Bedell.

Bedell: Yes. On...I want to report to the Board that last Saturday, Trustee Boyd fell in a parking lot and shattered his hip that resulted in major surgery last Sunday. He will...he's having...I spoke to him yesterday. His voice is very strong but he is in terrible, terrible pain. He will be...he is in HOAG Hospital. He'll be leaving HOAG Hospital and going into a nursing facility. Hopefully sooner than later. He wants to extend his thanks to all of you who knew this and have conveyed their thoughts and prayers to him, and I'm sure you join me in wishing him and his family well. Thank you. Do we have any introductions?

Associate Superintendent Boyd: We do. Uh, Teresa Henderson-Johnson. Teresa is the new Coordinator in our Charter School Services Unit, and Teresa was born and raised in South Los Angeles. She met her spouse in high school and married...uh has been married 15 years. She has 2 young sons, 8 and 2 years old. She graduated from Santa Monica High School, attended Loyola Marymount University. She has a Bachelor of Arts degree in Dance and Liberal Studies. She followed that up by getting a Master's degree in Education and upon graduation, she began teaching. She started teaching for LAUSD and taught, uh in a South LA elementary school, and then she moved on to teach in Torrance Unified School District.

She obtained her Administrator Credential and she has also, uh, been an Administrator at 2 Charter Schools in Los Angeles. She chose to work at Orange County Department of Education because she felt like it was the next natural step in her journey. She said she appreciated the candor and shared the philosophy of providing the best education possible for all students, and she feels like OCDE truly values their employees. So she is happy to have joined our team. Uh for her hobbies and interests, she likes to relax and enjoy her family, vacationing whenever possible, but that's difficult with 2 very young sons. She has hobbies, uh, looking at homes and looking at cars. The keyword, looking.

She also enjoys working in real estate with her mom and...because it allows her time to spend time with her and also to help others. Her goals are...uh, things that she'd like to fulfill as she moves forward, is an overarching goal is to help and serve, and her professional goals include receiving her Doctorate, which we will be cheering her on, and eventually becoming an Assistant Superintendent of a school district. What energizes and gives her purpose is knowing she's making a difference in the lives of others. We're pleased to have her join our team.

Bedell: Welcome.

[ROUND OF APPLAUSE IS GIVEN]

Associate Superintendent Boyd: That's the only introduction for today.

Bedell: Do I have a Motion to Approve the Agenda today?

Williams: I'll Move.

Gomez: Second.

Bedell: Moved by Williams, seconded by Gomez. All those in favor, please say, "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes. The Minutes from the meeting of May 9th. Do I have a Motion to Approve?

Williams: So Moved.

Bedell: So Moved by Trustee Williams.

Gomez: Second.

Bedell: Second by...?

Gomez: Second.

Bedell: Seconded by Trustee Gomez. Any additions or corrections?

Lindholm: At our next meeting, can we have Invocation on there, please? On the Agenda? Thank you.

Bedell: No problem, and since that's your last meeting, would you be willing to give it?

Lindholm: I would, thank you.

Bedell: Okay, and we'll be sure that the grammar is correct.

Lindholm: I'll try.

Bedell: Okay.

Lindholm: I'll try and get that punctuation right.

Williams: Mr. President?

Bedell: Yeah?

Williams: Question regarding the nature of our meeting today.

Bedell: Yes.

Williams: Are we going to be having Public Comments, uh, early on as we traditionally do?

Bedell: We put the Public Comment, that's a very good question, we put the Public Comments...my bifocals are playing...we have, uh, these special receptions, right, which we normally do in the...the special receptions, then we go into...the receptions. All right, and then we have the brief presentations. All right, and then we have bullet discussions and Public Comments after that. We've started putting Public Comments after the presentations so that the information in the presentations informed the public comments. You see what I'm saying? That's the gist of the Agenda. Now are you...you have a recommendation to remove or move them?

Williams: So there are people here who would like to speak to a resolution...

Bedell: Of course.

Williams: ...that I will be presenting to our Board here later on in the meeting, and that's going to be quite late with everything that we're going to be talking about. So for the sake of their convenience because there's no time here. This is all staff. Um, how many Public Comments do we have, by the way?

Associate Superintendent Boyd: Well, you have Public Comments...

Gomez: It's time certain. Don't we have time certain things for Item #1?

Associate Superintendent Boyd: The...

Williams: No, there's no time quota on here.

Associate Superintendent Boyd: There is no time...the Time Certains were removed from the Agenda because of the sequence of items.

Gomez: Okay.

Associate Superintendent Boyd: In discussion with the Executive Committee the...but the LCAP has Public Hearings and their people here to speak to that, and we have the Budget Presentation. There's Public Hearings, uh associated with that as well. So we have people that are here to speak in a variety of categories and inclusive of what Dr. Williams is referencing. Right now I have, I believe, for the LCAP, there are 8 Public Speakers and for General Comments, I currently have 2.

Bedell: Ken, we also have...

Gomez: There are some coming.

Bedell: 24 or 25?

Associate Superintendent Boyd: Okay speaking of which, I now have.

Bedell: 35. So Ken, if you do something with moving Public Comments, keep in mind that we have the student presentation and we have the...their retirements under Time Certain 1 and 2, and though there are people here for those specific things as well. Now if you would like to Amend the Agenda, to move the Public Comments after #8 because those...a couple of those items should go very quickly.

Williams: May I Move to do...

Bedell: Of course.

Williams: ...that then?

Bedell: You want to move it to after #8?

Williams: Move it after #8, yes.

Bedell: Okay, no problem.

Gomez: So which Item are you moving?

Williams: Public Comments on the bottom of Page 2.

Bedell: Move it up.

Williams: And then move it up after #8.

Gomez: After #8?

Bedell: Yeah.

Gomez: Okay.

Bedell: Because that...let's Move that, and I'll Second that Motion to facilitate it. All those in favor...

Associate Superintendent Boyd: You don't have to have an Action Item for it.

Bedell: To do that? Okay, that's fine. That's even better. Okay so that we shall do that. Okay. So now we have Motion to Approve the Agenda as messed with. All those in favor, please say, "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? It's so messed up. Okay. So, Renee Hendrick, come on down. Renee is Associate Superintendent for Administrative Services who will facilitate the recognition of the OCDE Employees of the Month for 2017-18, employees with 25 years of service, academic achievement, since this is an academic entity. We always want to honor the academic achievements of all those so involved, and 2017 – 2018 retirees, and the man who did the Pledge is one of those retirees. Best wishes, Dennis. Renee?

Hendrick: Thank you. Good morning, Members of the Board. As customary at this meeting each year, we would like to recognize employee accomplishments, longevity of service and retirees. Not everyone was able to join us this morning, so for your reference, a program has been provided identifying all of the honorees by category, so you should have that sheet in your red folder. Um, for those of you in attendance as I call your name, would you please stand and remain standing until all have been called, and I'd like to ask the audience to please hold your applause until that section has been introduced. So, I'm going to start with for 25 years of service.

Williams: Renee.

Associate Superintendent Boyd: Renee, we don't we don't have the sheet.

Sisavath: Deborah just left it on...

Hendrick: Okay, if we can just get a copy for you.

Associate Superintendent Boyd: Just go ahead and we'll...

Hendrick: Okay.

Associate Superintendent Boyd: We'll make sure the Board has copies.

Hendrick: Darou had...we thought we had them, sorry. Okay. So for 25 years of service, we have 12 employees that were recognized for 25 years of service with us today. We have Marybelle Cano-Leon; stand. Thank you, and Lonnie Howerton.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL MAKES HIS WAY AROUND THE ROOM TO SHAKE THE HANDS OF THOSE BEING HONORED]

Williams: How do you want to do that? Do you want to...?

Sisavath: Okay. Then we get to retired.

Hendrick: Okay, um for Employees of the Month, whoops, sorry, I skipped a page here. Next, we have 30 years of service. We had over 11 employees that were recognized for 30 years. Uh, today with us, we have Maria Varela, Barbara Higgins and Christine Werwee.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL MAKES HIS WAY AROUND THE ROOM TO SHAKE THE HANDS OF THOSE BEING HONORED]

Hendrick: For 35 years of service, we have 7 employees that were recognized. Um, we did not include Dennis in this and we're...we'll get to him. Um, he's here for a little bit longer. So, um, but for 35 years we have Janice Almaraz, Laura Watson from our media, Scott York. Thank you.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL MAKES HIS WAY AROUND THE ROOM TO SHAKE THE HANDS OF THOSE BEING HONORED]

Hendrick: Oh and I missed one, I'm sorry. I'm sorry, did I...Glenda Chakerian, I'm sorry. And then I also have Nadine Reynoso, who will be 40 years in just a couple months. So, close to 40. Thank you. Next we have our Employees of the Month for 2017-18. I have Chris Beltz, up here.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL MAKES HIS WAY AROUND THE ROOM TO SHAKE THE HANDS OF THOSE BEING HONORED]

Hendrick: Lina Bender, Alba Ibarra, is that wrong? Ranjit Mayadas, saw him somewhere, there he is, and Scott York. I'm sorry, and Rozanne Todd, who is here somewhere. There you go, thank you. Rozanne right here, both...Alba. And then we have 2 employees here today that reached an educational achievement. I'm very proud of 2 of these people because they're actually in my unit. First one is Kristen Burk that has her Master's in Leadership Management.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL SHAKES KRISTEN'S HAND]

Hendrick: Ask her. Yeah, and then we have Charissa Martinez who got her Master's in Public Administration.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL SHAKES CHARISSA'S HAND]

Hendrick: All right for retirees now, I'm going to keep you a little busy here, Dr. Bedell. Um, we have had 111 employees who have either retired or they're getting ready to retire in this year. Okay. They're not all here today. It may look like that, but um, but we do have about 30 some here today. So the first one I have so if I could have you all stand and um, I know you all want to clap so you...I'm just going to try call names though. Um, Patricia Allen.

[APPLAUSE FROM THE AUDIENCE WHILE PRESIDENT BEDELL MAKES HIS WAY AROUND THE ROOM TO SHAKE THE HANDS OF THOSE BEING HONORED]

Hendrick: Susan Armstrong-O'Day, Silvia Becerra, Toni Casam – trying to give him a second to catch up here – David Delmastro, Barbara Haddad, Barbara Higgins. Lonnie Howerton, James Rich, Kathy Lukehart, Sara Makariou, David Marquez, Laura Masters, Deborah McIntire, Peggy McIntosh, Lyn Moorefield, Chris Off, Denise Phung, Nadine Reynoso, Jodean Riley, Mary Jane Roberts, Avelinia Rocero, there she is, Barbara Schwinn, Kim Stanton, Richard Stein, and Scott York. Did I forget anybody? I got you again, see? Sorry about that. Glenda Chakerian, she's right here. Brigitte? With a B. I did. Brigitte Brink, I'm sorry, you actually are on the list. So thank all of you. Um, so please join me in thanking all these employees for their service as well as wishing them well in their retirement.

[A ROUND OF APPLAUSE FROM ALL IN ATTENDANCE]

Hendrick: Thank you members of the Board for allowing the department time during your meeting to recognize these wonderful individuals. Um, I know we will have a reception following our next awards. Um, and I turn the meeting back over to, Dr. Bedell.

Bedell: Thank you very much. Obviously, the people who are being honored today have been essential to helping our programs deliver quality education to the students, and very often it's not always seen because they're not necessarily standing in front of a classroom, but what goes on in the classroom is made possible by these people who are not seen. And I just want to acknowledge that from the core of my being in terms of what staff do and sometimes staff are unheralded, and sometimes staff don't get the recognition they want to get, have as they should for being professionals, and I just want to say that as President of this Board, I am honored to have such a quality staff and to work with such quality people, and to wish those who are leaving us nothing but the best, nothing but great happiness, and as somebody who is retired, you're going to be busier in many ways.

But one of the joys of retirement is it's your agenda and be sure it's your agenda. Thank you again. Okay, Ms. Strong, coming down to discuss...Laura. This is the facilitation of the awards to the Fourth Annual Jack Hammett Memorial Day essay contest participants and winners. This is a joyous event again.

Strachan: Good morning, President Bedell, Members of the Board, Dr. Mijares. ACCESS deeply appreciates the opportunity to participate in Jack Hammett Memorial Day essay contest. Students were invited to participate from across ACCESS AU's and we had over 50 students participate this year, which is 10 more than last year as well. Students are here today and they're being recognized as the 1st, 2nd and 3rd place recipients.

The Board Members have been provided copies of the 1st, 2nd and 3rd place essays in their folders and I believe actually have all of the essays this time as well. I will first read the names of the winners and then we will have the 1st place winner come up and read her essay. After that we will have the students come up for recognition from the Board and Dr. Mijares. This year the award winners for the annual Jack Hammett Memorial Day essay, our 3rd place, Jennifer Salgado from our Euclid Community school.

[APPLAUSE FROM THE AUDIENCE]

Strachan: Okay, we'll call you up in just a minute. 2nd place is Osiris Garcia from our San Juan Capistrano community school.

[APPLAUSE FROM THE AUDIENCE]

Strachan: And 1st place is Leslie Jaimes from our Harbor Learning Center.

[APPLAUSE FROM THE AUDIENCE]

Strachan: We'll have Leslie come up and read her essay.

Jaimes: Hi, good morning. My name is Leslie Jaimes and I am from Harbor Learning Center. This is my Memorial Day essay. Before I start I would like to give my condolences to the families of those who died in a war fighting for a country. Memorial Day is not a day of celebration, rather, it is a day of remembrance for our heroes who lived and died in this world with a purpose. I am truly grateful for the bravery of every fallen soldier. Thank you for your service. My family has lived in the same mobile home my whole life, so I know many of the residents who lived in the mobile home park. I like to visit Ariel, and older lady who lives around the corner from me. Her story profoundly touches my heart.

She lost her husband in the Vietnam War. Her husband's name was Robert and he died in a bombing along with 3 others. There is a picture of the family on the wall with their 2 children who are now grown and have lives of their own. They lost their dad when they were just teenagers which is so sad. I always think about her when I think of Memorial Day because of the tragedy that happened to their family. I believe that soldiers are very brave because of their acts of selflessness to fight for our country. Just having to be gone for months at a time is an act of selflessness because they won't see their loved ones for a while. They know there is a possibility of not returning home to their families and friends, but they make their selfless choice to keep this nation whole.

A world without freedom is a world of chaos. I am so grateful for the freedom we are given because it affords us the opportunity to say and do many things as we wish. There are countries out there who have people killed for even speaking their minds. In America, we are allowed to give opinions and make changes. Freedom is the greatest gift that is given to us and it's thanks to those who served this country before us.

To the loved ones we have lost, you will live on forever. You're forever in our minds and hearts and will never be forgotten. You left us with the hope for a better tomorrow and for the future of our children. It is because of you we are not afraid to stand for our country. This Nation will remain the land of the free only...only so long as it is home of the brave, and that is a quote by Elmer Davis. Thank you for your service. You are my hero.

[ROUND OF APPLAUSE FROM THE AUDIENCE]

Bedell: Dr. Williams would like to say a few words about the award itself.
[DR. WILLIAMS WALKS TO THE DAIS]

Williams: Thank you. So about 5 years or so, this Board went through a process of reinvigorating the Falcon idea notion of American patriotism. And for many of you who are here, you know that we deal with the high risks adjudicate and all those kids who just didn't fit into the regular old program, but we know these kids, you 3 here, are just awesome, and that God has a reason and a purpose for you. And when I just heard that for the first time it means a lot to me. It means a lot to those who feel that the founding fathers, when they made this Nation, it was for a reason and a purpose and it was a great experiment. And we're not perfect as a Nation. We have many flaws, but we're on our way and unity and uh, a peace about us is so important and that's embroidered in your essay. Thank you so very much.

[APPLAUSE FROM THE AUDIENCE WHILE DR. WILLIAMS RETURNS TO HIS SEAT]

Strachan: Thank you. Dr. Williams. Before we have the Board and Dr. Mijares present their certificates, we would like to recognize those who have supported their students...these students. Can those that are here that are supporting our students, please stand.

[ROUND OF APPLAUSE AS VARIOUS AUDIENCE MEMBERS STAND]

Strachan: We appreciate the work you do every day and the support you have for our students. Thank you. President Bedell and Dr. Mijares will now present their certificates and their cash awards. There will be a cer...there will be a photographer outside afterwards so that we can get pictures. We'll start with 3rd place, and 3rd place is Jennifer Salgado from Euclid Community School.

[APPLAUSE WHILE JENNIFER STANDS UP FRONT WITH PRESIDENT BEDELL AND DR. MIJARES FOR PICTURES]

Strachan: 2nd place is Osiris Garcia from our San Juan Community School.

[APPLAUSE WHILE OSIRIS STANDS UP FRONT WITH PRESIDENT BEDELL AND DR. MIJARES FOR PICTURES]

Strachan: And as you know, our 1st place winner, Miss Leslie Jaimes if you can come back up, please.

[APPLAUSE WHILE LESLIE STANDS UP FRONT WITH PRESIDENT BEDELL AND DR. MIJARES FOR PICTURES]

Strachan: Can we have the other 2 students return up just for a group photo with you, if you can, please?

Associate Superintendent Boyd: Do you want full Board?

Strachan: Thank you, and again congratulations to our students.

[APPLAUSE FROM THE AUDIENCE]

Associate Superintendent Boyd: And just a comment to the students. Your envelopes are not sealed. So there's cash in there. You want to make sure that either you seal it or you protect it so that, um, before you leave. Okay?

Bedell: Now we go to the Reception?

Associate Superintendent Boyd: As soon as you adjourn us to the Reception.

Williams: What time will we be returning?

Associate Superintendent Boyd: How long is the recess?

Bedell: Well, we should be out of here by 4:00 so...

Associate Superintendent Boyd: Return at 10:45?

Bedell: Yeah, we will...we'll now go to a reception to honor all these wonderful people and the young people as well, and you go left, left, left and you'll be there. Okay outside that way. Okay, so please join us, there's wonderful food, and there's fellowship and there's gratitude. So, thank you. 10:45 A.M., we'll resume.

[THE BOARD MEETING BREAKS FOR A RECEPTION AND THE MEETING WILL RESUME AT 10:45 AM. AT 10:45 AM, PRESIDENT BEDELL POUNDS THE GAVEL FIVE TIMES]

Gomez: Wow. Fierce.

Bedell: Welcome back. We will now go to Agenda Item 3, and with consent of my colleagues, what I would like to do is take the Local Control Item with its Public Hearing, and then move General Public Comments after that. Okay?

Associate Superintendent Boyd: You're going to take both? Loc...LCAPs? You have Public Comments for both. You have 2: CCPA Charter and then ACCESS.

Bedell: That was my intent.

Associate Superintendent Boyd: Okay.

Bedell: Right. So the...we'll do that. We'll exhaust LCAP before the budget and then we'll go into Public Comment.

Associate Superintendent Boyd: Okay.

Bedell: Okay, and how many Public Comments do I have?

Associate Superintendent Boyd: For LCAP? You have 8, and for CCPA LCAP, you have 1.

Bedell: Okay, so we have 9. Okay, so now we'll go to Item #3, the Local Control and Accountability Plan, and I would like to call to the dais, Dr. Jeff Hittenberger and Mr. Roberson and Laura Strong to the podium. And Jeff, could you give us a pithy, precious paragraph on what this whole thing is about for the people who haven't been here before?

Hittenberger: Yes, the Local Control and Accountability Plan, Dr. Bedell, was uh, instituted by the state of California about 5 years ago to provide Districts an opportunity and County offices to annually set goals and actions and services and budgets to support those, to increase student achievement and a number of other priorities that we'll talk about in the report.

Bedell: Okay, and one of my understandings of this is this drills down much closer to an individual student than historically was the case where it drilled down to a category.

Hittenberger: Exactly.

Bedell: Is that accurate?

Hittenberger: I think that is accurate.

Bedell: Okay. Thank you.

Hittenberger: Yes.

Bedell: Proceed, please.

Hittenberger: Thank you, President Bedell, Dr. Mijares, Members of the Board. Um, we are pleased to share with you today our annual update of the 3-Year OCDE LCAP Plan. I'm once again joined by Laura Strachan, our Assistant Superintendent for Alternative Education, known as ACCESS, and Dennis Roberson, our Chief of Special Education. Following our presentation of the OCDE LCAP, Laura and principal Dave Connor will be presenting the LCAP for the College and Career Preparatory Academy, our Charter School. This is a picture of 2 of our outstanding students, one of our outstanding teachers. Um, and I would like to express our appreciation to the many people who have contributed to the development and implementation of our LCAP.

I'd like to thank, first of all, our outstanding teachers, administrators, and staff in ACCESS and Special Ed, and our LCAP writing team. If you are a teacher, administrator, staff member, or

member of the LCAP writing team, would you please stand so we can recognize and acknowledge your work?

[APPLAUSE FROM THE AUDIENCE]

Hittenberger: Thank you. We also have a number of our uh, students, families, and Community Partners in the room. We want to acknowledge their vital role in this LCAP. Please stand, family members, students, community members, um, and so that we can acknowledge you.

[APPLAUSE FROM THE AUDIENCE]

Hittenberger: Thank you so much. We want to give special thanks to Dr. Mijares and our Cabinet Members for their guidance throughout this process and finally thank you, our Trustees, for your support for our students, families, and educators. You have before you a copy of our updated LCAP Plan, a...a large binder has pictures of our students and staff on the front cover. And here is the table of contents. It is a detailed document. Feel free. You'll see on some slides. You'll see page numbers referring to specific sections of the plan. Feel free to leaf through to those pages, but the content is summarized and highlighted in this PowerPoint. On pages 2 and 3 of the document you'll find descriptions of each of the 4 programs covered by the plan.

Laura will be describing specific action services and outcomes for the first 3: the Community School Program, the Juvenile Court School Programs, and Community Home Education Program and Pacific Coast High School. And then Dennis will be describing the same for the Special Education Division. First, let me share some of the numbers for each of our 4 programs. These numbers, as you'll recall, are for 1 data collection day in October, so this is a snapshot of what enrollment looked like on that given day. Over the course of the year, we serve many more students than this because as you know, many of our students are mobile, uh, each of our programs has a distinctive student profile.

In our Community School Program, we have 1,723 total students on that given day in October. 86% of those were eligible for free and reduced lunch. 31% were English Learners and 2% were Foster Learners. Our Juvenile Court School Programs on that day in October had 362 students enrolled. 100% of those were eligible for free and reduced lunch. 42% were English Learners, 12% Foster Students. Our Community Home Education Program at Pacific Coast High School had 795 students on that given day. 30% eligible for free and reduced lunch, 3% English Learners and none of the students on that day were Foster Students. And then finally our Special Education Division on that day in October had 368 students enrolled. 28% of those eligible for free and reduced lunch, 24% were English Learners, 2% were Foster Students.

These numbers are important. We'll share, uh, many numbers with you today, but it's important for us always to remember that underlying the numbers are individual students, and what this ultimately is about as the way we support those students. This is Jose. Jose is a Senior at our 17th and Ross site in Santa Ana, and he shared his story with our general staff h, recently. He characterized himself in his earlier years in school as The Quiet One in the Back, but he took a coding class in our ACCESS program and it opened up the world to him.

He went on to take a robotics course and made wonderful friends in our program. Jose loved the visits to college campuses offered in his ACCESS program. And now he will graduate from 17th

and Ross on June 22nd. He is in the process of registering to attend college in the fall. Jose foresees pursuing a career in Computer Sciences or Graphic Design and he's in the room with us today. Let's hear it for Jose. If you would stand up.

[APPLAUSE FROM EVERYONE IN ATTENDANCE]

Hittenberger: Thank you. And we're so grateful for our team, number of our team members who support Jose and are here with him today as well. This is Keena. Keena is a student served by our Special Education Division. Keena's 15 years old and is a 10th grader at our Harbor Learning Center. Kina writes poetry and has written an illustrated children's book. In the future, she plans to attend college and become an author and illustrator. Keena is a delightful personality and she also is here today with her mom and her prin...and her principal. Let's hear it for Keena and the whole school team that supports her.

[APPLAUSE FROM EVERYONE IN ATTENDANCE]

Hittenberger: These stories are really what this LCAP is all about. You might recall the description of County Office LCAPS. For County Offices of Education the LCAP must describe for each County Office of Education operated school and program, goals and specific actions to achieve those goals for all students and for each LCFF student group funded through the County Office of Education. And uh, for each of the State priorities and locally identified priorities. So what are these State priorities? Um, there are 3 categories of them: Conditions of Learning and Engagement, and People Outcomes at the top. The logic here is that if we get the conditions of learning right and create the learning environment that's conducive to every student's growth, and we have the engagement of those students and their families and the community and our education...our Education team. Then the result will be better people outcomes.

That's what we're constantly working toward. Within these 3 categories, there are 10 priorities for County Offices of Education. Under Conditions of Learning, you see that set of priorities related to conditions of learning. Under Pupil Outcomes, Pupil Achievement in the core academic areas, and other People Outcomes and other areas outside of the core academics, and for Engagement: Parent Involvement, Pupil Engagement, School Climate are the 3 priorities there. You'll recall that honor before July 1st, starting in 2014, each County Superintendent of Schools shall develop and present to the County Board of Education for adoption a Local Control and Accountability Plan using the template adopted by the State Board. And sometimes we've remarked on the length of the document.

It's directly related to the template that State provides us to work with so that explains the length. Um, the Orange County Board of Education's role then is to receive the OCDE LCAP Plan developed and presented by the County Superintendent of Schools prior to the July 1st of each year. The Board then votes to ad...adopt the OCDE LCAP Plan before July 1st. That's the reason for the 2nd meeting in June is for the Board to vote. And then once the County Office LCAP is adopted by the County Board, it goes to the State California Department of Education for approval by the State Superintendent of Public Instruction, provided it meets the criteria established in the Ed Code. This is the logic of the annual process and Laura is now going to come and talk about the logic of the process and the content of this year's update.

Strachan: Good morning. As you can see, LCAP actually gives us a chance to have ongoing change through reviewing a program needs and our growth in those areas. So it's allowing us to constantly review what we do and yearly plan ahead to make sure that we are serving our student needs. Actually, I'm going to go back to that. I apologize. So we do start, you can see the cycle and actually can probably read it, but we do start with our stakeholder engagement. From that input, we set our goals and then we look at what strategies, actions, and what funding is available to make sure that we can provide the services to meet the goals.

And then we measure our achievement and then we start over again. So it's a constant cycle as we go forward. For stakeholder engagement as we gathered information this year, we had several staff input opportunities. We had Parent Advisory Committee meetings, Regional Parent Outreach, our EL students, our EL Parent Advisory Committee meetings. We also had other stakeholder input gathered through surveys, meetings, and then we had an OCDE student survey, which 922 students participated in. This is one of our parent events. This is Chris Altheary and one of our teachers, Cindy Boardman, at our Santiago Creek site with a Parent Night. So just a couple comments that we heard when we were doing the stakeholder engagement and soliciting information.

We did hear that parents wanted us to provide more follow-up with teachers and new career exposure for their teens. They also wanted to have online access to transcripts, the classes their students are taking, and what High School requirements are necessary for their student to graduate. They also want additional help to address the truancy and attendance issues they were dealing with at home. And we also heard overwhelmingly that they supported...they appreciated the support of our counselors and our teachers. And that is actually a Parent Night at HLC, our Harbor Learning Center facility. Our LCAP goals, really the bottom 2 Goal A and B make Goal C possible. So Goal...Goal A is the use of...effective use of Technology. B is Parent and Stakeholder Engagement and C is College and Career and Life Readiness.

Our LCAP Goal A is to increase the effective use of technology for teaching and learning to perform...to promote 21st century skills. We all know over the years we've all learned that you just don't put technology in a classroom. We have to use it effectively to make sure our students are successful. Just to review how we come up with the Goals and what we look at in the LCAP template, is it has this look at the Goal. We state the Goal, we look at our needs, we measure the outcomes, we determine who needs the services, then we look at what actions and services will enable us to achieve that goal. And then we look at the cost and that becomes our budget. Some of our outcomes in Goal A for the 2017-18 update, we actually were able to buy 592 devices and deploy those devices for student use in the classrooms.

We had 1,000...129 students successfully complete and pass a grad point online course, which is our A Through G software curriculum. We have interactive boards in all of our classrooms with staff training and support for those items. We have Chrome books and hot spots were provided to any student in need of services at home, and our site staff and administration began training for Level 1 Google Certification this year. Our student to device ratio, we actually met our goals last year with one-to-one in our community days schools, one-to-one in our Juvenile Court Schools, and one-to-two in Chapman PCHS. This year we actually went above that with Chapman PCHS and you'll see the 1-1.9.

Although that doesn't seem like a lot it actually means that we had an additional 100 computers deployed for student use in Chapman PCHS. Some of our outcomes in our surveys, we had our students in this. We had 920 students respond on this item, and we ask them how often is technology used in the classroom for instruction? Back in 2015-16 when we asked the same question, we had 58.9% of the students reply “daily” or “frequently”. Last year was 60.9 and we're really proud that we had a large increase this year for that answer to be 70.4% of the students say that they use technology in the classroom daily or frequently, and of course, that's a long way from 100 and we won't stop until we get to that part.

But that is um, we are moving in the right direction and we want to continue working on that. So, for 18'-19' and beyond, we want to continue to support our technological devices and our network structure. We want to continue to train, support, and monitor our teachers in the effective use of technology. We want to continue with this...that will include Google training so that we will all, teachers and staff administrators, will be Google Certified by the end of the school year for Level 1. And we will continue with curriculum support. I'm going to hand this on to Dennis Roberson with Special Education.

Roberson: We also continue to support our infrastructure and uh, we're using mobile devices in our classrooms to facilitate communication with our students, this being many instances the only means of communication for some of our students. We're also uh, we're doing group activities where we're including students from the General Education Program into activities with our...our students using Chromebooks. Our Speech and Language Specialists have all been trained and are certified ATAAC Specialists, so they can do the appropriate assessment of our student and determine what their needs really are in terms of technology.

We have 2 Assistant Technology Specialists who also support our teachers in the classroom in terms of the kinds of apps we can purchase and utilize for in order to provide the instructional programs for our students. We also continue to utilize the Universal Learning Systems, the News To You, and explore additional supplementary software programs and curricula, uh, and curricular online resources to incorporate the 5 C's. Critical thinking...thinking, Problem Solving, Creativity and Innovation, Communication and Collaboration, and the 5th C which we've added, is Character.

Strachan: Additional services that we've identified for 2018-19 and beyond is to expand the use of our educational technology by instructional staff and to continue to add resources to our staff website which houses all of our curriculum that targets the needs of our unduplicated students to make it easy for them to access. We will also continue our checkout program for our students that do not have internet access at home or computer access. We will continue our Grad Point curriculum. We will implement the intervention software and reading and math that we piloted this year. We will implement a learning management system that will actually have all of our technology and our software so that our students and staff can easily access it without multiple logons and will also allow the teachers and students to turn in work and message each other.

Goal B is to increase parent and stakeholder engagement as well as collaboration to support student learning. This is a picture from our Summer at the Center Program, which is a wonderful joint collaboration project with a Segerstrom Center for the Arts. It's a stellar opportunity for our students to learn art and perform in performing arts.

[A VIDEO PRESENTATION IS SHOWN FEATURING STUDENTS SINGING “CAN YOU FEEL THE LOVE TONIGHT”]

Video: Thank you for coming everybody have a great night.

Strachan: Our students work hard, intense programming for 2 weeks and at the end of that she would say actually put on a musical, and you would never know that those students started only 2 weeks before; it's incredible. This is a life-changing program for students and they learn skills that they will take with them forever, and this is just 1 of the many opportunities our students have through the great collaborations that we have. In addition for 2017-18, we had 240 parent events that were held throughout ACCESS and our Special Education Vision. We also have classes and Positiva Disciplina as well as Pablos Unidos that serve hundreds of parents throughout the program. Our measurable outcomes in 2017.

We were looking to increase her extracurricular activities for students, and this did increase from approximately 20% to 31% of the student population with over 1,150 students participating. These included Summer at the Center, our Pure Game Activities, college field trips, Career Day, Career Success Week, our Freeway League, which is our Athletic League that our students participate in basketball and volleyball and football; sorry about that. We have mock trial and Inside The Outdoors just to name a few, and I know Dennis had similar as well.

Roberson: I'm proud to say that 85% of our students in our Special Ed Division have been placed in post-secondary adult work programs. As you know, we serve students until they're 22 years of age. So many times there are...it's very difficult to get them into placements. We, our staffed does a great job in preparing our students. We work closely with the community agencies such as Regional Center, both in Los Angeles County and Orange County, we work with OC Bridges and uh, Vocational Visions, and other community agencies to get our students placed.

We're finding right now it's going to be more difficult to get students placed because many of our students come to us with behavioral supports of uh, one-to-one supports that so a person's with them almost all the time, so we're trying to work and training our teachers to, uh work with our students to kind of wean them away from those one-to-ones so they can go out and be more independent in their work programs.

Strachan: More outcomes and Goal B for our programs with parents in ACCESS, which is we had 355 responses. We asked them if they're aware of the opportunities to be involved at school. And as you can see we had 88% back in 2015-16. We did drop last year to 75.2 and we initiated some different communication with our parent, so sharing we're back up to 81%, but we are not as high as we...we have so we have identified further communication if we're...we're actually sending letters out in addition to our automated call responses using texting, emails and having more events at our school sites. We continue to offer our parenting classes for 2018-19.

Workshops and training to encourage parent participation in the educational process and our parents have also become leaders among themselves, and they just completed a parent class to become a parent leader so that they can work with other parents, and we're going to be continuing that this year also. Some of our other activities with that, and I apologize, we also had our open houses. We have Parent Information Nights, College Nights, and so we're really trying

to get our parents involved with their students, and with that so the parents know their opportunities, we're helping to increase our competencies for our students that will prepare them for success in college, career and life.

Our current graduation rate is 85.1 which is exceeding our goal by 0.3%. Last year was 84.8. We are actually nearing a comprehensive high school with that graduation rate, so we're really proud of that but we actually want to see that go higher. Again, 100% is always our goal. This year we had 19 college tours that took place between 2017-18 and we had 271 students participate. We had 4 School Counselors and 4 Community School Clinicians that continue to be funded. We also had dual enrollment pilot, our first one with Golden West at our Sunburst site for our math program, and we are going to be continuing that. It was extremely successful, and we have purchased intervention software that's been piloted which will help our students in math and English to become up to levels where they can handle the grade-level software.

Now this is actually a program when we took a tour of Santa Ana College, our Diesel and Auto Repair Center there, and that was our students. When we asked our parents if this year, they are making academic progress. We had 529 parents respond, so this was both ACCESS and our Special Ed Division in this...in this question. In 2015-16, we had 79.6% and we were up to 83.2% this year that felt their child is making academic progress. Again, we always want to improve although it is an improvement and it's our goal, we want to continue that in the following year.

Another data point that we're proud of is that we asked our parents, and this was actually our students that we asked, we had 920 responses and we asked if they felt that their school prepared them for future, college or career tracks, and we went from 57.5% responding "strongly agree" or "agree" in 2015-16 to 65.7%, almost 10% increase over the last 2 years for this last year. Play it again, we always want more than that and we're going to continue to work on that, but we are showing definite improvement in this area.

Roberson: We continue to provide specialized training for a special education, uh certificate and classified staff. We effectively use the Sandy and the Sandy FAFS which are assessment tools to determine where our students are and where we'd like to move them to. We use the ST Math in the math area and we're also committed to the SECO ACCESS curriculum guide which help...which helps our teachers provide the appropriate programs for our students. We're also working diligently to uh, hone up our behavioral skills and working with students with significant behavior issues. We're also providing, uh training in the autism for our deaf and hard-of-hearing, uh, teachers and staff because we haven't served that population before, but we're seeing many more students being referred to us that have a dual-diagnosis of being deaf and on the Autism Spectrum, so we're working diligently to provide that.

In our DHH program, we provide opportunities for our students in a variety of areas. 1 area of competition which may stun you a little bit is that we have a cheer team and they've been competing with the other 20 programs throughout Southern California and won 1st place just regen...recently in the uh, the uh cheer competition and this is our team from University High School. We also have a Southern California basketball league for our students, our deaf and hard-of-hearing students that are exclusively deaf and hard of hearing, and they participate in a

tournament each year and this year, we were also winners in that tournament. So, we're very proud of that.

Um, also in...for our middle school students, we've started a program which we ca...which is called Battle of the Books, which is sponsored by Gallaudet University. Our team...we have 3e teams, 1 of our teams placed 1st in their division. Uh, and again this program is sponsored by Gallaudet University, which is kind of a good lead to a university program for them in the future, but they won 1st place and were awarded with a trip to Washington D.C. to complete...to compete in the National Competition at Gallaudet. They finished 3rd in the Nation, so we're real proud of those junior high schools who will be matriculating up to University High School next year.

This past year we were uh...this past March we were host to the Gallaudet University academic Bowl, the Western Regional, which brought teams from all across the West, from Wyoming to Washington to uh, New Mexico, brought them all and we had 25 teams, and they competed in the Academic Bowl which again was sponsored by Gallaudet University. Uh, the winner of that, actually the top 3 places in that program would also get a trip to Gallaudet, the whole team, and their coaches to compete in the National. Unfortunately, this year, we had a real young team and we replaced...we were placed 5th. So next year, we're looking forward to a much better year. So, we provide all of these opportunities for our students so that they can see in their future that there are educational opportunities that will be available to them and really see the role models that would be important to them and moving on in their future.

Strachan: Some of our actions and services for 2018 and beyond that we're looking at is to continue funding our 4 College Career Counselors to support our students as they prepare for their post-secondary pathways. We will be providing staffing for MTSS implementation for assistance in reading, math, and some Behavior Support. We will also be implementing, fully implementing, the in...the intervention and assessment software for math and English to allow our students to be able to catch up while working on their current work. We're also adding a Gang Specialist Training Restorative Practices to work with our team so that we can help get them, um, back on track.

This is our Career Success Week. We always like to end with some of these pictures because the before and after pictures are just great. This is Aaron from our Placentia site, and at our Career Success Week, the students learn to interview, they do their job applications, their resumes, and then they do...they actually get to pick out a suit to wear for their interviews and to have that as they go forward with interviews for college or career. This is...this is Aaron before and this is Aaron after. This is Bethany before and Bethany after. This is Riley. This is Riley after his and this is Steven before, and Steven after. As you can see our students are ready to kill it in a job interview or a college interview. And this is the whole team together. Dr. Hittenberger was actually able to go and attend and help them pick out their suits, so this is our group.

Hittenberger: Dr. Mijares asked for the before and after of me, but, we don't have that. We've shared a lot of information with you. We won't belabor the point. There're appendices at the back of your binder with lots more detailed information in so far as you want to pursue that, um, and uh, you have been provided with an Executive Summary that gives you kind of a more concise version of this. For next steps in timeline, uh adoption of the OCDE LCAP by the Orange

County Board of Education, you'll vote on June 20th, uh, then submission of the OCDE LCAP to the California Department of Education by July 2nd, and then the State Superintendent of Public Instruction has a timeline of October 8 to approve our plan provided the plan meets the criteria.

So, thank you for the opportunity to share this update with you. And again, thank you for your support for our students and educators.

Bedell: Okay. My understanding is, we have any comments from the Board on the LCAP?

Gomez: I just have 2 quick things.

Bedell: Well, often you say quick, but...

Gomez: Well, it depends on their answer. So...

Bedell: Okay.

Gomez: Um, you' mentioned dual-enrollment, um, what are the further plans for that? I think you mentioned math. Um, are we looking at anything else for our students?

Strachan: Yes, we are. Actually, we um...dual enrollment, because we need the secondary credential in our core classes, we don't always have the credentials. We're lucky to have math. So, we continue that, but we are really not dual enrollment in our CTE program, so we are actually going to have a great expansion of our CTE courses this fall with dual enrollment, with different colleges. So, we're really excited at that. We actually have appointed somebody to work strictly on that for the year to get that rolled out.

Gomez: Okay, so that kind of led into my next question about the Career Readiness. Um, so you're exploring some of the CTE programs at the Community Colleges?

Strachan: We are.

Gomez: Okay, good. What about the Building Trades? So, like the Iron Workers and things like...the Iron Workers has an academy.

Strachan: We actually...I know we're working with one of the Building Trades in our...with our older students.

Gomez: Okay.

Strachan: And with CCPA, we're actually doing the Construction with them.

Gomez: Okay, great. Okay, thank you.

Bedell: Colleagues, anything for our colleagues? Linda? Trustee Lindholm?

Lindholm: Trying to turn my mic on, I forgot. Uh, I want to thank you. We have just an outstanding team of educators here and they sparkle and they shine and they bring it through to their students. And this is the program done by uh for those in the audience, the Orange County Department of Education and the uh, and the Board of Education, they're a specific group of students. Uh, excellent, exciting, I can see what you're doing. I love the synopsis. I'm not really thrilled with the State do it...making us do 223 pages. I think you could do it. It's a lot of time and energy and I think you'd be rather spent, uh doing some of those exciting things that you're doing, but compliments to you all and Dennis, we're taking your car keys. Yeah.

Bedell: Okay, Public Hearings, Dennis?

Roberson: Yes, Dr. Bedell, Members of the Board, at this time I'd like to open the Public Hearing and invite any members of the public to comment on the Local Control Accountability Plan for the Orange County Department of Education.

Bedell: So, Superintendent Boyd, you have the cards?

Associate Superintendent Boyd: Yes. We have 10, uh individuals who have filled out cards. I will call the first 2 names. If the 1st person will come to the podium and the 2nd person just line up on the side and then we'll move through these. The 1st name is Maria del Carmen Mejia, and the 2nd is Juana Mendez, and the for the benefit of the audience, we have a timer, uh that uh, our reporter will be putting up here. It shows green light, yellow light, red light. It's 3 minutes. Uh, we have, if we're using translation, then we've allowed 5 minutes to ensure that we can do the translation properly. You ready to go? So, um, Maria? Just approach the podium and speak into the microphone.

[MS. CARMEN MEJIA SPEAKS IN SPANISH, SO THE TRANSLATION DIRECTLY TO ENGLISH IS DOCUMENTED]

Translator: Okay. Good morning, my name is Maria. My son is part of the ACCESS program and I'm very excited that in this program, he was able to help children with cancer doing some uh, work with his hands. In ACCESS, we have received classes has a Padres Unidos and I highly recommend everybody to please continue with this class because this has helped us tremendously. Another uh, one of the suggestions that I have if...if at Padres Unidos if you can have more intervention classes not only for students, but also for parents, uh in regards of the...of domestic violence.

And something else I would like to see is uh, more motivational classes for parents as therapy for parents and for students. And I want to...I would like to thank the Principal and all the staff of ACCESS schools. My son now respects me more and his values of...with me are higher. You have motivated him tremendously at school. And also, you have taught him how to fix bicycles and I'm going to continue to support parents as long as I can. And this is all I can say for now. I will also like to see more security at the school, and more Padres Unidos classes.

Bedell: Thank you, thank you.

Associate Superintendent Boyd: Thank you.

Williams: Thank you.

[AUDIENCE APPLAUDS WHILE MS. MENDEZ WALKS TO THE PODIUM. SHE SPEAKS SPANISH AND THE DIRECT TRANSLATION IS DOCUMENTED]

Translator: Good morning, my name is Juana Mendez and um, my son attends the La Habra Education Center. His name is Jonathan Estrada, and I'm here, um to speak on behalf of you guys. So, I'm very pleased and happy with the group that my son is attending and where he's at. So, my son had a lot of issues at, um, the Yorba Linda School District, he had a lot of issues. So, when he was referred to ACCESS, his grades were really low. His self-esteem and um, how he felt about himself was really low. My son had a lot of bullying issues at school. So, um, I'm thankful for the uh, his teacher, Mr. Reese, because he...he was very shy, very timid, and he now has that support with doc...with Mr. Reese.

So, I would like to take the time to thank the clinicians, the interpreters, um, all of the staff, Lupita, um and all the other staff, the clinicians, the work they have done with my son. The support that the clinicians have given us, you know, it's a reflection of what he's doing. So, when

my son started in ACCESS, he was in 6th grade. Come December, he'll be um, finishing up Middle School. So, I'm very thankful for the support, um for the support given and I'm thankful for the parenting classes that we've been offered as well. Thank you for hearing me out. Thank you for the support. Um, thank you for giving us the help for my son and thank you for hearing me out. This is the first time I'm here and thank you for it.

Bedell: Thank you.

[AUDIENCE APPPLAUDS]

Associate Superintendent Boyd: Orange County Juvenile Court Presiding Judge, Joanne Motoike? Sorry, if I get that wrong. Denise Churchill will follow; Deputy Director Social Services and then Doug Sanger, Deputy Probation Officer.

Motoike: Thank you. Good morning. Good morning, President Bedell, good morning to Dr. Mijares and good morning to Members of the Board. Thank you for the opportunity to speak today. Um, I have just a few things I'd like to talk about because the Juvenile Court is so proud and appreciative of its partnership with the Orange County Department of Education, and I wanted to take a few minutes, not long, um to share with everybody the benefits of this particular partnership. And I just mention a few today because I'm only given 3 minutes, of course, I could go on forever, but I won't. Um, the leadership of the Department of Education Social Services Agency and the Probation Department work hard to continue to bring proof the coordination of services in order to ensure that the academic outcomes of our foster youth remain a priority here in Orange County, and I'll give you an example.

Most recently there was always an exchange of information but we have actually issued now a miscellaneous order that allows a complete exchange of information amongst all these partners, so that a foster youth's educational progress cannot be disrupted; we'll actually have minimal disruption. Um, if placement happens to change or anything like that. So, they...this partnership has actually facilitated an exchange of information that allows for smoother transition for educational plans for our foster youth. Additionally, the collaboration between the Department of Education the um, ACCESS program, special schools and local districts has increased the school stability that I've seen and graduation rates amongst our foster youth.

The presence and support of the Department of Education in our collaborative teen courts, which operate mainly to serve our high needs foster youth, uh, children is a significant component because we rely heavily on the input from the Department of Education representatives in these programs, and their participation is one of the reasons why these courts are particularly successful in helping our foster youth maintain their educational progress, so thank you for that. Um, additionally the liaison role of the Foster Youth Services Manager that we have to the court is also an invaluable tool as it allows to, um the court to immediately address any questions or issues that may be arising with respect to our particular youth.

I can't even tell you how many times, as a Bench Officer, I have relied on that relationship and been able to access the media information for a particular youth in the courtroom. So I appreciate that. And for all these reasons the Juvenile Court is of course very excited to continue to work together to improve the educational outcomes for our foster youth. I know we all know that

education is the key to success. What I tell every single young person before me is they can take away a lot of things in your life as you grow up, but they cannot take away that high school diploma. So, um, thank you for hearing me out today and on behalf of the Juvenile Court, I would like to thank the Board of Education. I'll stop. Thank you.

Bedell: Thank you for all you do with our students.

[APPLAUSE FROM THE AUDIENCE]

Churchill: Hi, good morning. Denise Churchill with the Social Services Agency, and I just wanted to say that the Social Services Agency Children and Family Services is really proud of the partnership that we have with the Orange County Department of Education. As Social Services implements the State-mandated Continuum of Care reform that really focuses on placement stability for foster youth. The collocation of our Foster Youth Services Team, uh, the Coordinating Program Team that works with Social Services is really helped in the communication and strategizing coordination of services for our Foster Youth. Uh, the collaboration with the Department of Ed's ACCESS programs special schools and local school districts has really made a significant difference in supporting the educational needs of our foster youth and care.

So we really want to thank you, the Board and the Department of Education, for continuing to make Foster Youth a priority in your proposed LCAP Plan. We're really excited to continue to work together to really improve the educational outcomes of our Foster Youth, and I'm particularly proud of some of these examples. The Foster Youth Services coordinating team and the ACCESS teams have really helped to coordinate services for foster youth placed at our County's Shelter for Foster Youth, Orangewood Children and Family Center. There have been staff, local school districts, and the ACCESS teams have trained together with our Mental Health Partners for trauma informed practices to be delivered to youth and support them.

They've also at William Lyon School that's located on the campus at Orangewood Children and Family Center has collaborated with our staff to create serenity and pla...and calming rooms for both the Foster Youth and for staff, and in the classrooms as well. Foster Youth Services plays a critical liaison role between Foster Youth, the Social Services, the Courts, as you've heard, and our schools. There has been more timely and accurate information shared regarding educational progress of Foster Youth in our court reports that have gone before the bench as you heard as well, and we're extremely proud of that. Due to the um, data that we pulled according to the CalPads report in May 17th of this year, there are approximately 1,509 dependent Foster Youth under the jurisdiction of our Orange County Juvenile Court in grades K-12.

Additionally we have approximately 256 of our Orange County dependent Foster Youth enrolled in out of county school districts, meaning they may be placed with relatives or foster homes in neighboring counties. We, in Orange County, have enrolled in our schools, your schools, approximately 285 dependent youth from other court jurisdictions, meaning their relatives reside in our County. So we work with counties throughout the State, and we're really proud knowing that Orange County is the 3rd most populated county, uh in the State of California. We are the 6th most populated county in the Nation, and we have the 5th largest number of Foster Youth in Orange County. Thank you.

Bedell: Thank you for all you do, my friend.

Churchill: Thank you.

[AUDIENCE APPLAUDS]

Sanger: Thank you for letting me address here. Doug Sanger with the Probation Department. Uh, probation is very pleased with our partnership. We have a very strong partnership with Orange County Department of Education. Our court schools, our Youth Report Centers and our Juvenile Facilities are, uh, are all provided services under the ACCESS program, and we feel that it's a strong and beneficial collaboration for our youth. When um, a youth leaves juvenile court schools, the transition to work...to work, it's soo...it's to ensure youth is getting a smooth reentry into the community as it's appropriate and is determined with a multi-agency collaboration is...effort is designed to decrease juvenal recidivism and um, maximize success for each youth.

Uh, the communication between the Probation Department and the Orange County Department of Education has been positive and puts children's families first by ensuring any system challenges are addressed and overcome. Probation would like to thank the Board of Education of the Orange County Department of Education for continue to make the probation youth of priority in this LCAP Plan. I want to highlight a couple things that have happened in the last year. One thing that we've done is we continue to improve conditions of confinement in juvenile hall and worked collaboratively by training, um, probation and school staff together in order to implement restorative practices to buy...provide more positive behavioral interventions for the youth in custody.

And I think this has made a big difference in the way juvenile hall is that the conditions will confer youth are much improved. Um, in addition, we've offered more college preparatory and college access programs in juvenile facilities because our population is starting to skew older. Um, and also, um ACCESS staff are participating with our Probation Officers who supervise foster out of home placement youth for the child and family team that helps that's part of the State's foster care reform, the Continuum of Care Reform, and that's been critical to making sure the kids are placed in the appropriate um, facilities or appropriate foster homes that best meet their needs, and we appreciate the collaboration with Department of Education on that.

Bedell: Thank you.

Sanger: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Ruth Ramirez, followed by Kameena Ballard and Keena Ballard.

Ramirez: Good morning. My name is Ruth Ramirez, and I'm an ACCESS teacher. I teach General Education as well as I have a CTE credential. I teach a CTE public service class for ACCESS. I'm here on behalf of the Teachers Union to show our support for LCAP and to show our appreciation for the opportunity to collaborate on the LCAP. We value the actions and services that our students are benefiting from and the also the positive outcomes that we are seeing as a result of the outcome.

For example, you heard about my student Jose who's here today, and how these programs have been life-changing for him. He's been in 2 of our CTE programs. He's gone to numerous colleges and universities including Cal State Fullerton for their engineering program and to Chapman for their diversity today, um, they did a program with us for law and students that are minorities. The union would like to thank everyone for their hard work on this project and we look forward to collaborating with you all on the LCAP in the future. Thank you.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Bedell: Would you please take back to your colleagues and your organization our thanks and appreciation directly from us, for their work with the students?

Ramirez: Thank you.

Bedell: Thank you.

Keena Ballard: Hi, my name is Keena. Um, I'm 15 years old. Um, Harbor Learning Center is my school. I'll be reading to you guys a poem today. Love is a battlefield. Love is never ending, more, you never know when it...when it...when it will...when it's about to start or when it will end. Relationships are something you work on. It...it's not just something you immediately have, you own it over time. Love is...you have love inside your heart already. You just have ignited a heart.

You might...you just have ignited the heart of other people and you are never know who might fall in love with you. And you might say that you are the only one that's 15 in this world. Life is like a roller coaster of emotions, and one of these emotions that you feel will be love. Love is a teacher in...of life. It will teach you to be grateful for the little things in your...in your world in your life. Even if you feel if you have a lot of your life, you still have a shoulder to lean on.

Bedell: Thank you.

[AUDIENCE APPLAUSE]

Keena Ballard: Yes, please. I have another one real quick. Love is a feeling on...that you feel when you meet that someone that understands you that...that someone gives you security and support in your decision. Love, if you decided if you want it or not, but love isn't just a boyfriend or a girlfriend. It can also be love for your family members. It also means giving that love a chance...that person a chance to redeem yourselves if they break your heart, or in other words, your trust. You can believe in love is real. Is it? It is if it is to you. Thank you.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Kameena Ballard: Why do you do this job? Do you do it because of the passion that you have, or do you do it for the love that you have for the families? My name is Kameena Ballard and I am the proud mother of this 15 year old who's just given us these 2 great poems about love. And when we talk about the LCAP, I want to fit myself in and give you a real life example of how

that love and collaboration has worked, that Keena so eloquently spoke about. I'm the single mother of this child and I live in Burbank, California. Now for anyone who doesn't know how far that is, I drove about 2 hours. So, I wanted to come here and talk to you all about uh, how I fit into your system as having a daughter at the Harbor Learning Center who was also in residential.

So, I'm bordering some of those foster home youth lines since my daughter is in a foster home placement, but is not a foster child. What that looks like is a collaboration of many different systems that you've already spoken about here today. The most important one being the parent engagement piece. I myself am an author, and uh, the name of my book is Black and Blue, the Inside Job to Healing and Autism through Self-Care. What I've heard today is that you have so many great problem, uh programs that solves the problem of helping the parents also get their education and that's what Harbor Learning Center has done for me. They've done it for me from afar.

So, when I come to my IEP's, believe it or not, we have a great time, we party, there's live sets. I like to have a great time and what happened there that really astonished me is that from the moment I set foot with my school staff, with my... anyone from the school district, I was immediately accepted as one of the team. Not only was I one of the team, I was my daughter's team captain. On a regular day I can make contact with my teachers and my staff for if my daughter is having general life problems and everything, being in uh Regional Center Placement, that looks like a really human portion of my daughter's care, and I want to make note of that because sometimes these teenagers smell like boiled cabbage, and we need somebody to tell us on the other end to say hey, you know, they might be having a problem and everything.

Now if that means a lot to a mother who doesn't get to tuck their daughter in at night. You see me kind of fix her hair. Does she like me touching her and be on her? But, no, but my mothering comes when I'm down here, and I know I'm safe to do that in the school environment. So, when you guys given notes about uh, your LCAP goals and that being one of them, creating a good atmosphere for your students. That means a lot to the families as well. And finally, I just want to make note of my wonderful Harbor Learning Center staff that has been instrumental in being my...my eyes and ears. My collaborations for all of those needs and so I say to you all, thank you very much and shine on.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Maria Morales...Maria Morales, and Brenda Flores.

Morales: [MS. MORALES SPEAKS SPANISH SO THE DIRECT TRANSLATION WILL BE DOCUMENTED]

Translator: Good morning, my name is Maria Morales. It's an honor to represent Anaheim North, the ACCESS program. I'm a father / mother of 2 daughters and a son who attend the ACCES program, and it has been an honor to be in ACCESS. I want to thank ACCESS for the support as a mother and father, as well in this role, it's been hard especially when the um, youth are having some difficulties. It's really hard, you know, guiding them and I...using the support that I got from ACCESS. So, with all the struggles that the youth are having, the um, obstacles

that they're facing, um ACCESS has been able to help and support and guide me, and also, um, guide them in a direction because of the support that we have in ACCESS.

So, my oldest daughter um, her teacher was a crucial in helping and supporting her. She has hide...helped her get...obtain her credits and graduate. So, my 2nd daughter, um, she was rebellious. She didn't want to know nothing about school. She left and then come back to ACCESS, um, but with the support of ACCESS, she was...she's now able to be, God willing, walking in June this year. So my 3rd child, he was rebellious. Um, he had some difficulties but ACCESS was able to give some suggestions and some support. Um, now he's able to be nice and you know, sees that he wants to keep on going and getting his um, credits and keep on going.

So she would like to thank ACCESS, um, these are the soldiers...the staff in ACCESS are the soldiers of our students and fighting on that battles on this consistent basis, and they're on a mission. So, um, I want to thank them and forgetting them and I know there's a road to keep on going. So, thank you, ACCESS. Keep no fighting and thank you for being those warriors and hope that you guys are guarded...guided by God. Thank you.

[AUDIENCE APPLAUDS]

Flores: [MS. FLORES SPEAKS SPANISH SO THE DIRECT TRANSLATION WILL BE DOCUMENTED]

Translator: Good morning, my name is Brenda Flores, and I'm here representing Southwest Anaheim. I would like to thank you guys for all the support. Thank you for supporting my daughter who's had, you know, some you know, she's a teenager, it's a rough age, and um, I can't do it without the support of ACCESS and especially Ms. Ochoa, um, Raul Apolepa and myself. Sorry. So, thank you. Thank you.

Roberson: Hearing no more comments at this time, I'd like to close this hearing.

Bedell: Thank you very much, and thank you. Thank you for coming. Thank you for supporting your children in the program. We really appreciate it. Okay, we now have Item #5. Laura Strachan and Dave Connor, who are going to do the presentation of the LCAP for the College and Career Prep Academy. And you want to redress this.

Roberson: I will talk...discuss that for you.

Bedell: Okay. Laura. Thank you for coming folks. Thank you very much.

Strachan: Good morning, President Bedell, Members of the Board, Dr. Mijares. Before we do our presentation we would like to thank you for the opportunity and for approving our charter school, our College and Career Preparatory Academy. As you know, our students are 18 through 25 years old and are not really eligible for many graduation programs for high school diploma, and we have...we believe there's over 20,000 students in that age range without a diploma, so we really feel this is an opportunity to serve the needs of our students that could not otherwise graduate. So I'd like to, right now at this time, turn the microphone over to Principal Dave Connor who will be presenting his LCAP.

Bedell: Welcome, Dave.

Connor: Thank you, Dr. Bedell, Dr. Mijares, Members of the Board. Um, it is an honor to be here today to kind of share our results because we are the charter within the Orange County Department of Ed, and it's through your actions that we are in existence. So, this is all of us in all of our actions and results with our students. The College and Career Preparatory Academy offers a flexible path to graduation for young adults looking to re-enroll in an accredited education program, particularly those aged 18 to 25. See Space Charter petition was approved by the Orange County department School Board in June of 2015. CCPA was created to offer a second chance, uh for many young adults.

I call them students of promise not at risk, uh who, uh, for various reasons veered off the path of a traditional High School experience. See Space students come to enroll as working adults, full-time mothers, fathers, and single parents who are looking to improve their lives through education. ...throughout the Department of Education is a free public charter school offering a highly individualized program that includes online courses, independent study, small group instruction and the necessary career Readiness skills, which we really focus on. This was a slide I showed last year from our graduation and this is Vanessa. She's a single mother of 5. She graduated last May and is enrolled at the Santa Ana College Medical Assisting Program, so I'm very proud of the Vanessa's actions, but this is the type of students and the life issues or problems or just life experiences that are in the way.

So imagine that a single mother of 5, doing 20 hours of work, school work, meeting with the wheel partner 10 hours a week, and now enrolling in a Community College. So, one of the contributing factors of an educational level of a child, is that of a...of the mother, so not only are we changing this generation, but we're also changing the next, so that really is...speaks to our program and what we do. Oh, thank you. Um, this is our demographical breakdown. 93% of our students are free and reduced lunch. It's pretty much the entire population is impacted by the LCAP and the funds that are put that way and 35% of our students are English Learners. Uh, with the adult age we have 0% Foster Youth at this...at that time, and again, like Dr. Hittenberger stated, that was taken in a snapshot in October.

I didn't go through all the LCAP procedures and so forth because I think Dr. Hittenberger did that very well, so for time sake, uh, our stakeholder engagement is our staff input opportunities monthly. We meet monthly, discuss things and how things are going and what their needs are. Their biggest concerns, uh is just fundamentally life essentials for our students, and that's something that we're working on through grants to provide just fundamental things so they can get to school, and have food to feed the family, because a lot of times that's the main focus, and that becomes before homework at times. We have Governance Council Meetings. Our Governance Council meets quarterly.

Uh, it's a group of businessmen, uh teachers, uh, students and staff members that uh, work with us on determining directions in which way we're going. We have EL parent advisory committee meetings and they're at foot and other stakeholders. There's our EO Partners. We...always the Workforce Innovation Opportunity Act recipients, which are federally funded workforce members, and they have input and they sit on our Governance Council as well. Uh, and we get parent surveys and stakeholder surveys and biggest ones are See Space student surveys. What you see up on the top left-hand corner picture that is a FAFSA workshop open house at our 17th and Ross CCPA location. Um, the next picture is David.

He graduated in...in uh, January we jumped in on HLC's graduation and David wanted to move on. He's in Community College as we speak, or finishing up his first semester, and then the bottom picture's a tour of the Welding Shop over at Santa Ana College, which we take our kids on. Our goal is to get our students in the college atmosphere as much as possible and break down that pathway that none of the family members have been that way. So, you know, we're that parent that kind of says, you know, and this is a direction we need to go, and it's working very well as we get to some of the results. Um, our next slide, uh deals with engagement and what a lot of our stakeholders uh, commented on is that going to increase the partnership with the community agencies to provide job brightness skills, and vocational training, a 4-year degree is not everybody's pathway, but uh, we want to get them into the CTE programs of other junior colleges, but are amazing opportunities for our students.

We'll continue to expose students of different options for the future career and uh, and not just college, and we want to increase the rigor of the curriculum to prepare the uh, the student for College and Career. It's not about the piece of paper. Although they can never take that piece of paper away from you. My father always told me that, uh, it's about the skills they've obtained to move forward in life, and that's what we are striving to do. Our CCPA LCAP goals, uh, mirror ACCESS's that we want to increase technology and partnerships, and that's the foundation that's going to prepare them for college, career, and life readiness. Um to increase the effective use of technology for teaching and learning to promote 21st century skills, um, we have embarked on a blended learning model in CCPA that we utilize technology and paper and pencil and books for our students.

Our teaching staff have been trained in the social science curriculum, which is a blended model, uh, collection series has been adopted with language arts. Uh, we've incorporated Max Scholar, which is a Reading Intervention Program to provide our students the foundation to take uh, to tackle that rigorous curriculum that we want, and we kind of do a plan for that to make that occur. Uh, the staff is collaborative efforts and support each other and adoption of these new curriculums is to be commended. They have attended 4 different types of trainings and curriculum over the last Academic Year and it is their willingness and ability to go out and utilize that curriculum and how to incorporate that independent study model, that makes the program go.

We have increased our use of online curriculum survey results show an increase of use of curriculum by uh, 8% uh, increase of our online collection series by 2. Overall, there was an increase of 15% of uh, students replying to using the new curriculum, um, online-based stuff. We you know, sometimes they come to us because they were in the district model where they went, they sat in front of a computer all day and did APEX for 4 hours and that didn't work for them. And that's why they left and so, you know, we have to provide an individual learning plan for each student. Uh, 31% of our students were assigned at laptop to use at home, based on need. Our goal is that every uh, site has 17 computers to be able to check out, and that's based on statistics and surveys that we came up with.

This is Mr. Delmastro, one of our retirees today, at his uh, classroom at Wilshire. Um, as you can see over the last 3 years, we've increased our...our uh, percent of uh, computer devices at any time during the school day, so we went from 61% in our first year and we're up to 81% now, and hopefully that grows, but again not everybody fits in the same mold. Uh, students in need of

connectivity outside the classroom are provided with the filtered hotspot device from CCPA to use outside of the school. Uh, this is one change you'll see in the LCAP from last year. We had stated 10 devices per student...uh, per teacher caseload and we've determined that that doesn't really fly, because down in South County, the social economic factors down there might...teacher might meet 2 or 3, but in Santa Ana or Anaheim, that might need 16 or 17, the devices to check out to students.

Okay. So we've decided to make it a 20% of our student population be the mark for the devices we would need to be a cost savings as well. Uh, based on the student surveys, the use of technology to complete assignments students showed increase the technology use by 3% from 74% last year to 77% this year. All right, provide professional development training to all staff that promotes the use of 21st century skills and technology. We are very, uh, I am very excited to say that our teachers have gone through 4 ½ full days of training in the use of curriculum and the learning model with that. Um, I am a huge component of the conference...computer use in education, um, and services and 3 of our teachers attended that uh, this spring, and they've brought back great things and they share it out with our staff at our staff meetings.

Um, we have 2 of our uh, teachers have been trained in Lego Robotics and we will be jumping alongside the ACCESS program in the CTE course to provide that robotics trainings to our students, and we had 1 young boy do some coding and he's just...he's going crazy with it. It's just an amazing sight up at the 17th and Ross site, and he is a young boy and you know, it comes in to see the robot, you know do the Figure 8 and then the square so forth. So it's...it's working and we want to continue in that way, right? Um, our 2nd Goal is to increase communication and collaboration with partners and agencies, and the biggest uh, partner that we work with are the WIOA Workforce Innovation Opportunity Act Partners.

This is the golden carrot in our... in our program if our students take advantage of it, that we always provide all sorts of training and soft skills, paid apprenticeships, internships, and it's an amazing feat when it...when it goes. The picture that we see here, and I want to thank Ms. Gamaj for organizing this, Janet worked with me, um, she is their Governance Council Network Meeting we have this in January every year. Uh last year, we had 27 commute...new Community Partners come join us in the meeting. Uh, the previous year we had 11 new, so we've increased and we do the...you bring a friend so they can next year, I want you to bring a friend, so hopefully next year about 54 new people next year that came through.

Um, as we progress and grow and again, this will be one uh, thing that's changed in the LCAP is that we just asked to get some funding to move it into uh, a hotel or a banquet type Hall that is a little larger than the room that we are in uh, last time. I've kind of outgrown it. So that's we're kind of looking at that. Um, and then the bottom uh, thing is that the picture of our Silverado site down in Mission Viejo. This is a new site that we opened, uh, in about November. Uh, we are the Saddleback College High School Diploma Program, so this is a good collaboration between us and Saddleback College that has a rent-free, uh building for us, which is nice and...but we are now providing, uh, more resources and opportunities for students in South County.

We go down there, uh on Fridays and enroll so they don't have to drive all the way up to Santa Ana to do so, so it is a thriving at this time. I believe we were at 28 students enrolled at the Silverado site, and I think 11 of them are graduating or 10. You'll hear from Laura next on that.

Uh, a goal that's to increase Community Partners. So as you see we have been increasing our Community Partners annually and uh, hopefully we do that. It takes a village and we are striving to make that occur. Again, the wheel partners are integral part of our program. We had 359 students enroll in a wheel Community Partnership program from July 1st, 2017, to April 17th, 2018, and they do amazing things before our students, and it's a wraparound type service and they will follow our students out for 2 years after they uh, leave us, so it is something that we want to continue to grow and work in that collaboration.

Um, based on the...their individual education career service plans. So when our students come in to the program, every student is given the Cooter Assessment, and it's a career assessment inventory by our school counselor, and then our counselor will recommend to the teacher of the student what program within Grad Point would meet their Career Technical or their interest. And again, that's a...a way of moving them forward in that career pathway. So based on the uh, uh, UCSP for students were assigned Grad Point Career Technology Education elective courses, uh, there was an increase of 22 students and Janet, uh really focused on this year. And this is this years and we can see her hard work has paid off, uh that took Grad Point elective courses the data shows that we're improving our and stylish and career Pathways for students and supporting their individualized educational career service plan.

The next slide, uh, discusses the increase of students enrolled in community colleges with dual enrollment and enrollment upon their graduation. We worked very, very hard on having students having the ability to get on a college campus. We do college tours, uh, a lot of the community colleges offer adult, uh adult student days, so that not traditional student coming back into a community college the amount of CT and free courses, non-diploma track courses that they offer are amazing, and they're all in the in the 16th business sectors that are showing growth in Orange County. Um, but of our graduation rate we had at the time of this presentation of me creating this back in May, we had 88 graduates at that point and 44 of them were enrolled in college.

So again, we are staying over that 50% of our students that graduate with us that were student dropouts are now, uh college students. Okay, 11 of our students of those 88 were enrolled in the apprenticeship program, and 25 of those students were dual enrolled, and a good example of the dual enrollment program that we are working with, is uh, we are with Taller San Jose Hope Builders and in their I.T. cohort program, they have partnered with Santa Ana College. So they do 2 days at Taller San Jose on Broadway, and then they do 2 days at the Santa Ana College, uh program and they earn 3 credits in an I.T. course. With that, that can move over to us as an elective. So now they earn 3.3 credits per credit, so it's almost ten credits of elective courses with us.

So that's a way for us to accelerate their education and get them closer to graduating and on to the next step, but also it's there on the campus and they complete that course. I can do that, right? So that's a great thing that happens, okay? We've increased the number of students in dual enrollment and enrollment upon graduation from Community College by 4% from the previous year. We've also increased students enrollment and post-secondary education or the workforce by 10%. Uh, we were talking about the um, uh the construction programs and we have ABC Construction, which is up in Anaheim. It's the other 4-year school. It's a 4-year paid internship appren...apprenticeship type program, but when they finish that trade school, they are a Union

Member, and they're making \$35 an hour, which is a livable wage, okay, in Orange County, which is great.

Okay, the other one with Taller San Jose in this situation, uh, they are running 20 week cohorts, 10 weeks in class, 10 weeks in the field, uh, if they don't have a high school diploma we go in and meet them at Taller San Jose and provide that educational component for them, so they can move forward. Now they know the trade, let's go ahead and be the, you know, the uh, General Contractor that instead of just the guy working for, be the guy that they're working for you. Okay, so we try to make that happen as well. Uh, something that took a lot of hours of work and collaboration between a lot of people in this room is we launched a marketing campaign in September of 2017 and since that campaign, we have seen an increase in enrollment by 19%, or appointments for enrollment.

I have some numbers that are pretty amazing, uh with this. Um, are...you can see there that the move forward has become our new slogan. That is a billboard on State College over there by Angel Stadium. And the young man below pictured that is at the Block right outside Uh, uh, the fish...the Fishermen's Market. There, the movie theaters. Uh, in display advertising we had 348,000 hits. That they would come on and see move forward, those images up on the screen. Okay, we had 206 clicks, so that caught their eye. Uh, the other one is if someone had reached or uh, one in the Google and search for CCPA or finished my degree or High School degree completion or GED, uh, we had 34,000 uh, hits for that.

Uh, with uh, 1,640 clicking onto our website and seeing that, so from those results in our Phase 2 of the marketing plan, we're really looking towards the digital component of that. Okay, which uh, we're in meetings with now to look at that, the next piece. Okay. The billboards, uh, and the bus stops and these mall banners were uh, strategically placed on demographics. They did a big study, okay, and placed them throughout. They ran from March until the late May. Um, the good news is the bus stops, 8 of them are still up and running because they didn't have anything else to put in, so we get some free advertising right now, which is nice. Okay, our next goal was to uh, the component of being ready and moving on in life, so students will increase competencies that were there for them for success in college, career, and life.

10% of our students increased their English language arts scores on the Scantron performance series, which is our assessment tool, um, if they took it multiple times. So, we can see improvement with our students. We always look to move them forward. Where do they start and where they leave with us? Uh, 36% of students tested multiple times in this content performance series, uh with their math score. So with that result, we are moving forward. Um, the current graduation, uh graduation rate is 65.5%, which is up from last year. In a s...a webinar that I was involved in back in January 2017, it was reaching at Promise Students Association. When drop out to return to school was a study on Utah in San Bernardino Adult Ed programs.

Their results showed or the common average would be 25% of their students would graduate, so we have increased that dramatically. All right, um total number of CCPA graduates, we have 88 at this year. I am proud to say that of this morning, we have 126 so far this year. So when this day that was polled, that's where we were at. And this shows you uh, about what they're doing...our graduates are doing if they're not within...so we have 44 in college. We have 11 in the apprenticeship program. Then we have 26 that are working full-time. So they have come to

us, they were full-time employed prior to that, so they're staying in that trade. Uh, 7 of the graduates we did, uh, didn't comment on what they were doing next. They didn't know yet.

All right, we expanded our instructional and behavioral interventions and supports services to address the critical needs of students. One of the LCAP goals was to provide transportation. So we gave a 353 bus passes to help with transportation over the last fiscal year. We've also provided basic school supplies for our students. And one of the things we did with the teachers is we bought daily planners, paper and pencil planners, had kids start writing down, get into the habit of what I have to do. Uh, last year we had a 40% of our students dropped out...withdrawn from the program for non-attendance. This year, uh, that mark was down to the 20's, so we cut that in half. So that's something I think we're moving in the right direction.

It's very hard to get... sometimes get the kids in; life gets in the way, but trying to make them accountable. Uh, with that I just want to say thank you very much. We have graduated, uh, 268 students in the last 3 years and it's um, like Dr. Bedell said, people behind the scenes and you're part of those people. So thank you very much for all your support.

Bedell: Thank you, again. Thank you everything you do there, Dave. I've been there and I've been to a commencement and I know the look of success in their eyes.

Connor: Yes, and our commencement is January...June 23rd, 9:30 A.M., Building D. That's what you received today. Um, something Jeanette Rodriguez, our 1st student. I met her at...when I was running AU101. She was at Anaheim Team Parenting looking for a place to go to school, and I said you need to go talk...call this number and give him Dr. Fairchild's number, and so she was our first student and she has had a rough road, but she will be walking and be our keynote speaker on...on Saturday the 23rd. So I invite you all to attend if you'd like that.

Bedell: Okay, Laura. We have Public Comments.

Strachan: At this time, I'd like to open the Public Hearing and invite any members of the public to comment on the Local Control Accountability Plan for the College and Career Preparatory Academy.

Associate Superintendent Boyd: We have 1 Public Comment. Laura Masters.

Bedell: This person looks familiar.

Masters: Good afternoon. Thank you for um, having me here first because I got to be honored earlier, so thank you for that. I'm going to miss OCDE greatly, but I um, came here to talk about the College and Career Preparatory Academy. I've had the privilege of working there over 2 years and um, thinking about what I was going to say, um, it's...it's about our students, absolutely, so I'm just going to share some of the students...my most recent students. Um, Alexandra and Martin are some of our...a couple that come to me. They're 25 years-old now, but they had both dropped out of high school. They've been high school sweethearts, um, dropped out to go and work because they needed money more than they valued education at that time.

They've been coming to CCPA for almost a year now, and they are working with a Maintenance Cleaning company, swing shift. So they work, you know, middle of the night and I see them on Grad Point at 3 o'clock in the morning, so I know they're getting their homework in and um, they are looking to advance, obviously move up in their career that they want. And what's fun is that

where they're working, cleaning the offices in the evening, that company keeps telling them when you get your high school diploma, we will hire you to work in our clean room. So, they see already where they can go. Brent, um, 22 years old. He wants to go into the police force. He needs his high school diploma to get into the academy and hopefully we're going to get him done.

He's on his last class. Uh, Leia is uh, my surfer and skateboarder. She is a lifeguard, moved from Florida. She's a life guard down in Huntington Beach and she's been lifeguarding since she was, um 16 years old, but cannot move up to a higher position within the City or the County because she does not have her high school diploma. So she's working very hard towards that as well. Mariela, 25 years old. Mariela, 25 years old has a 6 year-old, Estefania, who's in 1st grade. They do their homework together. And um, Estefania is always there to make sure that her mom is finishing her homework on time, because she knows who I am, and she said Mrs. Masters will be mad if you don't finish your homework, mom. Um, we do the FAFSA and the Saddleback College enrollment.

Last time they came down we were at the new Mission Viejo site. We had 6 students that enrolled in college and 1 mom. She brought her son and she re-enrolled in college as well. So when Mr. Connor was talking about that generational, it's the younger and the older as well, and lastly, um, 2 of my young ladies who also had a 4-year-old daughter, she um, unfortunately found herself needing to go to a women's shelter. And RWOPATNA OCAPICA kept in touch with her; has helped her with gas cards so that she can still come to school, helped her out in various ways. So I love this program and thank you.

Bedell: Thank you for all you've done. Thank you.

[AUDIENCE APPLAUDS]

Strachan: Hearing no further comments, this hearing is now closed.

Bedell: Thank you very much. Going back to our #1 on the Agenda, we have General Public Comments?

Associate Superintendent Boyd: Do you have any questions?

Bedell: Any questions. Does anybody have any questions? I'm sorry. Colleagues?

Gomez: I'm good.

Bedell: Okay. Thank you, General Public Comments?

Associate Superintendent Boyd: You have 14.

Bedell: Okay. Yes. I have a request to have a 5-minute stretch break. Can we do that? We'll reconvene at 12:28 P.M. Now that miles is here, we can start. That's, of course...I always say that.

[MEETING BREAKS FOR 5 MINUTES THEN RETURNS TO ORDER AT 12:28 P.M.]

Bedell: Well, first of all, I'd like to thank, before we get all you nice United students for coming to see democracy in action, and to see that it's frequently messy and frequently fun and, looks like you ever that statements like making sausage. Sometimes you don't want to see how it's made and what's in it. Seriously, seriously, uh, you are what we're about, the students and uh,

everybody who works for this department is compassionate and interested in student achievement; you getting to your goals. And so, thank you for being with us today. Okay, I have everybody? I need the Superintendent. Okay, we have how many cards?

Associate Superintendent Boyd: We are now up to 14.

Bedell: Okay. We have 14 cards. Remember our time limit. Remember the response. Remember the audience and we'll take them in the order in which they were turned in, which is the fairest way to do it.

Associate Superintendent Boyd: Okay. So, I will announce 2 names. If the first person will go to the podium and then the second line up next to the wall, closest to the podium. Brenda Lebsack and then Ruth Dawson.

Bedell: I'd just like to remind you, one of the ways they may facilitate comments, that there's somebody in front of you has said exactly or about the same which you were going to say, you could facilitate the process by saying I want to align myself with the first person who spoke about this and then you don't need to recapitulate everything. That would make it...just so we get a sense of...by that way, we get a sense of the intensity of the opinion on that issue. Thank you. Welcome.

Lebsack: Thank you. Greetings, President Bedell, Dr. Mijares, Board Trustees. My name is Brenda Lebsack and I'm a trustee of Orange Unified and I represent myself. First of all, thank you, President Bedell, for all...for the incredible letter to Orange County School Districts, written in response to the concerns expressed from the community about the California Healthy Youth act. Your letter encouraged Districts to strengthen local control, include parents and community in the curriculum adoption process, strive for transparency, and to approve materials that truly reflect a consensus of local values. You recognize that we have responsibilities that go beyond the laws and directives of Sacramento.

As a Trustee, I found your letter empowering. You reminded School Board Members that we are not just rubber stamps of the State, but that we are to courageously represent our constituents, to listen empathetically to their core values, so we may partner with them in nurturing and raising up the next generation. If State and local values clash, we're to follow our conscience and moral compass while still upholding the law. This can be challenging...this can be a challenging tightrope. Ed Code 51932B states that instruction of gender identity and sexual orientation outside the context of sex education cannot be opted out of, regardless the grade level. This was confirmed by your legal counsel.

According to CSPA, the role of the School Board is to ensure Districts are responsive to the values the beliefs and the priorities of their communities. But what happens when these 2 directives collide? The vast...everyone supports anti-bullying and mutual respect, but the vast majority of my community does not embrace the gender Spectrum ideology, which teaches kids that gender is not based on biology, but rather on psychology, that gender can fluctuate between male and female. People can be male and female at the same time; people can have no gender and that gender is open-ended and ever-expanding. How can I represent my community when State-approved curriculum contains this ideology?

CSBA states that citizen oversight of local government is the cornerstone of Democracy in the United States of America. Please, Orange County Trustees, help preserve the cornerstone of Democracy by passing a countywide resolution that strengthens local control, so Trustees can reflect the priorities of our communities. Help us do what we were elected to do. Otherwise, just ask the next Governor to fulfill these roles as our services will no longer be needed. Please, Trustees, demonstrate brave leadership, and make us proud to live in Orange County. Thank you.

Bedell: Great seeing you again.

Associate Superintendent Boyd: Maggie Rae will be up next.

Dawson: Good afternoon. My name is Ruth Dawson. I'm a Staff Attorney at the ACLU of Southern California Foundation, and thank you for the opportunity to speak this afternoon. I'm here to remind the Board and the Districts in its purview that schools have an essential duty to provide students with knowledge and skills to form healthy relationships, protect their sexual health, and form healthy identities. When students have accurate information to make healthy decisions about their relationships and their lives will live...have healthier, safer environments where all of our students can thrive. That is why the Healthy Youth Act was enacted with the support of the California School Board Association, the California State Parent Teacher Association, and the California Teachers Association, among many other groups.

As a judge ruled in a 2015 ACLU case concerning a school districts failure to follow California's prior sex education law, access to medically and socially appropriate sexual education is an important public right. I'd like to clarify a few points about the law: First, all districts are required to provide comprehensive sexual health education to students at least once in junior high school or middle school, and at least once in high school. Second, the law requires that all comprehensive sexual health education and HIV prevention instruction and materials be medically accurate, objective, bias free and inclusive of all students. The law requires that all sexual health education and HIV prevention education instruction and materials recognize that people have different sexual orientations, and include same-sex relationships.

Instruction and materials must teach students about Gender, Gender Expression, and Gender Identity, and explore the harm of negative gender stereotypes. Instruction materials must provide students with knowledge and skills from making and implementing healthy decisions, about sexuality, including negotiation and refusal skills. And finally, school districts may employ only an opt-out or passive parental consent policy; often or active consent is prohibited by law. It is come to our attention that some districts in Orange County have postponed implementation of the law in favor of creating their own curricula. While the law does not prohibit districts from creating their own curricula to teach sex ed, those curricula still must abide by the requirements of the law, and further that endeavor may not be used to delay implementation of the California Healthy Youth Act.

Students must be receiving comprehensive sex education. Now, this law went into effect on January 1st, 2016. That was 2 ½ years ago. This law is not optional. It is mandatory and it is the law of the land. And to that end, I want to offer the ACLU's assistance to all Districts who are struggling to implement the California Healthy Youth Act. We have created a number of resources and have provided technical assistance to many Districts throughout the State. Please do not hesitate to contact me for assistance, and I'd be happy to answer any questions.

Bedell: Thank you very much.

Associate Superintendent Boyd: Maggie Rae, followed by Susan Meyer.

Bedell: Good morning.

Rae: Good morning. Good morning, Board Members. My name is Maggie. I am a 9th grader in Orange County Public School. I am very...I'm very concerned about the new sex ed teaching. I feel like it will actually cause more bullying. For example, the same sex ask another person out, and the person was straight. She might feel quest...she might question herself or get freaked out. This happened to me when I was in 7th grade in Middle School. I had a friend who was um lesbian, but I did not know. She tried to kiss me on the lips during PE class. This...this shocked me because I never had a female come on to me, like before. I...I covered my mouth and asked her what she was doing.

And after that she asked me...she said she needed to talk to me at lunch. I felt really awkward. So I...so at lunch I tried to stay away from her because I didn't want to be rude. She eventually found me and pulled me aside. She asked me out in my nervousness, I laughed because I was hoping she was joking, but when I realized she was serious about, I quickly told her I don't swing that way and this made her really mad. She accused me for leading her on but I told her I care about all my friends and I treat them like family. She got up and cussed at me really loud in front of the whole quad. I...she accused me for being a player. And she started ready...spreading rumors about me and many people stopped talking to me.

I didn't even know what I did wrong. I tried my best to keep away from her. The situation really stressed me out. My grades started dropping and I didn't want to go back to school. This girl harassed me for many months. She tried to get revenge on me because she felt rejected by me. I told my teacher and counselor, but this girl never got in trouble for what she did. Um, instead she uh, instead they told me to avoid her and change my class schedule. I don't think this stuff should be happening in school. I know this is happening to other girls, but it's hard to talk about it. No one should be bullied for not wanting to go out with the same sex. Bullying goes 2 ways and this sex ed does not even mention the kind of bully I experienced.

I started feeling guilty because I wasn't being...I was being called mean names because I didn't want to date her. So my friends were pressuring me to date her. They...and said come on, just give it a try or maybe you should go out with her so she'll stop spreading rumors. I didn't like this kind of pressure and looking back at it makes me really angry because not all girls are strong as me. And they will give in to the pressure or pressure of bullying and might do something they might regret later. Thank you for listening.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Susan Meyer, followed by Laura Kanter.

Meyer: Good morning, or afternoon. Susan Mayer, Trustees. Thank you for having me here today. So, I'm a proud parent of a 17 year old. Yes, I'm a little bit older because I adopted, and I am so happy that my son is getting good sexual education in his public school. It's very important. He has a girlfriend. He's had the girlfriend for a year-and-a-half. I have an open

dialogue with my...my son; actually with both of them, and we talk about sex. It can't be taboo. I can't shove my head into the sand and not think we need to talk about it, but I need the support of our Public Schools. I need that reinforcement. So when I was 13 years old, my sex education in school was about cows, birds, and bees, and it really didn't...it was not relevant to me.

I unfortunately was raped when I was 13 years old because I didn't know what to look out for, and I didn't know that I could go to my teachers or my parents to talk about this. I want my son and all children to feel free to go to their teachers, to their parents, and have an open discussion about this. There is no room for continuation of spreading diseases, HIV, and sexually transmitted diseases. We're doing a good job now addressing this in our schools. We need to keep this and please uh, maintain our program that is prescribed by law. Thank you so much.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Laura Kanter, followed by Kevin Rivera.

Kanter: Hi, good afternoon. My name is Laura Kanter. I'm the Director of Policy and Advocacy and Youth Programs for the LGBT Center Orange County. I have a Master's degree in Social Work and I have previously worked as a School Counselor in the Santa Ana Unified School District. Um, so um in preparation for today's meeting we have...went through more than 100 pages of word-for-word transcripts from your April and May Board Meetings. Despite the misinformed, ludicrous, and often bigoted comments made by speakers, the most hurtful are those that use religion to condemn people for being LGBTQ. For example, one of the Trustees quoted a Bible passage Matthew 18.6, "whoever offends the one of these little ones which believe in me, it's better that he would have a millstone hang around his neck".

In this context, I can only imagine what is implied. You will not agree with my interpretation. You will dismiss my comments and you will dismiss me as an activist with a gay agenda. I do have an agenda. It is to protect and support LGBT youth. Would you hang a millstone around my neck because I teach young people that being LGBT is a gift to be celebrated? Who are the little ones being offended, because I have a list of comments made at the last 2 meetings that are deeply offensive to the most vulnerable in our communities; LGBT youth? This includes supporting the prolific...proliferation of medically inaccurate biased information while refusing factual life-saving information to communities at risk.

Suggesting that acceptance and teaching about being LGBTQ is part of a concept of political belief, a left-wing agenda, agenda-bending philosophy, promotion of a lifestyle choice, and indoctrination that will lead to pederasty, pedophilia, and bestiality including feeling attracted to cats, dogs, pigs, elephants, perhaps trees, and the ultimate destruction of society. And finally, denying the existence and dignity of children who are gay, lesbian, bisexual, transgender, gender non-binary, gender fluid, and more.

Groups with actual political agendas motivated by hatred for LGBT people such as the Pacific Justice Institute and the law firm of Tyler and Bursch, who recently led an anti-LGBT press conference, promoting the damaging conversion therapy, where they lied about pending legislation and about the involvement of the Catholic Diocese of Orange County, whose name

they used without permission, are going from School Board Meeting to School Board Meeting, promoting false information and fake science that has been proven over and over again by every established medical and psychological institution to be inaccurate, misleading, and harmful. I am offended.

My friends and family members and those who I represent in the LGBT community are offended. The rhetoric of LGBTQ bigotry cloaked in religion, causes people in our community deep and long-lasting harm. Whichever curriculum you choose we must have fact-based, medically accurate education to contract the misconceptions children learn when they grow up in toxically homophobic and transphobic environments that demonize being LGBT. We will make sure of this. I will leave the millstone with you. Here's my card if anybody would like it, sir.

Bedell: Thank you very much. Next.

[APPLAUSE FROM THE AUDIENCE]

Associate Superintendent Boyd: Kevin Rivera followed by Tony Ortuno.

Bedell: Welcome, Kevin.

Rivera: Hello, hello. Hey, folks, my name is Kevin. I'm 25 years old. I am a student, an organizer, and a dog dad here in Orange County. Um, and I'm also non-binary. I just came into the realization of me being non-binary in the past 2 years and I want to say that that's influenced mainly because I had no sexual education when I was younger. Um, I grew up in Orange County. I am a product of Lambert Elementary School. I went to Columbus Tustin Middle School, and I graduated from Arnold O. Beckman High School, and I'm also now attending Fullerton College in Orange County and I can tell you as a student who has grown up in the community, there is no sexual education for LGBT folk.

Um, I can tell you from my personal experience. I'm gonna get a little motional, it's not something that I really talk about being that I am from a Latino home. We don't really talk about these things out loud. Um, I know that if I would have been given the proper sexual education in school that I would have made better choices. A lot of my...my own information was gathered from the internet. This is information that is very biased that could not be, you know, not be really relevant to what's going on. It could also be written in biases something that's against something that I'm actually believing. So the fact that I didn't have anyone to turn to in school made me feel even more alienated, apart from the fact that I was bullied because that was an overweight child.

I had so many of the things that were on top of that and the fact that I didn't have sexual education in my school, really affected the way that I connected with my community and my family too. Um, so hearing that this Act has been implemented in 2016 and that we are still denying its place is really offensive, and having a little brother who's in middle school now, I just really feel like he should have the option and the access to this education so that he can make the choices himself properly; the options that I didn't have available when I was seeking that education. As a college student I can tell you as well that there's little resources for LGBT students in school and I've made that apparent with many of the educators in my school too, because as someone who is non-binary I see no representation in my school.

Absolutely none, and I've made um, numerous attempts to get in contact with the Equity Committee and the Equality Committee at my school to try to implement services that can promote the sexual education of LGBT folk, but I can tell you now that this is something that needs to be implemented as soon as possible, and we can't continue to have meetings. I mean at this point this law has been in place. I don't even know why we're here, because if you don't want your kids to go, you can opt out, and that's all I have to say.

[APPLAUSE FROM THE AUDIENCE]

Bedell: Thank you very much.

Associate Superintendent Boyd: Kevin Rivera followed by Tony. Excuse me, Jim...Jim Donen man is up next.

Ortuno: Good afternoon, everyone. My name is Tony Ortuno. I just want to say that I support both, uh, Laura and Kevin's previous comments. Um, I am a Youth Program Coordinator at the LGBT Center of Orange County. Um, I've been working with uh, Laura and my colleagues at the center for the past 6 years now. I work specifically with LGBT youth population. So the lesbian, gay, bisexual, transgender, queer, gender non-conforming, uh youth. Um, in Orange County, in Orange County schools for the past 6 years. Uh, I'm also a resident of Anaheim. I went through the Anaheim school...public education system. I went to All Tree Elementary, South Junior High School, Anaheim High School so I'm a product of this County's education system.

Um, and today I'm here to support the full implementation of the California Healthy Youth Act. Um, so as a Youth Program Coordinator for the center for the past 6 years, I've worked with hundreds of LGBTQ + students from throughout Orange County Public Schools who will have, unfortunately, faced numerous attempts of bullying...of numerous counts of bullying, discrimination, and just outright hate for who they are and how they identify, and this is not okay. I would reiterate. I have worked with hundreds of LGBTQ students from throughout Orange County Public Schools who have unfortunately faced numerous counts of bullying discrimination and outright hate, and that is not okay.

So I think we should have schools that follow the law and create safer and welcoming climates for all our students including our LGBTQ students. I think a key denominator in all of this is that will...that will help us move forward towards full acceptance of our community and real understanding um, is accurate education, accurate and unbiased education. Um, so, with that education that will come from full implementation of the California Health Youth Act. So I truly believe that this will help us move forward towards welcoming, uh, creating welcoming and safer schools for our LGBTQ students.

The California Healthy Youth Act that will create an educated and knowledgeable students and just people who will better understand themselves, who will better understand their peers, and as a friendly reminder because of this law, our schools have to teach students comprehensive sex ed that is medically accurate, unbiased, inclusive of LGBTQ people, and for students of all races and genders. Um, and I just want to say and reiterate again, we need full implementation of the California Healthy Youth Act now. Thank you.

[APPLAUSE FROM THE AUDIENCE]

Bedell: Thank you.

Associate Superintendent Boyd: Jim Donen, followed by Michelle McNutt.

Donen: It's great to be here. Thank you, Members of the Board for your service and uh, President uh, Bedell. I'd like to uh, you mentioned invocation earlier. I'd like to say a prayer for member Boyd who had that horrible accident happen to him, and that really hurt my heart. So if I could have a moment? God I pray that we just lift up, uh, David Boyd to you right now who shattered his hip over this weekend. Lord, whatever happened God, I just ask that you would touch and heal his body. Move...remove the pain from him and Lord just restore him as he ought to be. We pray that he would just heal quickly. Thank you for hearing our prayer.

Bedell: Thank you.

Donen: In Jesus name. Amen. Thank you. So, my name is Jim Donen. I am uh, Orange County native. Born, live, work here. I attended Orange County Public Schools. I have a wife, a 4 year-old daughter, 1 year-old son and a baby on the way. The elections are telling. The people of Orange County are fed up with a dysfunctional California legislature who passed such legislation affecting the children of Orange County. Members of the Board give responsibility to protect the children from pornographic and sexually explicit material. I share this because I'm a former homosexual. I lived the homosexual lifestyle. I had sex with men. Sex education did not cover any of these topics that the State is proposing when I was at Troy High School.

I was an honor student, AP/IB, um Advanced Placement, International Baccalaureate student. Sex Ed does not belong in this type of curriculum, does not belong in our public schools. I did just fine. I came out as a homosexual man. Why would we implement something to children that is age-inappropriate? I've read the content. I've heard from teachers. It's horrifying, and I've heard you...I know you've heard lots of testimony about the content. I don't even want to go into that. California has the worst performing schools in the Nation. Thank God we live in Orange County because we're not bad like the rest of the State. Why would we want to implement what the legislature thinks is best for our...for our County? Why would we want to do that?

Don't we want the best for our students? Shouldn't we focus on Math, English, History, and Science and the Arts? Many of the LGBT community are gifted in the Arts. Let's put money back into that. Why are we indoctrinating um, sexual content to our children? Think about that? All these speakers up here, which one of them has said that we're gonna...we're gonna...let's boost our mathematics, our English, our history, our reading? Let's be the #1 State in education, not the last. Orange County, we have a voice in this, so I ask you please adopt the resolution and let's protect our children, and let's focus on academia. I don't have any issue if someone wants to be LGBTQ. I have no problem with that, but let's not bring that inside our classroom. Thank you.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Michelle McNutt followed by George Rasca Jr.

McNutt: Hi there. My name is Michelle. I'm a parent from Capistrano Unified. Recently, Districts that have tried to implement a child compliant curriculum have received pushback from

an uninformed vocal minority within our community, who wish to erase any mention of LGBTQ people in any sex education curriculum. For them, if gender identity and sexual orientation must be spoken about at all, they'd like it to receive very little classroom time and they'd like the content to be negative, shaming, and stigmatizing, emphasizing their opinion that homosexuality is a dangerous lifestyle choice. It is their intention that sex ed only recognize heterosexual relationships as healthy viable options.

Some Districts have acquiesced to these so-called concerned parents and have decided to delay teaching comprehensive sex ed. When a school District...when a school or District doesn't value or practice diversity and inclusivity, it's easy to see how LGBTQ youth remain silenced and marginalized. Capistrano Unified formed a task force this spring which includes about 20 community members. I'm one of the members on the task force. We have been charged with creating a custom-made curriculum that is compliant with the law and reflects the values of our community. Although CAPA has already trained teachers for Teen Talk and the District has access to several Ashwick vetted curricula known to be CHYA compliant, we were told that CAPO could make its own curriculum and we were asked to bring in lessons that were more palatable than Teen Talk.

From the very first meeting, it became apparent that this would be a difficult journey, as some of the task force members made it clear that they believed homosexuality was a choice and it was a wrong choice at that. They believe that any teaching about LGBTQ people is indoctrination and that being inclusive about LGBTQ youth means that schools are teaching their children how to be gay. So, the lessons offered up by these members confirm their homophobic and transphobic thinking. Much of this homemade curricula included statements that demonized and stigmatize LGBTQ people by implying that non-heterosexual behaviors are unhealthy and unacceptable. I would caution other Districts from going down the same path.

Many of us joined the task force with the sincere intention of giving meaningful input to the development of a curriculum that is compliant with the law and in line with the needs and values of our community. To parents who do not want their children to take part in sex ed, I ask of them to please use your legally available option to opt out. To the Trustees and my community, I ask that you find resources in our community that help you understand what LGBTQ inclusive curricula truly looks like so you can understand the importance and the relevance of being inclusive. Beyond the law, it is also the right thing to do.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: George Rasca, Jr.? Okay. Jessica Guyer, followed by Dr. Priya Shah.

Bedell: Good morning. Bless you.

Guyer: Good afternoon, Trustees. My name is Jessica and I'm a Ladera Ranch resident with 2 children in the Capistrano Unified School District. I'm here today to show my support for the California Healthy Youth Act. I realize that this County Board does not oversee implementation of our Districts and does not have authority or oversight into which curriculum our individual

School Districts choose, but I am here to show support and make it known that we have a lot of families asking where they can opt in. Um, I could share with you many, many facts and statistics with you about STI's, the importance of informing our children about Teen Dating Violence, Human and Sex Trafficking, our LGBTQ Youth, that will be included in this curriculum, but the opposition to this curriculum isn't about facts and opening a discussion.

This is a concerted effort Statewide to stop the implementation of this law. Misinformation is spreading and our Districts are strong-armed into delaying implementation while they work with the legislators to overturn the law. My concern is that we have lost sight of our ultimate goal, which is...which is providing our youth with the education to make informed decisions about their bodies and their minds. We have let politics taint the goal of doing what's best for our youth.

A quote from Thomas Jefferson really quickly. "Religious institutions that use government power in support of themselves and force their views on persons of other faiths for of no-face undermine all civil rights. Moreover, State support of an established religion tends to make the clergy unresponsive to their own people and leads to corruption within religion itself, erecting a wall of separation between church and state. Therefore, it is absolutely essential in a free society." Thank you.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Dr. Priya Shah, followed by Margaret Trujillo.

Shah: Good afternoon. Thank you so much for listening to us. Um, my name is Dr. Shaw. I am a Professor of Gender and Sexuality Studies at Saddleback College, I'm a Yorba Linda resident for the past 10 years and I'm also the mother of 2 children. One of them is transgender and I want to say that she is loved, we are not ashamed, and she is celebrated every day of her life for who she is. She is a joy to our family. Um, speakers at the May meeting opined that 7th graders are not mature enough to be introduced to vocabulary around Gender Identity, Sexual Orientation and Sexual Health utilized in AB329 curricula. As numerous...as numerous medically accurate, peer-reviewed and widely accepted studies have shown, Gender Identity is actually developed between ages 4 to 6 years old.

According to the American Academy of Pediatrics, quote, "by age 4, most children have a stable sense of their gender identity. Gender identity simply refers to the internal sense of being male, female, or gender non-conforming. That does not always align with ones assigned sex at birth." Furthermore, we...I believe that the goal of AB329 is to give students the knowledge and skills to make healthy choices, all our students to make healthy choices with regards to sexuality before they become sexually active instead of attempting to intervene afterward. Then if this is truly the goal of the bill, then the material in various curricula is completely age-appropriate and, just as a reminder, this bill addresses 7th and 8th grade and high school.

This is not about elementary school at all. Finally, AB329 was crafted specifically to address HIV, AIDS, and STD prevention among all our youth of all sexual orientations, and in relation to

sexuality in its many forms. That it is crucial that students discuss not only vaginal sex, but other sex acts and the risks associated with them. We don't have to be scared to talk about these things. They're not horrid; they're realities of people's everyday lives. A couple of the speaker's suggested that the Healthy Youth Act Curriculum promotes transgender identities at the expense of Cisgender Youth. So, for example, I'm a cisgender person means my gender identity aligns with what I was assigned at birth.

Others alluded to the concept of indoctrination or voiced concern that the Bill and the curriculum is sponsored by groups that they don't agree with. AB329 explicitly states that curriculum must be comprehensive, age-appropriate, and medically accurate. I think we all can agree that we...medically accurate is a good litmus test. Moreover, bias of any kind is not allowed in any of the materials. We...I believe that introducing medically accurate concepts like transgender and gender non-conforming is required in order to fulfill the laws mandate. Thank you so much.

Bedell: Thank you.

[AUDIENCE APPLAUDS]

Associate Superintendent Boyd: Margaret Trujillo?

Bedell: Margaret?

Associate Superintendent Boyd: Okay, and then I have 1 card that has an address but no name. If I didn't call your name and you filled out a card and you're still here. Okay? Uh, that's all I have for General Public Comments. I have 12 comment cards for Unity specific Item Number...

Bedell: And that's for time certain after lunch?

Associate Superintendent Boyd: 15. Yes.

Bedell: Okay.

Associate Superintendent Boyd: Just letting you know, there's not a Public Comment part of the...but there's parts for that.

Bedell: Okay, so I seek the wisdom of my Body here. Uh, now 1:05 P.M. Would you like to do lunch now?

Associate Superintendent Boyd: Okay.

Bedell: So just on what time...

Associate Superintendent Boyd: This is a young lady who didn't have her name on it.

Bedell: On what topic?

Associate Superintendent Boyd: What's your name?

Bedell: So we have...I'm confusing...

Associate Superintendent Boyd: We had 1 comment that I didn't have a name and I called out, so she's come up to say this is her.

Bedell: About the California Healthy Youth Act? Okay, thank you.

Nada Higuera: President Bedell, Mr. Mijares, and Members of the Board. I'm a Palestinian-American. I'm a mother to a 9-month-old daughter. I'm also an Attorney. I thought I would be standing in front of you today to present legal arguments that fully support the resolution...the proposed resolution. But you have the letter that I wrote that outlines my legal points and you can follow the law while still respecting local control and parental rights, and I want to share with you quickly a traumatizing experience that I will never forget. Several months ago when I started getting involved in the sex ed issue, I was sitting in my boss's office with some of my

colleagues and I hadn't seen any of the curriculum prior to this meeting, and I pulled up some of the samples on my laptop during the meeting, and I thought surely it can't be that bad.

One of the first things that I saw was the definition of sex and that definition included mouth to anus. My world stopped spinning. I was flooding but...flooded by emotion. On the one hand, I was nauseous and disgusted by that visual. On the other hand, I was saddened by the thought of my daughter sitting in a classroom with her classmates, learning about oral to anal sex. I had to stop the meeting to regain my composure. Even today with students in the audience, I am saddened that they...that they have to hear about that as well. There I was, a 30-year-old woman, an Attorney in a professional setting with my colleagues, and I had a hard time with that definition.

I thought about how it would also be sexual harassment if my boss were to present this as his definition of sex to include oral to anus, and this is what we're teaching to our students, and this is part of the State approved curriculum and it's not in the...there's nothing educational about teaching that, about putting this visual in our students' minds. And um, I would urge you to vote yes on Dr. Williams' resolution. You have full legal backing and our firm, although we've been disparaged, we have 7 brilliant attorneys who will provide a pro bono defense if needed. Thank you.

Bedell: Do you want to take a lunch?

Lindholm: Do you want to do lunch or do you want to do Unity?

Bedell: How long do we expect the Unity presentation to be?

Lindholm: How many more speakers?

Bedell: Do we have more speakers? We have 12 speakers for Unity.

Associate Superintendent Boyd: Yeah, 12 Public Comments for Unity. You want to take those now?

Bedell: How are you feeling? Do you want to get some lunch?

Lindholm: Maybe so. Let's take a 15-minute break?

Bedell: Yeah, let's take a 15-minute break.

Lindholm: Thank you.

[MEETING BREAKS FOR 15 MINUTES. THE MEETING RESUMES WITH DR. BEDELL STRIKING THE GAVEL 3 TIMES]

Bedell: Well, you'll remember my friends from Unity, I told you things get interesting and I'm sure you, perhaps, you found that last 45 minutes, not exactly what you expected when you came over to Kalmus Drive today, and that's part of being an educated person. Because when an educated person is somebody who goes into a variety of situations and takes out of those situations maybe stuff they did not expect to learn and expect to hear. So, I think that's a strength and you...all of you were very professional and well done during that conversation, so, I was very proud of you. Okay, now Ms. Boyd, you want to tell me what I'm doing?

Associate Superintendent Boyd: Renee, would you come up and open the Public Hearing for the budget please?

Bedell: This will be followed by a Consent Calendar Item? Yes? Would you like to introduce yourself, please for these people who don't know you?

Hendrick: Thank you. Dr. Bedell. I'm Renee Hendrick, the Associate Superintendent of Administrative Services. I'd like to open the Public Hearing at this point for the 2018-19 proposed budget for the Department of Education.

Bedell: Do I have any comments?

Associate Superintendent Boyd: I have no cards.

Hendrick: No cards? At this time, I'd like to close the Public Hearing. Thank you.

Bedell: Okay, the Chair will entertain a Motion to Approve the Consent Calendar, which is Item Number 9, so we can get these students graduated.

Williams: So Moved.

Bedell: Moved by Trustee Williams.

Lindholm: Second.

Bedell: Second by Trustee Lindholm. All those in favor of Approving the Consent Calendar, please say, "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: You'll notice that we do not ask for debate during a Consent Calendar because then it's not Consent. Okay, I like to put a lot of stuff on Consent then nobody can talk. Not really. Okay. Now we go to Item Number 12. We have a Public Hearing, which is a Charter School Material Revision for Vista Heritage. Aracely?

Chastain: I am here.

Bedell: Come on down.

Chastain: Good afternoon, President Bedell, Members of the Board, and Superintendent Mijares. On May 9th, the Board accepted the submission of a material revision request by the administration of Vista Heritage Charter Middle School to change the name of the school to Vista Heritage Global Academy. Today, we will hold a Public Hearing to consider public input regarding that request. For today's hearing, representatives from Vista Heritage Charter Middle School are allotted 15 minutes to speak on this item, then the hearing will open for Public Comments. Representatives from Santa Ana Unified School District are not present to speak on this item but have received all relevant notifications and documents. I now invite Dr. Don Wilson, Superintendent for Vista Heritage Charter Middle School to the podium.

Bedell: Welcome.

Wilson: Good afternoon, President Bedell, honored Board Members. As always, it's a pleasure to stand before you and I promise you that we will not take anywhere near the hour that is allotted. Um, I'd also like to introduce Dr. Collin Felch, Principal of Vista Heritage, who you've had a chance to meet and is also the Principal of Vista Condor Global Academy and we proposed a name change. Very briefly, uh, it will help us. It'll help parents, quite frankly, to understand our mission and what we're doing. Um, we currently have Vista Condor Global Academy.

We're opening up Vista Horizon Global Academy in Los Angeles and Vista, uh Summit Global Academy. Um, our middle schools also reflect a global approach and, therefore, it makes sense for us to just be consistent for branding purposes. I'd like to let Dr. Felch speak to you just briefly about the process that we went through, so you don't think that it was just a uh, something that we just came across without taking input from our stakeholders.

Felch: Thank you. Dr. Wilson. Good afternoon, Dr. Mijares, Members of the Board. Um, so as Dr. Wilson was talking about, this has been uh, a long process. We've put a lot of thought into it and it's been very collaborative amongst all school stakeholders. Uh, we had school site Council meetings that we discussed this with all school stakeholders. We had staff meetings where we gained consensus with the entire staff about the name change.

We talked to students. Uh, we asked them what they would feel like, uh, about the name change and it was unanimous in terms of what they felt, and then we also talked to the broad, uh, community and more parents that had coffee with the principal meetings, and every single stakeholder group has been on board, is proud of this name change, and really sees and is informed about what it's reflecting and educating for Global competence. So, I don't want to take too much of your time because uh, when you were accepting the uh, um, the elementary school we talked about, uh Global Competence and why that is important. Uh, so uh, that's it. I can take any questions.

Bedell: We have nobody from the District. Correct?

Chastain: We do not.

Bedell: Okay.

Chastain: So, the hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board on this item.

Associate Superintendent Boyd: And we have no comment cards.

Chastain: As there are no Public Comments, this concludes the Public Hearing for Vista Heritage Charter Middle School's Material Revision request. President Bedell, I now turn the meeting back over to you.

Bedell: Do any of my colleagues have, this is our section. Do we have any Board questions about this?

Gomez: Um, I have a couple questions.

Bedell: Oh, good. It's all yours.

Gomez: For the petitioner?

Associate Superintendent Boyd: Yes. Okay, Don, want to come back up? The Board has a couple of questions.

Gomez: Now the only, just for my clarification, the only issue is the name change? Or is it about the petition itself?

Associate Superintendent Boyd: Just a name change.

Gomez: Okay, then I have no questions, oh, other than, where are we on getting that parent on your Board?

Wilson: Um, we actually do have a parent on Board right now. So, uh Mimi Kim has a child at uh, in Los Angeles at the Vista Middle School, and so we do actually have a parent on Board.

Gomez: Okay, so that's on your larger Board but not on your Local Board? Not for this school?

Wilson: We only have one Board.

Gomez: Okay.

Wilson: For the, yeah, there's just one Board with 5 members.

Gomez: So, there's no local representation here in Orange County?

Wilson: We are still working on getting people here. We've uh, I've actually offered 3 different people that opportunity and it's been harder to uh, to recruit, I think possibly because our Board meets part of the time in Los Angeles. And so, I think that is part of the uh, issue. We've worked

it out, we believe, so that we have a zoom system that we just put in place, which will allow us to uh... we've been broadcasting in both, but this will allow for very deep participation on both levels and we hope that that will bring in people who won't feel the necessity to have to go to Los Angeles.

Gomez: Okay, great. Thank you.

Wilson: Thank you.

Bedell: Could you refresh my memory, please. I apologize for this.

Wilson: Sure.

Bedell: Uh, your total enrollment in all programs, and then the one we have here.

Wilson: So, currently we have 270 students at Vista Heritage. Uh, we have Vista Condor which opens up in August. We'll be opening up with 130 students in the current site. The following year, um, we'll have our new site with the ability to move up to 450 in each one of the schools, so that would be a total of 900 in Orange County. Vista Charter in Los Angeles has 400, currently, 420 students, and then we anticipate approximately the same at our new schools in uh, in Los Angeles.

Bedell: Okay. Trustee Lindholm, any questions?

Lindholm: Um, no. We're voting on this at the next meeting or this meeting?

Wilson: The next meeting, I believe.

Lindholm: Okay.

Bedell: Yes, next meeting.

Lindholm: Thank you.

Bedell: Could you both? Don't...when I think of globalization, I think a very macro, right? Is that how you see it, too? That it's to that? It's trans?

Wilson: So yes, so when we think of global academies and we think about global education, we really think in terms of what are the 21st century skills that students are needed, but we do break it down a little bit, uh down to that, but I think it's be interesting just to review very briefly what that means, and I'll let you talk about the global competencies.

Felch: Yeah, sure. Um, so it is macro and micro, it's both, because global can be on a global scale around the world, but it can also learn about how to be empathetic to your friends and neighbors in your community. The...the 4 global competencies are investigating the world and how it works; uh, recognizing and understanding different perspectives; communicating your ideas in an authentic manner; and then taking action to make the...your community and the world a better place.

Bedell: Okay, thank you very much. Any questions? Are we are done? Okay. Now we go to Item Number 13.

Associate Superintendent Boyd: Yes, and the Board was provided the Countywide Expulsion Plan, uh last month for review. Uh, we didn't put it on the Consent Calendar just because you didn't have a chance to dialogue, but...so it's on for Action this month.

Bedell: This is due in June.

Associate Superintendent Boyd: Yes.

Bedell: Do we have any questions about this expulsion plan? Do you see anything that's usually different?

Associate Superintendent Boyd: There's nothing that's different.

Bedell: Okay. Do I...Moved by Williams, Seconded by Gomez. Is that okay to Approve?

Williams: Absolutely.

Bedell: Okay.

Gomez: Sure.

Bedell: All those in favor, please say, "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Passes unanimously. Thank you, colleagues. Resolution regarding the Education Protection Account for Closed Expenditures. I must tell you, when I read this, I really...not so sure I understood it. Okay?

Associate Superintendent Boyd: Ms. Hendrick?

Bedell: So, we have Miss Hendrick again?

Hendrick: So, what...under the passage of Proposition 30 and Proposition 55, which was to support the schools, it required that money be set aside under this Education Protection Act, and that you had to show that what those expenditures were used for and they couldn't be used for administration. And so, um, I think the confusing part of it is, even though we must show this and you must do the resolution annually, it just is a subsection of the funding that we get. So, it's not like we got necessarily additional money. It's just we have to show these expenditures in line with this.

Bedell: This is sort of like a fancy name for Reserve Account?

Hendrick: No, it's not a reserve account. It's the money that we got from the State, and our normal funding, a portion is under this Education Protection Act, and so, we have to show the expenditures that we used before.

Bedell: And that would be a typical expenditure.

Hendrick: Yeah. The only thing is you can't have administrative salaries.

Bedell: So, anything can go in there?

Hendrick: Anything except for administrative salaries?

Bedell: Okay, sounds like bureaucracy, right? Okay. Do I have a Motion to Approve this Resolution?

Williams: So Moved.

Bedell: Moved by Williams. Seconded by Lindholm. All those in favor, please say "aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes. Thank you for that, Renee. Okay. We now go to Number 15. Unity Middle College High School leaves the facility request for property located at.

Associate Superintendent Boyd: And we have uh, I believe uh, 12 Public Comment Cards who would wish to speak on this Agenda Item, so I'm not sure if you want to take them after.

Bedell: Why don't we have the presentation and then we can...

Associate Superintendent Boyd: Okay.

Chastain: So, good afternoon again. Today, the Board will render a decision regarding the Unity Middle College High School Material Revision Request, which was submitted at the May 9th

meetings. The school is requesting to relocate to another facility within the boundaries of Orange Unified School District. The school began operation in August 2017 in the City of Orange with a temporary use permit and a 1-year facility agreement that expires on June 30th, 2018. A clarification meeting was held on May 21st with school leadership, OCDE staff, and legal counsel. You've been provided with additional documents that were submitted after the Public Hearing which took place on May 9.

Please note that on the Agenda, backup documentation Item Number 1 regarding the school's 2018-19 budget is no longer a concern for staff. We have confirmed that the original budget submitted by the school does have the necessary funds available for the full cost of the Tenant Improvement...Tenant Improvements required to convert the building to E Occupancy; educational occupancy. Prior to Board discussion, representatives from Unity Middle College High School will have 10 minutes to address the Board on this item. Representatives from Orange Unified School District have declined to address the Board but have received all relevant notifications and documents. I now call Dr. Erin Craig, Executive Director for Unity Middle College High School, to the podium.

Associate Superintendent Boyd: Excuse me, Erin? I'm over here. The, um, timer is going to be two 5-minute timers. So, when the first one goes off, unfortunately, we don't have a 10-minute timer. So...

Craig: Not a problem at all.

Associate Superintendent Boyd: Just wanted you to know.

Craig: I'm gonna keep it short and sweet today. So, good afternoon, President Bedell, Members of the Board, Superintendent Mijares. My name is Erin Craig, and I'm the Founder and Executive Director at Unity Middle College High School. Forgive me if I'm a little bit more nervous than normal. We have our scholars in front of us and they have an assignment for this Board Meeting, and they're using our school-wide presentation and speaking rubric to grade me. So, I'm in the hot seat right now. You have all heard extensively from me over the last 4 years about facility being our number one challenge, and we firmly know and believe that we have persisted and we are at the best place to move in, and hopefully get approval today for our long-term home.

You've also received information in a formal response from me outlining each item in a response explaining not only the concerns, but also giving information on the other side of the findings. So, the first item is the budget which uh, thank you, Aracely, for correcting that item for the originally submitted budget. That was correct. That did have the tenant improvements and I just would like to highlight that we are strong on cash. Not only do we have over \$400,000 of cash in the bank right now without having to borrow against receivables. We're having a massive fundraiser on June 25th that we would love anyone in the audience to attend and at our last fundraiser, we raised higher than \$70,000 just in that one night.

So, we are well-positioned not only to complete the construction timeline, but to also pay for it with cash on hand. The second item concerns regarding the safety and security of students due to multiple tenants in the building. Safety and well-being of our students in this room and our future students for next year is our number one priority, and we share this concern, which is exactly why there's only 2 other tenants in the building that would share the same hallway; one of

which...which only operates on Sunday and is not present during Unity school hours. And the other, which is the owner of the building who's agreed to wear a lanyard and documentation. The third item, lack of designated space to accommodate pullout services, such as special education services.

Not only do we have offices at our new site, we have 3 private exclusive offices that we firmly know and believe are adequate to provide private and exclusive pullout special education and any other services, and one of them is large enough to have a conference room where we can have things such as IEP meetings. The fourth item: lack of designated space to conduct physical education classes and a locker room. As we all know, having a locker room, but...for...would be ideal for our students and this is a starter space that we're going to grow into. Our students aren't required to dress out for PE and we will be doing PE and a combination of a large classroom within our exclusive space, and also walking, not on a main thoroughfare, to El Camino Park with multiple adults and adequate supervision.

The high-density parking lot concern. With no designated school parking and peak occupancy times that coincide with student drop-off and pickup. So, over the last many months as we have worked tirelessly to ensure that if this was going to be the right facility for Unity to be long-term, part of that was working the puzzle when you have a 200 space parking lot with multiple tenants. After a thorough analysis, multiple meetings with the building owner, the peak times in that parking lot are from 8:30 in the morning to 1 p.m., on Monday through Thursday, which is exactly why at Unity, we made the decision that we will be shifting our start time to start Tardy Bell, even though we don't have bells – we don't believe in bells – at 7:30 and the students will be out at 3 p.m., to ensure that there is not a conflict during those times.

The sixth item: email correspondence between the City of Orange, planners and myself about whether or not educational use could happen in that building. I believe that that was a little misinterpreted and I will tell you if there is one area that I am the most knowledgeable about that is outside of my credential or doctorate, it is entitlement and planning within the City of Orange.

So, what that...what that one email meant is it was to consider if the downstairs space was for educational use, and our MOU that's been ratified by both floors, showing that there's a partnership now gives the green light to the City that the downstairs space that Unity will move into is now good for educational use. If the college moves out upstairs, guess what? That's still educational use, and we'll move in upstairs. And so, although I appreciate the thorough analysis and concern, this is a non-issue as far as planning an educational use within the City of Orange. I'm going to turn it over to Janelle Rully to speak about admissions.

Rully: Thanks, and good afternoon. My name is Janelle Rully. I'm an Attorney with the law offices of Young Midian Court. Um, that's a pretty great buzzer. Um, I wanted to focus on the staff concern about enrollment preferences. Uh, as a preliminary matter, the preferences in Unity's Charter do absolutely meet the requirements of law. Unity does give preference to residents of the District, just like we're legally required to do. The preferences were lawful when the Charter was originally approved. The preferences were lawful when the Charter was materially revised twice by this Board before. The preferences remain lawful. County's Counsel, uh, the County's Counsel has a new interpretation of...of a piece of the statute that hasn't changed.

Um, and that new interpretation of legal requirements is not actually supported by the plain meaning of the statute, and it's not supported by common sense. Counsel's interpretation would result in 2 separate lotteries for admission: 1 for District residents and 1 for everyone else. Again, that's just not supported by the law at all. Uh, Unity revises admissions preferences consistent with AB 1360, a new statute that became law in January. Um, and again, District residents are afforded preference in the lottery. I understand that Counsel's opinion on this matter may be evolving again, and I would certainly welcome the opportunity from the Board, direction from the Board to kind of work this out with counsel.

I think Unity would agree to that and we'd be glad to work that out, um, away from this dais. Um, I would be remiss if I didn't underscore the stakes of this particular move for Unity. Um, you know, as Erin said, finding facilities has been an incredible challenge. They've got a great one here. Um, we hope that...that we have allayed staffs concerns. We certainly welcome questions from the Board. Um, but we really urge your support on this matter. Thank you.

Bedell: Thank you.

Craig: I just would like to close instead. So, typically I run out of time because I can't shut my mouth and I say way too much, but the real important people in this room right here, are our scholars, the ones who stuck by us through all of the challenges and facilities and peaks and valleys and building up the school. And so, I, more than anything today, I am so eager for you to hear from our children, because they are wonderful, amazing, and the reason why we are here. Thank you.

Chastain: Thank you, Dr. Craig. At this time, the Board will proceed with deliberations and questions, and then vote on the Charter School Material Revision. President Bedell, I now turn the meeting back over to you.

Bedell: Thank you very much. We have comments, on 15?

Associate Superintendent Boyd: Yes, you do. William Gray, followed by Iris Torres. And the second name that I call, if you just stand next to the wall and then, at the appropriate time... William, you can come up to the podium. We have a timer. For those of you who weren't here earlier, the timer will give you 3 minutes. The green will move to yellow, and then in a minute to red, and then the buzzer will buzz, and we'll let you finish your statement or your sentence. If you keep talking, I will let you know that your time is up. Okay?

Gray: All right, thank you. Um, good afternoon, President Bedell, Orange County Board of Education and Superintendent Mijares. My name is Will Gray, and I am proud to say that I am the Founding Principal of Unity Middle College High School. We are looking forward to moving to our new home next year, and I'm here to share some information to allay some concerns that have been raised, and because I can never not talk about our students, share some of the achievements from our first year of operation. First, the facility. Our new building will share emergency egress points with 2 other spaces: a church that is not open on weekdays, and the office suite of the owners of the building.

The church and the office both have exterior entrances that they use for the regular operations, and this will be my 4th co-located campus as an educational leader, so I am ready and able to work with them to ensure that they follow our safety guidelines when it comes to visitors and

facility access, and they have already agreed to follow our policies regarding hallway access during school hours, and we'll have Unity-issued photo badges for their employees to wear, should they ever need to come into the hallway. The building also has a full-time security guard station at the main entrance to further mitigate concerns about safety.

Since it is a more urban setting than our current site, we will need to have PE at nearby El Camino Real Park as you heard, and we have already started scheduling our personnel and exploring communication equipment so that at least 2 adults will be with students while they're off our campus, and be in touch with the school site staff throughout instruction. Our students currently have a mix of outside and inside lunch eating spaces thanks to the welcoming environments that our teachers have established in their classroom, and we will continue this practice of having both inside and outside spaces available for student supervision, excuse me, available for student breaks with supervision responsibilities allocated appropriately, and mobile weigh stations available throughout all eating area options, to keep the classrooms ready for instruction.

Now, for my favorite part, sharing what we have done in our first year and our hopes for the future. So, I'm going to ask the Unity students to stand up [THE UNITY STUDENTS STAND AS REQUESTED] and then I have some questions. So, raise your hand if you will be the first in your family to graduate from college. [VARIOUS UNITY STUDENTS RAISE THEIR HANDS] All right, now stay standing if you have already earned college credit. [A FEW STUDENTS SIT WHILE THE REST REMAIN STANDING] Stay standing if you earned a "C" or higher in college. [VARIOUS STUDENTS REMAIN STANDING] Stay standing if you earned a "B" or higher in college, [VARIOUS STUDENTS REMAIN STANDING] and finally, stay standing if you have already earned an "A" in a college course [VARIOUS STUDENTS REMAIN STANDING]. Thank you, please have a seat.

[AUDIENCE APPLAUDS]

Gray: So, to put some numbers to what you just saw. 60% of our students took 1 or more college courses this semester and if current grades hold, more than 80% will be able to take a college course this summer and next fall. That's pretty good for a group of freshmen and sophomores as we do not have upperclassmen yet. Our hope is that all our students will be able to stand for that entire demonstration by the time they graduate. Thank you.

Bedell: Thank you.

Associate Superintendent Boyd: Iris Torres, followed by Eden Quimzon.

Torres: Um, good afternoon, President Bedell, Members of the Board, Superintendent Mijares. My name is Iris Torres and I'm a 9th grade student at Unity High School. I'm never really the type to come up and talk in front of a bunch of people, but today, I wanted to speak for my school and for our fellow students. Unity is a great school. It provides us with many helpful resources such as free college. At one point, college didn't feel like an option due to financial issues. It was a goal of mine that I felt I wasn't...didn't seem possible. I recently finished my first college course with the...passing with an "A". Um, I'm sorry. After being here at Unity, I feel like my dream of going to college and getting a career will be possible. Not only, um, are there great opportunities here at Unity. We're not just a school, but we are a family. Unity provides students with support

and help when they're struggling, whether it's in school or at home. The teachers are amazing. They focus on students and they do their best to adjust their teaching skills in order for us to understand the topics. Getting this approval for our new building would mean that we wouldn't have to pack up our school every Friday, meaning we wouldn't have to share a campus with another school, although we do really appreciate it, but this is a chance for us to grow and maybe settle for a permanent home. Thank you for your time and your attention, and enjoy the rest of your day.

Bedell: Thank you.

Associate Superintendent Boyd: After Eden will be Elizabeth Schubert.

Quizmon: Good afternoon. I appreciate the opportunity to speak to all of you. I'm a parent of a...a Unity Middle College High School student, and I'm also a tenured Faculty Member at Santiago Canyon College. I've been so pleased with my decision to enroll my son, James, in the 9th grade at Unity. My son has really enjoyed his first year at Unity and we were all so happy with the decision to enroll him there. He hasn't had many opportunities, both academic and extracurricular, and the faculty, staff, and administration are amazing and always looking at ways to grow every aspect of the unique experience to benefit the students. I come here to ask you to support Unity and their move to the new location, so the school can grow and have ample space to continue to support the exemplary instruction and student services that they offer. Thank you.

Bedell: Thank you.

Associate Superintendent Boyd: After Elizabeth will be Sarah Garske.

Schubert: Okay. Good afternoon, President Bedell, Superintendent Mijares, and Members of the Board. My name is Elizabeth Schubert and I am in 9th grade, and I am a freshman at Unity Middle College High School. I am here with students, staff, and parents to stand with Unity in favor of them getting a new facility. I want you all to imagine a scenario with me. By next year, students will be able to take college classes on a Santiago campus. If we were to stay at our current facility, we would need to commute to the main campus near daily. You have...you may have noticed a large problem here. The ritual comes with the side effect of wasted time which may start to accumulate to a sizable number of minutes used on transport; minutes which could be used for teaching. I will not lie to you. Even on...even on our new campus, some students will...will need to be transported to the...to the main campus for...for a class or two. However, th...this is the difference. Some versus...some will, versus many will. Ultimately, with the satellite campus above us, more classes can be easily available at school and time spent on transportation can be trimmed down. Having the college upstairs will also give us access to the college experience every day, even when we are not in those classes, and will give us some real world experience, equipping us with skills we...we may need...we may need in the future. Even if you are not swayed by our more emotional appeals, think about it logistically. How much time can be saved and put to better use, better fitting our State standards? Just imagine with me, please.

Bedell: Thank you.

Associate Superintendent Boyd: After Sarah is Nathaniel Goodrich.

Garske: Hi, good afternoon, President Bedell, Members of the Board, Superintendent Mijares. Um, I am...my name is Sarah Garske and I am a parent of um, Orange Unified School District with children at multiple charter schools throughout the County. I have been an advocate and supporter of Middle...Unity Middle College High School since it was just an idea on paper, so it's wonderful to watch it flourish and hear from the students that are doing tremendously amazing. Um, I've witnessed the barrier...barriers put in forth of Unity, uh Orange Unified School District not taking action on the approved charter, landlords pulling the rug out from underneath them, Planning Commission failing to take action on conditional use permit with a positive staff recommendation, and hundreds of thousands of dollars spent.

Um, every time, Unity persists, um thanks to their Founder and Executive Director, Dr. Erin Craig, who exemplifies a tenacious leader, and is the perfect example of what we want to teach our kids and what we want our kids to strive to be, to overcome obstacles and to persevere and to fight for what's right. Unity has finally found his home, one that's conveniently located at a Community Colleges site to stress the importance of college-bound and college readiness. As you can see, many of the students have already taken college classes, which is well above many others who don't have that opportunity.

Um, the college classes are conveniently located upstairs, and this is a great starter home for...with room to grow and to make it their forever home. I urge you to approve Unity's Charter for...Unity's new facility today. Unity is ready to sign the lease, start demolition, and the students are excited to attend a school in their new facility. Thank you.

Bedell: Thank you.

Associate Superintendent Boyd: After Nathaniel is Elisha Perez...Perez, excuse me.

Goodrich: Good afternoon, President Bedell, Members of the Board, Superintendent Mijares. I'm Nathaniel Goodrich. I am a freshman at Unity Middle College High School. I used to hate school. I thought it was stupid or...and pointless until I came to this school... until I came to this school. After spending my time here, I realized that school can be good and is worth the work. I'd like to say that this is the first year of school I've ever had without bad grades, and it's because I've been able to get the help I needed, when I needed it, and I've been able to get the motivation to get work done when I never had before. I believe we deserve a new campus because it would allow us to have access to more tools to become better, and it would allow us to have more students to have similar experience to me in this school. I have not yet been able to get into any of the college classes, but it...but it seems like an amazing experience and it gave me a goal to work towards, and after a lot of hard working, I've been able to get approved for a college courses over the summer. I would like other students to have this opportunity as well.

Bedell: Thank you.

Associate Superintendent Boyd: After Alicia is Delfina Rizo.

Perez: So, good afternoon, um, President Bedell, um, and Members of the Board, um, Superintendent Mijares. Um, how are you guys doing this afternoon? Um, you know, I'm currently a 9th grader at Unity Middle College High School, and as you all know, we're here to talk about our new building. Um, I may have a couple things I mention about why we should move to our new building. So, first of all since um, our school is collaborating SCC with free

college classes, I um, I feel like, um SCC and our school will get much closer and um, you know, we get to socialize more with um, our professors and with teachers, um, and second of all, um, we're going to have um, more students next year.

So, um right now we're doing classes in our...in the church, um, so which is basically kind of small and um, with our new building next year, it'll be a larger space and a larger environment where the students can socialize and where we can learn um, um academically. Um, so I think it's better for the students basically and you know, um, ever since I moved to Unity, um, I've been changed personally, like every teacher here and students like, they made a huge impact on my life. So, like, whatever I realize is that, you know, taking college classes, you know, it made me like...like um, inspired me basically but um, as you know, you know, we're restless, incomplete, inexperienced, and imperfect, but together we're a foundation for each other.

Upon that we have freedom to fall, stumble, and succeed over and over again as we encounter others and each other; as we discover who we are as we seek our dreams and hopes and all things. And it's with the twisted ladder of a double helix, and between the lines of written masterpieces, in the research that we perform, the contents of a human mind, the languages that we learn, the history that we uncover, the bonds that we create, and the faith that we carry forward to inspire others, and all that we are and all that we do, and all that we become; all as family.

Associate Superintendent Boyd: After Delfina will be Ariana Lebeau.

Delfina: [MS. RIZO SPEAKS SPANISH, SO THE DIRECT TRANSLATION WILL BE DOCUMENTED]

Translator: Okay. Good afternoon, my name is Delfina. I'm here because I would like to let you know that I have a daughter, and she's a very excellent student. As soon as she heard about this school, she got very excited and very engaged. The location where they are right now is not the best one. It's small, the classrooms are small, they do not have air conditioners and the...the environment is not the best for school for students. And the actual campus is way much better. The classrooms are bigger. Uh, they will have air conditioner and the school climate will improve academic performance. So students here are going to be better. They're going to concentrate and focus more uh, because, uh, the place is going to be bigger and larger and they can concentrate more on their school work. Thank you.

Bedell: Thank you.

Associate Superintendent Boyd: Arianna Lebeau, followed by Miles Durfee.

Lebeau: Good afternoon, President Bedell, Members of the Board, Superintendent Mijares. My name is Arianna Lebeau, and I'm a freshman at Unity Middle College High School. We are here to request your approval to move our location. This year was the first time I was adequately challenged, and the first year I was not bullied. Throughout all my previous school years, I frequently got into trouble because I was bored with my school work which was...felt was too easy for me. Additionally, my obvious differences with my peers made me a popular target for bullies. This year, not only am I more challenged, I don't have to worry that I will be teased.

I can take advanced college classes such as Counseling 101 and I'm able to spend 2 hours a week preparing myself for my career. However, our current location, which has been perfect for our...this year's 50 students, is considerably smaller than what we need for next year, when we will have 150 students, and all future years when we will have up to 400 students. Therefore, please vote to approve our...the move to our new location, so Unity may continue to improve the lives of students like me. Thank you.

Bedell: Thank you.

Associate Superintendent Boyd: After Miles will be Makaila Alon-Alon.

Bedell: Would you identify yourself for the purpose of the record?

Durfee: Sure. Good afternoon, Superintendent Mijares, Board Members. My name is Miles Durfee and I'm the Vice President for California Charter Schools Association for the Regional Advocacy Team. Uh, today I'm here to speak in support of Unity's Material Revision. Uh, as you know, I have high regard for your staff and I feel that they do a great job of partnering with Charter Schools as an authorizer, and holding them compliant and oversee the work, but unfortunately today, I have concerns about the staff's report and...and I had hoped that I would see in front of you today a recommendation for strong approval of this Material Revision. But unfortunately, there are some things that I think we should uh, look at in the report and make sure that we have clear.

Uh, this facility is uh, clearly legally compliant in terms of what the City of Orange has indicated, and having had the experience of working through the City of Orange Planning Department with other schools and other projects, I can tell you that they do a very thorough and thorough job to make sure that they have facilities that work and are properly zoned and properly used. I also want to tell you that facilities are...continue to be the largest concern for charter schools and the biggest challenge for charter schools. And part of the reason that is, is because, unfortunately, School Districts don't live up to their responsibilities in the law to support charter schools and their facilities' needs.

This facility, of course, is a privately operated facility and leased by the charter school, so they won't be impacting the School District and they've made that choice. Typically, because of the program that they run and the way that they feel they can operate that program in the best way. I also will say, you know, I've been fortunate to travel some...to some foreign countries and when I go to those places, I try to go to a school and see what the schools look like, and it's always amazing to me.

When I was in Argentina and I could see the children who want to go to the schools that travel through the...the mountains and make 4 hour hikes to make it to their school, and live in the town while they provided school and get lunch, and then they go back, and I've been able to see those kinds of stories, and when people want to go to a school and they want to learn, we should let them go there and the school is legally compliant. So I would have hoped that the staff would have made a recommendation. I understand they didn't in this case, so I will uh, tell you that I strongly recommend the approval of this item. Thank you.

Bedell: Thank you, Miles.

Associate Superintendent Boyd: After Makaila will be Kaia Duffy. I apologize if I said your name wrong,

Alon-Alon: Good afternoon, President Bedell, Members of the Board, and Mr. Mijares. My name is Makaila Alon-Alon and I am a 10th grader here at Unity. What I like about Unity is that we are constantly pushed to do better and we are given hope that it's possible. When it comes to school, I often find myself discouraged when I start falling behind, but unlike other schools, they don't let not try and slide because they know what every student is capable of. Not only do they care about our education, but they also care about us on a personal level. Whether it has to do with our grades or drama, they always help us to find the best possible solution when there's conflict.

Here at Unity, the students actually have a voice. They take our concerns into consideration and try to work with us rather than just sweeping it under the rug. Having the new location would be beneficial in many ways. First of all, we would have a long-term permanent home and along with that, we wouldn't have to tear everything down every Friday. Also, we would have our own room for each class, which would help because having to share a room right now, it gets distracting because sometimes, one class is doing something more noisy, and the other class is doing something more quiet. We ask the Board to please approve our facility today so that we can move into our long-term permanent home. Thank you.

Bedell: Thank you.

Duffy: Hello, President Bedell, Members of the Board, Superintendent Mijares. My name is Kaia Duffy and I am a 9th grader at Unity Middle College. Graduating, well promoting, from middle school, was something that I valued very much. I will... I am a very firm believer in the importance of education, but I hadn't decided which high school I should go to, so I looked around and nowhere did I find a place where I felt that my potential would be reached. I've always been a student with... since I value education very, very much, I've been a student with very high grades and I'm known to be a very hardworking, caring student. So, I believe that I had potential I looked through; I couldn't find anywhere that I was met with this until I found Unity.

Unity is a place as implied by the title, where we are able to do dual enrollment. We are able to take both college and high school courses, and to be honest, after High School, I didn't know if I was even going to be able to afford college, but thanks to Unity, now I can. Unity is, while it is a young school, it is very, very well-managed, I must say, but as a whole, we can't reach our full potential. Allow me to explain why. This is mainly due to the fact that at Unity, our students, we are allowed to flourish. We are allowed to show our individuality. This is highlighted by our, what we do on Fridays, something called, "Creation Innovation Lab" where for 2 hours every day, we are allowed to focus on a project and work towards it to an eventual goal.

But here at Unity, since our class is small, we have not been able to have electives. Now, electives are an extremely important thing. They matter. They matter very much to me. I am a dancer. I am an actor and I haven't been able to do that here. I haven't been able to realize that, but with a larger campus, students would be able to focus on those things for at least 2 hours a day, and I don't know about you, but I know that I have a lot of hobbies. I know that in my

classes, these have been very important to me. School is about potential and without being able to reach that potential, without being able to reach that potential, we won't be able to flourish the way we should. We can't do that without a larger campus. Thank you.

Bedell: Thank you.

Associate Superintendent Boyd: That concludes the Public Comments cards that I have.

Bedell: The Chair will entertain a Motion to...

Williams: I will so Move to accept the changes and modifications.

Lindholm: I'll Second that Motion.

Bedell: Moved by Williams, Seconded by Lindholm. Discussion? Trustee Williams is the maker.

Williams: Oh I'd love to discuss this. Uh, Kaia Duffy, where are you? Your real true calling in life is that of a PR marketing person. You are so talented and smart and witty and cute, and you presented your ideas in a very, very compassionate way. That really makes me think that your future is big head of you. Uh, to the students that are here, you're grading Mrs. Erin Craig here, and I must say that you'll never find anyone more intelligent, articulate, knowledgeable, and do you think she's a little compassionate and passionate about what she does? Yes.

So, Erin, my hats off to you. I think this uh, expansion is change is important for the growth of the school as your...your kids here of articulated. By the way, everyone who talked was great. I...I point out Ms. Puffy but uh, you were all wonderful and I appreciate everything. We've been a big, real supporter of the school and we'll do whatever we can to make sure you guys do it right. Just real quick, just from um...you're paying about \$1.79 a square foot?

Craig: Yes. Correct.

Williams: Okay, so and your...your security deposit was \$24,000?

Craig: I'm sorry?

Williams: Your security deposit was \$24,000?

Craig: That's true.

Williams: Isn't there a law that says you can't go more than, or beyond, two times your base rent for security deposit?

Craig: That's a good question. I'm not a Attorney but I couldn't...

Williams: Okay.

Craig: Take note of that and...

Williams: Okay, you pay...

Craig: I mean, I will say this, though. My Legal Counsel reviewed the um, lease multiple times and that did not come back as a comment. So I think that if that was the law, the, you know...

Williams: Okay, but you've already committed. You put the down payment, everything...

Craig: We have not signed the lease yet. So, this approval or potential approval, um, what...is the step first before the lease is signed.

Williams: Okay.

Craig: So, I'll be honest with you. The brokers have been calling me the last 3 hours saying, "Erin, what happened? What happened? What happened?"

Williams: Okay, you just might want to check into...

Craig: I appreciate that.

Williams: ...legally applicable for the down...

Craig: Thank you.

Williams: ...deposit. I'm done, sir.

Bedell: Trustee Gomez?

Gomez: Um, yeah. I'm a little bit more confused than I was before you started. Um, you indicated, um, I'm looking at concern number two, okay? Um, on Page 129.

Craig: Yes.

Gomez: It says that, the staff indicated there were concerns regarding the safety and security of students. Um, I heard there were 2 tenants, 2 other tenants in the building. 1 Sunday and 1 was the owner of the building. Yet, we talked about Rancho Santiago or the college being on the campus as well. Could you clarify that?

Craig: Of course. So, um, when I said the 2 tenants, and what also Principal Greg confirmed with the 2 tenants, we are talking about the 2 tenants that are downstairs that potentially could share that shared corridor. The college is upstairs.

Gomez: Okay.

Craig: So, Santiago Canyon College is upstairs and every tenant uses a different entrance than what Unity would be using. And so, the 2 points that were made up, the 1 that the tenant downstairs that only uses it, it's a church on Sunday. So, that's 1 that potentially would share that shared corridor, but those are not their hours. It's only Sunday, from my belief, from 10 a.m. to 6 p.m., and then the 2nd tenant would be the owner of the building.

Um, excuse me, 2000 Chapman Incorporated and both of those tenants have a different entrance into the building that does not go through that potentially shared corridor. And then the last component of that is there is a security guard that is at that site from the moment the building opens in the morning, all the way until the building closes at the night time that you know, circulates and ensures that safety is...

Gomez: Okay, so the students are going to take classes, they're going to be going upstairs. Correct? Is that the intent?

Craig: There is potential, so where there's a combination, they could... 1 method is the college professor comes downstairs into the Unity exclusive space to teach a college course. I could associate that with how college courses are happening right now at our temporary site, where Professor Vu comes to the campus each day in 1 of the Unity classrooms and teaches the Counseling 10 or just... we just finished it, taught the Counseling 101 class. So, that's the first opportunity. The second opportunity would be going upstairs into a classroom that is the Santiago Canyon College campus, for a college course.

Gomez: Okay, so what is the plan? What's the plan for you to do? I mean, are they going to come downstairs? Are the students...

Craig: It's a combination that depends on the college courses that were offered, and then the third is for students, for example...

Gomez: So, how many classes are going to be offered?

Craig: There will be 2 courses that are offered in the Unity space exclusive space downstairs for sure.

Gomez: Okay.

Craig: Students will also be enrolling if it fits with their schedule and their educational plan, can go to the main campus at the top of the hill on Chapman where we will be transporting them back and forth and...

Gomez: Okay.

Craig: Yeah, okay.

Gomez: Um, okay, so, I'm a little concerned about the PE situation. Um, students need that physical activity, um, and they spend...I'm not sure who mentioned it, but they said they're not required to dress out, but they could walk to the park. Um, that concerns me a little bit because again, that's more...more safety and security issues when the students are leaving the campus. Also, 1 of the students mentioned that they were a dancer and an actor. Um, and was looking forward to pursuing those um, you know, extra classes. Do we have the space for that?

Craig: So, as our starter space with 5 classrooms, um, so we're still working on electives for next year. Do we have the...the numbers to have a Dance elective for Unity next year? For fall semester that probably will not be the case, but through our partnership with Santiago Canyon College, dance classes that occur at the college, that individual student could enroll in 1 of those college courses and we could transport them to the college, and they could take that and just to be clear, not in replacement for PE credit because that is against the law.

Gomez: Okay. So, okay. So, the...you don't...you would not have the facility on the campus for that student to pursue that? That student would have to go...

Craig: For Dance class?

Gomez: Yeah.

Craig: That would be one of the transportable ones, back and forth to the college.

Gomez: Okay. Um, all right. Um, okay, that's it for now. Thank you.

Bedell: Trustee Lindholm?

Lindholm: Thank you. Thank you, Dr. Craig. Wow, you guys are amazing. I wish I could have spoken like that. I was in speech and debate. I did take 1st place occasionally, but, um, credit to all of you, um, and to Dr. Craig. You are you going to be champions, you're already taking your college classes. It's a really nice to go to college and have a few credits under your belt, to be familiar with the campus if that's possible. So, first, my kudos are to you. You're all going to go far, and uh...do you have speech and debate? Maybe?

Craig: Not yet, but I mean, I will say in the English class, Miss Talbert has been working...go ahead, Greg. Go ahead.

Lindholm: Well, I think they would all do quite well in there and probably get "A"'s. Um, in terms of this report, I guess I...I would have expected this report to be a support for the facility. Uh, especially when you found out that the finances were not of any concern, so I'm a little um, I think it kind of delved in a little bit too deep. All schools have a challenge. They have a challenge when they start out. They have a challenge with facility. I'm really used to kids wearing the...our students, pardon me, uh, wearing the clothes you want to for any physical activity. Um, and I'm not too worried about the locker room. It's a start up, I think. I have sat through carpools so many times.

Um, I understand the parking issue and that you're going to have that and usually the first week of school you get a parking circulation, you hand it to all the parents, and they understand what they're doing. So, I'm not concerned about that. In terms of the athletics and the PE, a lot of startups schools have basketball courts out on the asphalt. It works really well, but you only do that during the time when the cars aren't there, but it works really well and you have cones and you have supervision. So, that's one thing you could do, and I've watched um, even in my neighborhood, the kids are out...students. Uh, thank you. They walk in the trails during the day.

The track students are out. They're out on the roads, and um, they're...they're running so, it's...it's not uncommon for students to be out there. They are supervised by usually 1 person but uh, sometimes there's stragglers in the running. Um, like I said, I...I definitely approve this. I...I think it's exciting. To deny you this would be to deny you uh, the facility to match your dreams and your hopes. And I think each and every one of you deserve that. You're inspired, you're all inspiring and so uh, and I don't see any issues with this, and I would have liked to see the conform just as a support, not as a...I'm picking out a few things. So, I'm very happy with the facility. I'm very happy to support it.

Gomez: Yes. I apologize. I had to...I did have one more question. On Page 146, um, but when it references the accessibility, um, it says that they have not undergone an inspection by a Certified Access Specialist. Why not?

Gomez: So, what I would like to say...are you taking about for ADA compliance?

Gomez: Yes.

Craig: Okay, so that entire building, 1937 West Chapman, as of December 2017, including all the outside areas, has been brought up to full ADA compliance by Santiago Canyon College and I have it in writing from them and verified from the City.

Gomez: So why does that have...why is that checked off on your lease?

Craig: I mean, it's a good...let me...let me take a look exactly what you mean. Which page are you on?

Gomez: 146, right in the middle of the page.

Craig: I'm sorry. I don't have the right in front of me.

Lindholm: There you go.

Craig: Because, I mean, oh, I'm sorry. Okay, so, this came from the broker and at this...that time, it had not been. I've had the Building Official that has come out since then and verified. We've had Planning come out and verified. And so, this question did come up in the clarification meeting, and I talked about the letter that was written. Uh, so the lease has not been signed yet. So, if I can...I will uncheck that box and get that verified from the Head of Building, but I definitely, 100% can confirm that the ADA is compliant as of December, I believe, 11th, 2017.

Gomez: So, we didn't...we didn't get a copy of that in here.

Craig: That's correct.

Bedell: Trustee Williams?

Williams: Just real ques...a quick question. Um, what is a Certified Actio...Access Specialist? Does anybody know the significance of that and why it's important for, even if it's required to sign leases or any sort of tangible information I can get on this? Good, good, thank you. Our good Superintendent says State law does not require this inspection. So...

Associate Superintendent Boyd: No, that's not what I said. I said the note there tells you that

the definition of the Certified Access Specialist.

Williams: And then after that it says the State law does not require this inspection. So, whatever it may be, it could be important, it may not be important, but I think as my good Trustee Gomez said, you might want to look at it.

Craig: Absolutely.

Bedell: All those in favor, please say, "Aye".

[TRUSTEES LINDHOLM AND WILLIAMS SAY "AYE"]

Bedell: Opposed?

Gomez: Opposed.

Bedell: Passes, 3-1.

[QUIET APPLAUSE FROM THE AUDIENCE. MEMBERS OF THE BOARD AND STAFF DISCUSS AMONGST THEMSELVES THE MOTIONS AND APPROVALS OF THE DAY, AS WELL AS OTHER POINTS OF BOARD BUSINESS WHILE VARIOUS AUDIENCE MEMBERS DEPART THE BOARD ROOM. DR. BEDELL STRIKES THE GAVEL 3 TIMES AND STATES THE MEETING WILL RECONVENE IN 10 MINUTES. HE THEN STRIKES THE GAVEL 5 TIMES TO RESUME THE MEETING]

Bedell: Okay. Ms. Boyd?

Associate Superintendent Boyd: Yes sir?

Bedell: I am of the impression that the next Agenda Item is 10.

Associate Superintendent Boyd: That would be correct.

Williams: Mr. President, I would like to make a Motion to table this until the July meeting. Oh, whenever that is in July.

Associate Superintendent Boyd: You have a June 20th meeting.

Williams: No. I've got to table it for June...July 11th. I'd like to make that Motion.

Bedell: You...don't want to do that meeting in June?

Williams: No.

Bedell: Okay.

Gomez: We need to have a quorum, guys.

Bedell: Huh?

Gomez: I think we need to have a quorum.

Bedell: We do have a quorum.

Gomez: We do now. Oh, you...don't make me choke on my cashews. We're gonna have a Motion...would you please make the Motion?

Williams: Here, so I'll restate it. I make the Motion that we table this Resolution until the July 11th meeting.

Bedell: Okay.

Gomez: I'll Second.

Bedell: Seconded by Gomez. Any discussion? Do you want to explain why the audience, because we have about 15 people who waited to hear it, Ken, so...

Williams: Oh, sure, yeah. So, um, let me speak very extemporaneously. I thank everybody here for coming. Um, a lot of words were said that demonize people who have a differing opinion.

Um, I'm a physician. I have many gay and lesbian patients, my practice, and they come to me because I love them. I take care of them, but there is a certain hostility that I see and language that we need to work out, that brings unity to this community, and I don't want to be a part of that, uh that dialogue, um that...that promotes divisiveness. Um, there's a lot of things that have been said. I believe calmer heads will prevail. Um, I need to work through some of the language with our good Counsel, and so, uh, that's the reason why I'm moving it until July.

Bedell: Would you be amenable to a friendly Amendment that would include attaching to it, that we also postpone the Board Discussion Items that are listed on the Agenda that are not Action Items, so that we could...because we've had people waiting an hour and half for their hearings.

Williams: Exactly.

Bedell: I have no need to speak to the Allen Bill today or the other stuff if that's okay with the Superintendent. Can you report go?

Williams: And I will set that...that friendly Amendment to that.

Bedell: Okay. Are you okay with that as a setting?

Gomez: Sure.

Bedell: Okay. So the Motion is to table Resolution 14, 18 Williams along with tabling what's under it...Information Items inclusive of Board Discussion Items, Announcements, Legislative Updates, Board Members Comments, and Executive Report. Okay?

Associate Superintendent Boyd: Those aren't tabled until July. He's tabling his 1 item to July.

Bedell: Yeah. These are just...

Associate Superintendent Boyd: These are just going to be...

Bedell: Yeah, yeah.

Associate Superintendent Boyd: ...held over to the next Board Meeting on June 20th.

Bedell: So, yes. They're bifurcated...

Gomez: Make them separate.

Bedell: Yeah. Yeah.

Mijares: Dr. Bedell, are you expecting us to not do announcements? Is that what you're saying?

Bedell: That's what I was saying is...

Mijares: I have...I do have to read something for the record. It has to do with the LCAP.

Bedell: Oh.

Mijares: So, the appropriate moment will take me 1 minute to read it.

Bedell: Okay. So, what we'll do then is we'll postpone those to the 20th, with the exception of the Superintendent's...

Mijares: Yeah. I'll only do the 1 item and that's it.

Bedell: Okay. Okay, so we got that now? All those in favor of said postponement, please say, "Aye"

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? It's done. Okay. So, now that takes care of number 10. We go down to Number 11, Public Hearing Charter School Material Revision. This is going to be carried by today, so Johnson, this is your debut. Welcome.

Johnson: Thank you. Good afternoon. Today the Board will hold a hearing to consider public input regarding the Material Revision request submitted on May 9th by USC College Prep Santa campus to the Orange County Board of Education. The school is requesting to change its name

from USC College Prep Santa campus to Legacy Prep. For today's Public Hearing, representatives from USC College Prep Santa campus and Santa Ana Unified School District are each allotted 15 minutes to speak on this item. Then, the Public Hearing will open for Public Comments. I now open the Public Hearing and call representatives from USC College Prep Santa Ana campus to the podium.

Sager: Hi. Um, my name is Elizabeth Sager and I'm on the EDNOVATE Network Support Team. Thank you, the Orange County Board of Education for your time and consideration today. Consistent with the wishes of the school community and the new USC EDNOVATE trademark agreement, we are proposing to formally adopt a new name for EDNOVATE USC College Prep Santa Ana campus to EDNOVATE Legacy College Prep. The name Legacy was recommended by the school's Principal, Evelyn Castro, with input from staff. The name signifies the legacy that the school wants to have in the community of Santa Ana as a first EDNOVATE campus in Orange County.

It also symbolizes the legacy the school wants to have through positive multi-generational change with students, family, staff, and community. Fulfilling our mission of positive multi-generational change, students will use their college degrees and careers to give back to their community. Throughout their time at an EDNOVATE school, students explore their greater purpose through projects, course works, and community service. This supports students and continue to explore their purpose and passion in order to leave their own legacy within their community.

As we enter the second phase of the USC EDNOVATE partnership, EDNOVATE and USC have developed an updated trademark agreement that will help strengthen the EDNOVATE brand, giving us more autonomy while still signaling a strong partnership. This trademark advances our current partnership with USC. We continue to maintain the academic model and management and leadership structure that's produced our fantastic results so far. Thank you for the continued support and partnership as we serve students together.

Bedell: Thank you. Any discu...the District is not here?

Johnson: Santa Ana Unified declined the invitation to address the Board. However, the District has received all relevant information for this material revision request. The hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board.

Bedell: Do I have any comments?

Associate Superintendent Boyd: We have no comment cards.

Bedell: Okay. Do we have any Board questions? I'm assuming there's a massive renaming marketing plan, right?

Johnson: You might be correct.

Bedell: Thank you. Okay.

Associate Superintendent Boyd: We also need to close the hearing, so...

Bedell: Yes.

Associate Superintendent Boyd: Go ahead.

Johnson: I would like to close the Public Hearing at this time. President Bedell, I would like to turn the meeting over to you.

Bedell: My agenda shows no Motion.

Associate Superintendent Boyd: That's correct.

Bedell: Okay. Thank you very much and congratulations on a nice job first time out. Is there anything else on this item? Ms. Boyd?

Associate Superintendent Boyd: Item 16. Nothing else on that Item.

Bedell: Okay. The motion to Designate.

Williams: I so Move.

Bedell: Moved by Williams, Seconded by Bedell. Any discussion? All those in favor, please say "Aye"

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Done. Okay, let me just be sure. I don't feel comfortable not having something in the record that we had a Budget Presentation.

Associate Superintendent Boyd: It's Item 7, coming up right now.

Bedell: Well, the person who gave me this didn't put a 7 on it. So I wasn't sure.

Associate Superintendent Boyd: It says Budget underneath.

Gomez: Where you finger is?

Williams: Mr. President? Um, can we be so kind to extend to our good Superintendent his...

Bedell: Oh, of course. You have to read into the record.

Williams: Read into the record. Yeah.

Bedell: Than you.

Mijares: Are we gonna do budget stuff?

Bedell: We've got to read into the record.

Mijares: Okay, good. This is in reference to the Local Accountability Plan. So, um, we need to have a transcript of this piece since when you look at the dashboard, we are now identifying Districts in need, and we have to be the first intervened to assist them, and we have 3 Districts that need a differentiated assistance. Okay? So let me read this to you. As of May 31st, we have reviewed and provided feedback to all 27 Districts prior to them taking their LCAPS to their Local Boards for approval. This process allows Districts to know that when they submit their LCAPS to the Orange County Department of Education for final approval, we should be able to approve all LCAPS.

During the 2017-18 school year, the Instructional Services Division and Partnership Business Services Division has provided ongoing support to our local Districts for their LCAP planning and update process through monthly meetings with the Assistant Superintendent of Instruction, and Chief Business Officials as well as an LCAP Directors Network. The multi-tiered system of support has become a much more prominent strategic priority than the majority of District LCAPS with many Districts increasing social and emotional learning support for Foster Youth, Homeless and Students with Disabilities. The Orange County Department of Education has supported 3 of our Districts this year who were eligible for differentiated assistance based on the California school dashboard results.

All 3 Districts have included new or revised actions...these nuts...and services to better support the student groups who were identified on the dashboard, where equity gaps exist. Orange County Department of Education consults with the California Collaborative for Educational Excellence, the California Department of Education, the California County Superintendents

Educational Services Association, and the Curriculum and Instruction of Steering Committee of CSESA, and other agencies on a regular basis to learn best practices to support our local districts. Thank you.

Bedell: Thank you.

Williams: Thank you, Mr. Chairman.

Mijares: Thank you, Ken. Thank you.

Bedell: Okay. Can you do 5 minutes on the budget, please, for the record, highlighting the uh, let's...the yellow and black book.

Associate Superintendent Boyd: Enter our inter-District appeal?

Bedell: Pardon me?

Associate Superintendent Boyd: Inter-District appeal?

Bedell: Yup. We did 16, right? 16 is gone.

Gomez: 2 minutes.

Bedell: Of course.

Associate Superintendent Boyd: I'm just going to remind the Board to that on...today is the deadline for Items for the next Board Meeting.

Bedell: Yeah.

Gomez: Public Comments?

Bedell: Do we have any Public Comments?

Associate Superintendent Boyd: And we have...we have no cards here, so, I believe you can make a Motion to Adjourn.

Bedell: Moved by Gomez, Seconded by Williams?

Williams: You got it.

Bedell: We adjourn in honor of our students, and the spirit of wishing Trustee Boyd good health.

Gomez: Yes, no kidding.

Bedell: Let the record please show.

[THE BOARD MEETING CONCLUDES]