

Orange County Board of Education Meeting: 5/9/18 – Transcript

[PRESIDENT BEDELL BANGS HIS GAVEL FIVE TIMES TO FORMALLY BEGIN THE ORANGE COUNTY DEPARTMENT OF EDUCATION BOARD MEETING]

Trustee Gomez: Dang. Wake me up.

Bedell: Good morning.

Gomez: Good morning.

Trustee Boyd: Good morning.

Bedell: For the benefit of the record, the regular meeting, the Orange County Board of Education is called to order in honor of the Orange County Department of Education children.

Associate Superintendent Boyd: Thank you.

Bedell: The piece... what I don't have in this folder is my uh,...

Sisavath: Red line?

Bedell: No, I got the red line, but I don't have the...

Associate Superintendent Boyd: You can give him mine.

Trustee Boyd: The language? I've got one.

Bedell: Even though I don't have anybody here. Our Regular Meetings are held monthly at 10 A.M. unless otherwise noted. Anyone wishing to address the Board must complete a request to address the Board card available on the table near the back door. Please submit the completed card to the Board Recorder prior to the beginning of the Board Meeting or before the Agenda Item discussion if it is an Agenda Item. Each individual is allowed up to three minutes per meeting and may not give his or her ni...time to others.

This is a Public Meeting and we must be respectful of each other and the Board. Verbal outbursts and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code section 403. Board Agendas are also posted online and can be reviewed at www.ocde.us/Board/Pages. Agendas are available on the back table. Thank you for attending the body...the Board Meeting of the Orange County Department of Ed. Okay, we'll now go to the Pledge of Allegiance, led by our beloved Christian Olmstead, Associate Superintendent of Instructional Services.

Olmstead: Good morning. Ready, begin.

[ALL IN ATTENDANCE STAND AND RECITE THE PLEDGE OF ALLEGIANCE]

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.

Bedell: Uh, Ms. Boyd? I wonder if you would consider in the future amending this document not to include anything about bodily functions? Approve of the Agenda. Do I have a Motion? Moved by Gomez, Seconded by Bedell. All those in favor of approving the Agenda?

Associate Superintendent Boyd: Roll call?

Bedell: Oh, yeah, we gotta do a Roll Call. See that? I want it to be 4 o'clock. May I have the Roll Call Please?

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Boyd?

Boyd: Here.

Trustee Bedell: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

Williams: (Trustee Williams arrived to the meeting at roughly 9:46 AM)

Bedell: Okay, now do I have a Motion?

Gomez: So moved.

Bedell: Moved by Gomez, seconded by Bedell. Thank you. All those in favor? Any additions or corrections, colleagues?

Boyd: If I can make a suggestion that we adjourn the meeting in honor of former Governor Deukmejian who mention passed yesterday.

Bedell: Okay, that is friendly. Okay, all those in favor of the Adoption of the Agenda as is, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes unanimously. The Minutes of the Meeting of April 11th, 2018.

Boyd: Move to Approve.

Bedell: Moved by Boyd, seconded by Bedell. Any discussions to the Minutes? Do they reflect your view of reality? All those in favor please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes, 4-0. We now go to our time certain where we have our beloved Renee Hendrick, Associate Superintendent from Administrative Services, who will conduct the Budget Study Sessions and Renee, as you set the platform, would you please explain how this feeds into the June meeting?

Hendrick: Thank you. Dr. Bedell. So, um, this is a Budget Study Session. We're using your Second Interim materials that you adopted in March and we're going to talk about some of our projections for the budget that you'll see a preview for, and you'll see a preview in June, and then you'll do the Adoption of that budget in June also in alignment with the Local Control Accountability. Okay?

Bedell: Okay.

Hendrick: So with that you received two documents, I believe. One is the actual Budget Summary that you would have received at Second Interim. I updated some projections there. Um, but in the presentation, I want to highlight a couple items, um,,for us to think about as we look at the next budget. So, the Governor's proposal was released in January. We are expecting the May revise tomorrow, and so we actually haven't had any advanced notice of kind of what he's thinking. Um, but in January he had asked for 2.51% COLA (Cost-of-Living Adjustment) so that is um a statu...a number that's in statute based on implicit price deflator. We are hearing comments that that number will go higher, yet the May revise, due to state sales being up.

The thing for us to remember, though, is that for OCDE the way that our funding currently is, since we're at the full LCFF (Local Control Funding Formula) limit, if we receive more in the cost-of-living increase, we won't actually recognize new money, because we'll have a decrease in the...as the state funding goes up, the property tax piece goes down. So it's like a measuring cup. So we're not actually going to move. We're going to stay flat. It's just that there would be more State here and less Local Revenue here. Um, the other concern with this would be is if the state does have to give more money for the cost of living, it will not give as much money in the Discretionary Funds the Governor has proposed is what we're going to talk about right now.

So we think that will actually eat up that. I believe supposed to be about 100 million dollars it would cost to the cost of living increase Statewide. So currently, he has the 2.9 billion to fully fund LCFF, and so that increase of COLA was going to go into that. Um, he could choose to not fully fund LCFF, but I don't think that's going to happen. His commitment has been to fully fund that before he leaves office, and so he will, based on what we've been hearing, he's going to pick that method to drive funding instead of some of these smaller local grants. Um, 1.8 billion for one-time funds for um, 2018-19. That's where we think this pot will shrink and more money will go to the cost of living increase.

Uh, 212 million for the Strong Workforce Program to establish the K-12 component. There has been a lot of conversation about this grant. Um, those of us at K-12 are maybe not as excited by it because it actually puts the money to Community Colleges, and even the Community Colleges aren't necessarily that excited by it because it's not an avenue that um works, you know, like say for our County, we have three different Community College Districts, right? And so how do you work with each one of those? We have good relationships so we're not as opposed to it, but when you get into the Central and Northern part of the state, they have some large concerns.

And so um, K-12 would like to see that money funneled through the CTIG Grant which is a Career Technical grant that has already been running and working and it does have collaboration with our Community Colleges. So, um, that will be up to the Legislature to make those decisions. Um, 167 million for childcare and state preschool to expand inclusive care and education settings for children up to five years. This has been a big move by the Legislature for the last few years. You've seen expanded dollars for preschool. In all of our conversations, Nina and I were both present at a Legislative Advocacy Day for CASBO there. There was a lot of bipartisan support for more money for Early Learning and so we do think a proposal will go through there.

100 million for Teacher Workforce to increase and retain Special Ed teachers. Um, we have received grants in the last few years, 100 million Statewide is not a lot of money. Um, the other thing that we're seeing is they're becoming, for each grant that comes out, they're becoming more and more restrictive on how you access those funds, and so they may say you can only go to school A, B and C in order to be reimbursed by this program, and so that is hindering people from applying and so um, we appreciate the effort, um to do that. We would like to see a more expanded program and more money for that also. Uh, 59.2 million for the state system of support ongoing funds to county offices to help districts that are in needed Differentiated Assistance.

And so remember, um, we've talked a few meetings ago about we have 3 Districts that are in Differentiated Assistance. We think that number gets bigger next year. Those funds are going to be based on each County gets a base amount and then we'll get money based on each District as a

Differentiated Assistance, and so um, though we didn't have a high number we had some County offices that did have higher numbers, and so um, that's where those funds will be going to, and then 10 million for Special Education Local Plan Areas, SELPAS, to work with County offices to provide Districts with technical assistance. Um for our County we have 13 SELPAS. Dennis' group already does a good job of working with them with technical assistance.

Those relationships are not as strong in other parts of the state, and so it is a highly contested option, also, from the Governor's budget. And then 6.5 million is to fund the California Collaborative for Educational Excellence, that's the CCBE, and so the group that is supposed to oversee the work of helping the Districts that need technical assistance, although a lot of that work is being done through Kenny offices. Um, you guys are used to hearing from the Physical Crisis Management Assistance Team, Big Map for the business side. The CCBE is supposed to be that function for the instructional side, but it's not really up and working yet, so, but this is to help fund some of their initiatives.

So that's what the Governor had proposed. Obviously going through the Legislative process, it could change quite a bit. Um, we do think that his Revenue numbers were um, that he was low on his Revenue projections compared to what's actually coming into the State, so we do expect to see some higher dollars. The pressure will be to fund that COLA and the LCFF, so will we see as many statewide initiatives? The other thing is the Governor has been very strong of putting the money towards LCFF and not having new categorical programs. Will he have that same ability to fight that off as he's going out of office and you have a Legislature that wants to show with their um areas are? So that will be an interesting mix for us to follow.

Um, even though we get the May revise it's really going to depend on what happens through the Adoption by the Legislature and the Governor. So for our plans, we kind of looked at...for a second there we looked at our total revenue and so for the Local Control Funding Formula, we have 94.9 million, um, unlike School Districts, we have quite a bit of Local Revenue, which is 87 million, and that's because so many, um of the activities we do we have to bill Local Districts for, including those Districts that the students are referred by School Districts, they show up as Local Revenue for us. And so when we talk about the Local Control Funding Formula, that's only going to be our Juvenile Court, Probation and Expelled students.

Um, and then their County Off...County Office Operations Grant, and so when we're getting District Safer CHAP and PCHS and those type of students they're going to come under Local Revenue. Um, Federal Revenue is at 28.3 million and State Revenue at 21.7 million. Because the Districts will receive an increase in their Local Control Funding Formula and COLA, it will increase our Local Revenue for the amount that we're going to bill them for those students now, so we will see an increase on that side. We just won't see it on the LCFF side. So I want to show you kind of what our ADA (Americans with Disabilities Act) looks like, and so if you go back to 2010-11, we're at 10,416 students and you look at, for 17-18, we're going to end at 5,934. Next year, we're projecting a further decline to 5,631.

What I kind of want to take...show you is by program, now, because this is the area we've really looked at in our restructuring. Um, you can see the Juvenile Courts School piece has dropped from in 2010-11 from 1500 to 466. A lot of that is due to the changes at the State level for Alternative Incarceration and also, um as the State released some of those felons, they actually

flow down to the County level, which meant they really just are incarcerating students at the same level they were. And so...and for Community Schools, you'll see that big drop there. And so it used to be you'd go into juvenile court schools, you would then be released to a Probation Officer and then you would come into our program automatically. That isn't happening anymore.

And so those students will actually be served by their local school district, hopefully, um but because Probation has such a workload on them, they're not following those students as they did a few years ago. And so I...we feel those students aren't being served in the School District either, and so, really try and look at how we can recapture those students. In 2011-12, we started the um, S1S program we've talked about in the past, that's our um Secondary First Semester, so it's really a program that runs from June through August. It's about a 6 to 8 week program depending on the School District we're working with, and so we do have MOU's, Maintenance of Understanding with each one of the Districts we serve, and so this really helps them either through Credit Recovery, a lot of them.

Some of them are done on the School Districts sites with their staff. We're just handling the educational program, but that program has increased quite a bit over the last few years, and so when you look at our total numbers in 10'-11', we had 9,893 students. Today we have 5,564 but if you look at that, 2,100 of those are just for S1S. And so if you take that program out, that's only 6 to 8 weeks. That leaves us with only 3,868 students. The problem being is our staffing is aligned to 2010-11, and so that's why you see the restructuring piece that you've noticed throughout the budget, is because we have to align to where students are and so our plan and the restructuring is to actually have the teachers go back up to their contracted contractual class size, and be able to regionalize some of that work.

We have some sites...we have 1 or 2 teachers; that just isn't feasible anymore. And so consolidating some of those sites, and so, um, that will be our big thing. If we hadn't offered the um, Supplemental Early Retirement Incentive, we would have been looking at a reduction in force. And so, um, we were very successful with the Supplemental um...Early Retirement Incentive. 2/3rds of our teachers were of retirement age and um have the opportunity to retire, so we had 63 teachers who actually accepted that. And we have 35 classified or 36 classified. We did not offer it to any Management though. It was only for those 2 groups. And so that is really what's going to help us structurally balance our Budget moving forward, because the majority of those positions we will not replace.

The only ones that will be replaced are the ones that are Special Ed, okay, because those we, through attrition, have filled anyway, and so that's really what's gonna help, because we need to align to the numbers that we actually have today. It'd be much easier for us to grow and add teachers um than to deal with the overstaffing that we've had. Okay, and even for our Special Schools Program, you've seen from 2010-11', it was a 523 students. Um, this year we'll serve 370 students, okay, and so that's we say...now that, a lot of that is Districts are doing a really good job of being able to serve those students themselves, and we are fee-based service for that, and so if they can do that and it's less expensive for them than um, actually Genesis Group actually helps them with that, and we do a lot of training to assist the districts in that.

So we're kind of their last chance before a Non-Public School. Any questions on that before I move on?

Gomez: Yes.

Hendrick: Yes.

Gomez: Um, you mentioned the fact about the...maybe lack of ability for Probation to follow some of these students and they end up going back into their home Districts. Do we have any statistics as to how successful they've been in their home Districts when they go back?

Hendrick: We are trying to get some aid...from our first initial studies were actually, it's not like they're actually being served. They're not attending school. And a lot of it is the communication between the District, and so before a Probation Officer was that condo, right?

Gomez: Right.

Hendrick: And so part of our goal with our restructuring is actually putting some staff that they're um, main purpose will be work in the Child Welfare attendance and basically meeting with each District and saying, "We hear you have these 5 kids." The problem is if they're not incarcerated, we have a hard time finding them. That's the really difficult part, and so...and we do have a physician that's going to be working with the Truancy Court and we want to expand that role so that we can get a better handle on that.

Gomez: Because if we're not serving those students and the Districts aren't, it's a big concern.

Hendrick: It is a big concern.

Gomez: Now we have issues with potential...yeah, in the Community.

Hendrick: Yeah, and we agree, and um...and I think if you listen to Probation, the Sheriff's Office, I think they're as frustrated as we are. It's not by their choice either.

Mijares: I just wanted to add uh, Mr. President, Members of the Board, that we are working with the Superintendent's and there are some things that we can do better. Uh, I use that word judiciously because you know, there's people out there that may not agree with that, but I do believe that we are...this is our sweet spot, knowing how to adapt to the needs of our students. That's really what education is all about. It's about meeting students exactly where they're at. And so I do believe that we're getting closer to brokering arrangements where we're working jointly with the District's and meeting the needs of our students and we're doing aggressive outreach to them as well.

Gomez: Because I know there's been some, um express concern from some of the Districts about losing students...

Mijares: Right.

Gomez: ...when we go through the Transfer Process and so on and so forth, but I think ultimately we have to worry about how we're serving our kids.

Mijares: Exactly.

Gomez: And making sure we meet their needs.

Hendrick: Right. I do think it's a renewed approach from our end of how will we serve those students? How can we partner with them? Um, some of the Districts are asking for maybe services at a younger age than we've been offering, even though we have the programs in place. Um, normally they were sending us to them at age 17. So you're not going to graduate High School. Some of the Districts are saying maybe can you do this at Middle School, because we

are already identifying some students that as they transition to High School may not be successful?

And so we're trying to look at some different options, and so that was a big...conversations, we talked about our transitions. How do we provide those services? And we've had a lot of stakeholder meetings with parents, with our teachers, with our staff to talk about how can we do these new services and what does that look like? A big piece of that will be as we talk about the restructuring is regionalizing so you can offer more things in a setting where you could touch 2 - 300 students as compared to 30.

Gomez: Right.

Hendrick: And so that's really going to be that focus is, how do we add these extra services that will specifically target those students to help them?

Bedell: When they uh, this is going to sound rude and I don't mean it to be rude. Do you anticipate how much longer will your presentation take?

Hendrick: Um, it's up to you. How about 10 minutes, maybe?

Bedell: Okay, uh, would you please see if you can find Dr. Williams, because we're going to be moving to his Agenda Items. Thank you. Thank you. Thank you, Renee.

Hendrick: All right. So without the Local Control Funding Formula, you can see that we get 77.4 million which is from fees and other um, income, and we have Entitlements are 21.8 million and the grants are 11.4, so Entitlements are basically the State says we're going to give x amount of money for this and it's based on ADA. Grants are normally very specific dollars that they say you can have this many if you do X, Y and Z. Um, contracts has been a big growth area for us. We're finding that a lot of agencies are coming to us without going through the Grant or Entitlement process, saying you have an expertise in this and we would like to give you x amount of dollars to provide the services.

And so that's the area that's growing with us, and then reimbursements are like our Medi-Cal, MA, our nutrition programs, where we basically are spending that money, and then we get reimbursed for a portion of that. So looking at our Federal Revenue, you can see we had for our Second Interim. Um, we do anticipate a slight decrease in Title I Funding, even though School Districts are taking a cut in that area, we didn't anticipate a cut because we serve Delinquent Neglected Students, which get a higher level, but because our population is dropping, we will see a decrease, and then we are projecting no changes to Special Education Funding. Um, I know Dr. Bedell had asked the question about how much it would cost if they fully funded that, and I could not get those numbers quick enough. Sorry about that, Dr. Bedell, but we will get that back to you. Um...

Bedell: But that number, we said, represents about 14 to 17%

Hendrick: Yes.

Bedell: And the Federals are supposed to...up to 40.

Hendrick: Up to 40.

Bedell: So if you do the math, some of us can do the math at some point, we're eating it. The District's, we're eating it, and that's 1 of the reasons we keep the Washington President's.

Hendrick: Right and you know, you've made a large impact because the chart that you bring

back to Washington, D.C., and when we actually met with Federal Legislators, they actually have that chart out and they're like, so, what does this mean? And so it was reminding them if they fully funded that, that would give us a lot more money to fund all of our other programs that we have, and they had made that commitment of 40% and when you look at this last year for California as a state, we only got 9% of Federal Revenue. So they've fallen quite a bit short on that. Um, there did seem to be a lot of bipartisan support, but where those funds come from will be a question at the Federal level.

At the State, um Revenues, we are going to have a decrease in funding for our anticipated due to Grants, Entitlements that are ending in 17'-18', and so we had Career Pathways, we had the Career Technical Education Incentive Grant, and one-time Discretionary Funding, and so those were all funds we received in 17'-18' that won't be continuing in 18'-19'. The Career Technical Education Grant, the funding lasted for 4 years, but you had to commit to the program for 6 years, and so even though we won't have the funding we will still operate program. Internally, we feel like the Career Pathways and the Career Technical program is very beneficial for our students though, because we see that really engages them in the classroom and so it is an investment we're making also.

The one-time Discretionary Funding, that's the ones that stay questionable. State Revenues really increase. There could be some one-time Discretionary money or will the cost...the cost of funding the COLA take money away from that one-time Discretionary Funding? So that we'll have to wait and see. For Local Revenue, we will receive an increase in the local tuition for students referred from School Districts, since the Districts will receive the cost of living at an increase in funds. And so how that works is when the state calculates the dollars, when we um show the tenants coming in from us, I'll show I'm Student A, and my District of residence is Anaheim Elementary, and so they transfer that ADA to Anaheim Elementary and then we bill Anaheim to get that money back, and so since they're going to be receiving it in their Funding Formula, that should be an increase for us.

Bedell: Renee, could you...the back...that previous slide, the Mental Health, maybe Beckie knows better this than me, when you get with those contracts, can you say something like, and we want to focus to be on Anger Management? And that would show up?

Hendrick: So these contracts right here, Interagency Contracts for Local Revenue. Those are actually what um...Districts are contracting with us to provide their services. And so, um, we have quite a few large contracts with Santa Ana Unified, and so since we have a program that hires Clinicians and we have um, an Advisor and a Supervisor with them, there...they haven't been able to find those same type of employees for their District, and so they contract with us. This is an area that School Districts are looking for more assistance, and so this could be an area of growth for us. Um, but it is...they're usually doing more specific services directly to students for that.

Bedell: Thank you.

Hendrick: And for our expenditures, and this is where we think the picture will change when you look at the next budget. So our Certificated Salaries are 54.3 million; Classified Salaries, 55.9; Employee Benefits are 46.2 million; Books and Supplies are at 12.4 million; um Services are at 53.2. A lot of our um...school sites for ACCESS are actually lease sites, and so they show

up under the Services. We think by consolidating that, we'll have some significant savings in our Rents and Leases. Um, I don't see...I don't think we're gonna see those um, right the beginning of 2018-19' because we have a transition phase we're looking at, but by 19'-20', we will have more significant savings there and then our Capital Outlay is 2.7 million and that's going to be for expenditures over the 5,000, or specific to Land and Improvement.

Um we do have other outgo at 16 million, and that's money that we get in and we're transferring out to our other agencies. So for 18'-19', we will have salaries savings through attrition and a lot of that is for the Early Retirement Incentive. Um, and then as we downsize and restructure that group, there was a need to really look at our Administrative Positions and are they needed the same level when you have less sites and less staff? And so we do have some reductions there. We're a little disappointed by our preliminary renewal for health benefits. Um our plan has actually been running pretty well and we...we're supposed to have a 3% um, I thought as a decrease because the ACA fees will not be passed through next year.

So we thought well that should mean that it's not going to go up by 3%, um, or that would help us. We're not sure yet whether they didn't include that savings or whether they're just trying to say the utilization of our plan is higher. And so it's our first look at that. It'll come down from that. Um, but we have made a lot of plan changes in the last 2 years that really increase the out-of-pocket fees for our employees. And so we are looking at...we have a Health Benefits Review Committee that looks at that and I think overall, this is not unique to our District. Every District is facing some pretty significant increases and so, um, we're doing everything we can to try and minimize that impact.

The STRS and PERS continues to be a large increase and so, STRS went another 1 ½ 8...1.85% increase to 16.28. PERS went up more than expected, and so part of that was the PERS Board voted. They changed their valuation to...they lowered their investment rate that they were going to get from 7.5% to 7%, which made that their Actuarial Study was a lot lower, right? We were founded this much. Um, and so they've increased that to the 18.62. All those are obviously impact on our budgets. And so our concern is as we continue to climb, not necessarily new revenue coming in, these cost pressures continue to go up. And so when you look at the impact to those retirement contributions starting at 13'-14', um, it's at 10 million. If you use those same numbers, moving across to 20'-21' that would increase to almost 23 million dollars.

Bedell: Double.

Hendrick: It more than doubles and so, now what will help us is as we reduce positions, obviously that has an impact besides just salaries and all these other items also, but Retirement is becoming a bigger issue. Unlike, you know Local Agencies, we are in State Plans and we don't have the ability to opt out of those plans. Whereas maybe like a City Government can have their own individual plan, we are part of the State School Programs and we can't do that. We can't have our own plans. And so the statute doesn't allow us to do that. So our Books and Supplies you can see here, we believe in January or in June, you're going to see an increase in our Books and Supplies because what we really are looking at as we restructure, is how do we um, make our sites more attractive and some of our sites our furniture's over 20 years old.

It is not a look that is um enticing to students of a high school age, and so we are looking at trying to reform that, some signage, things like that. And as we move to some of these more regionalized sites, um, how do we make it a comfortable atmosphere for students that age to come in? And we did have 3 Mobile Labs that we purchased with their Career Technical Funds. Um, so we purchased the trailers and a truck, but we need to fill those labs now. And so, um, the group has been working with industry leaders in our area, and so we may be changing our focus a little bit because we are hearing from business leaders that they'd like to see more construction, but that wasn't part of our original plan.

And so I think we're still reaching out to them and I have just been involved in our Career Technical program also and so I'm trying to look at what is it that will meet the needs of our students and also our industry leaders. And so I think you will see a bigger increase in 18'-19' in those areas. We've spent a lot of money on infrastructure and sites, um technology for students. We still feel there'll be a bigger need for that. As we move to more sites, increasing the bandwidth, things like that. Our services and other operating, um...because we may have some new teachers coming in for Special Education and a couple other areas, we have to just really keep up on our Staff Development, really focusing on instructional strategies that will improve the students College and Career Readiness.

And so um this last year we had 3 Adoptions, and so really teaching our teachers how to teach that and so it's um English; Math has also been going for a few years. We have instructional deliveries are different, a lot more technology-based, and so some of our teachers...um, just to give you an idea, our last teacher hired in ACCESS was in 2007. So we don't have a lot of new teachers. So we really have to help them change how they're teaching, right? And so a lot more effort we spent on that. We do have um TOSAs, which is Teachers on Special Assignment that are basically working with that curriculum and helping the teachers do lesson plans and to make it more successful.

Some of the major projects we have planned for next year, um are continuing our Marketing Plans with the College and Career Prep. I'm not sure if you guys have seen a couple of billboards, we have bus ads for the charter, and so we may look at expanding those to other...the billboard doesn't seem to be getting the same hits um...through the media. Social Media, the Social Media itself is where we're seeing...we're getting referrals and things like that and the bus ads actually have increased. So can we structure over that for some of our other programs also? And so that's one of the things we'll be looking at.

Mijares: By the way, we have a big billboard right there, I think it's still there.

Hendrick: I think so.

Mijares: McFadden and uh, Grand in Santa Ana.

Hendrick: Yes, McFadden and Grand.

Mijares: It's for our Charter Schools.

Hendrick: Yeah.

Bedell: Which competes with Mater Dei.

Mijares: Which competes with Mater Dei. Exactly...exactly.

Hendrick: Our Charter School's older students and so, um, but you know, one of the things have been maybe for our Community Home Education Program, a way to outreach.

Bedell: Sure.

Hendrick: And so a lot of our Social Media is in dual languages, and so um, we think that's an area that we can keep investing in hopefully to see referrals, but a company we had hired to assist us with that actually helps us with the data analytics to say is this working? Not working? What does that look like? And so, um, we will continue in that. Um, redesigning our Payroll Retirement System that hasn't been done for many, many years. Um, the cost of going out and buying a new robust Financial System, I know for LA County was about 16 million dollars. Our Districts are not excited by that number. Um, and we feel like we have a really good system right now, but how do we update it to support new technologies?

And so Dean and his group will be working on that to see kind of what we can do. We'd like to see more data analytics be able to pull from different subsystems. And so we are budgeting to update the Payroll Retirement. As you saw that cost retirement, the reporting has gotten very sophisticated and it's very, very cumbersome. And so how do...can we do that more seamless process? As a reminder, we do process payroll for all of the K-12 and Community Colleges and the County, so we usually have anywhere from 70 to 90,000 employees are going through that system, and so it needs to be stamped. That's one thing we cannot mess up on is people's paychecks.

Um, Dr. Mijares will hear quite a bit if that happens so we make sure that that works well, Um and then researching systems that will enhance our data driven analytics for business and District support decisions. And so as we look at um...I'll give an example from my area our Attendance, our Student Attendance, our Payroll and our Finance are all in different systems. How can we pull those together to be able to run reports more effectively? When you look at the Dashboard that Christine...Dr. Olmstead has talked about in the past, how do you pull a data analytics out of that and be able to give it a more meaningful look? And so we'll be looking at some systems to do that. And our Capital Outlay, we have some major projects planned for 2018-19.

Replacement of doors and windows. We have not replaced these doors and windows at our site for...probably since we've been here and so, um with a new key pads we have, they're out of alignment. We have a lot of doors being um, not shutting properly and so we are looking at that. It's actually up to bid currently. Our bathrooms are over 15 years old and so refreshing those. Um upgrading the technology in the Boardroom. We have put those bids together and so they actually have already been bid and so we're looking at scheduling that. You will move to a video wall here which will be um, 3 large...4 large screens and also video on the back wall here. And the ADA podium we hopefully are going to have by next month.

We'll see if that gets built in time. And so upgrading that and then continue to address School Site and Building Safety needs, and so this is obviously a big issue that you're hearing all the time. We're assessing it all the time. We've made a lot of progress but there's still a lot of work to do in this area.

Bedell: Renee, I'd just like to...I think this slide is perhaps one of the most important in that it deals with some of you may say well, what are you doing with doors? Doors are how bad people get in.

Hendrick: Right.

Bedell: And I think that's...whatever that is for safety as you tie into your FIFTA-Slash...

Hendrick: Right.

Bedell: ...I think that's huge.

Hendrick: Right. So we do have a locking mechanism, but if they don't shut, they can't lock, and that's some of the issues we're having. They're very old and they need...you know, we've been working on that for quite a while, Dr. Mijares, and so...

Bedell: I think it's not only a moral issue, it's an enjoying Legal Liability over to the VMS over it.

Hendrick: Yes.

Lindholm: May I ask a question?

Bedell: Yes, of course.

Lindholm: I have questions for the end about that. Thank you. Thank you for doing this. I mean, I think when I first got on we had a 1 Year Projection, and now you have 5 Year. Greatly appreciate that, um and I greatly appreciate the workshop that you're putting on now; report.

Hendrick: Thank you for doing all this for your assistance in it.

Lindholm: Like we gotta have a workshop; but question for you. So the school site we have we're still trying to...may I ask about the school, uh that we would love to build?

Hendrick: And thank you for the Board Members who all have called about that also. Um, we are still on the State list and we were 154 on that list. And so I, you know, kind of what we heard it was a big push from a lot of the groups right now, to have the Governor release more funds. If that doesn't happen, we're looking at the spring of next year. Kind of the conversations we were hearing is if, as the Governor leaves, we could probably get that to go faster. And so we have been working. Dr. Mijares and I have met with um Assembly Member Tran, oh no, Nguyen, Janet Nguyen, who sits on the State Allocation Board. She's offered to help us but it can't move where we are in line, and that's the problem. And so even though we're shovel ready and ready to go, it's just waiting for those funds to be released.

Lindholm: Well, I think the exciting thing about a new building is you have...you can bring in all the new technology, the STEAM, you can draw people in and if you're working with some of our special groups or the Deaf or Hard of Hearing, you can actually incorporate a lot into that building, so I would love to see that with our Board Members here, who will be here.

Kendrick: Yeah.

Lindholm: Keep that a top priority.

Hendrick: We are and I mean...and those of you who visit the Harbor Learning Center, which is our latest building. It will mimic that type of area. It also makes supervision at that site a lot easier than our store fronts where you've got all glass fronts and you know, we've been looking at some new sites. Currently the lease and the problem is the safety in those buildings is they have many egresses. How do you, you know, some of them are on the 3rd Floor. How do students get from the 1st Floor to the 3rd Floor safely? How do we make sure that we have a safe environment? Has been very difficult and so, um, we feel that is a priority, a high priority.

Lindholm: And I'm sure. Any...any letters you would loan for this or any contacts that we would have, that would be useful to us. We're more than happy to lean on them to write a letter for this.

Hendrick: Yes, and that probably will be needed in the next few months.

Bedell: In my last visit with Congressman Correa, I asked him to intervene with Governor Brown's office on that very issue. I got...I hadn't got a follow up on it has been a few weeks ago, but that released the money so we could get going on this. There's not a zipper asking for money is to be released.

Lindholm: Good. Thank you, Mr. Chair.

Hendrick: You know, the Governor has just basically said I don't want to hear you on this topic, and so that's why some alleged Legislators say just wait till he's gone, then we'll have a little more control. So, okay? So kind of in summary, is due to the declining enrollment continue to look at staffing needs and focus on instructional deliveries, um restructure of the ACCESS, both for facilities and staffing needs, um continue to evaluate the multi-year plans as we move into the environment with no increase to LCFF and increased cost pressures for employee benefits, and so, when you look at the Second Interim Budget, we have a structural deficit in there for the out years.

The restructuring that we have in the Early Retirement Incentive will actually fix that deficit, we think, going into the future years. And so that has been our main goal in looking at those things. And so, um, we are pushed to that um, those things have worked. Um, but it will still...it's going to take a lot of effort on our part to make sure we maintain that.

Bedell: Questions from my colleagues. Trustee Lindholm, this is your penultimate Budget Session and I'm sure you can see some of your fingerprints in places, which I appreciate. Do you have anything about this? I can get a hit...we're going to approve this in June, right?

Hendrick: In June. You'll see a preview of the new budget with all the new updated information in it, and um...and in conjunction with our Local Control Accountability.

Bedell: So I would like any of my Board colleagues, if you have any specific questions to get to the staff at long term, ahead of that, so that they can prepare.

Lindholm: Absolutely, and I also want to thank you for getting in the pie charts too. Uh, we've got it not only in numbers and count but we've got them in the pie charts. So you've really...you've really upped this. I know you're extremely knowledgeable and very good at doing what you do, but it's really nice to have a presentation for...for us who don't see it every day. So I'm very grateful for that. Um, so since 2000, I'm looking at one of your charts here, 2007 and 8, um medical benefits. The cost and not... not the services...

Hendrick: Right.

Lindholm: ...increased by 37%?

Hendrick: They have.

Lindholm: So that's a big hit on to not getting anything extra that we have, and then you're looking at a, what did you say...

Hendrick: 6 to 9% increase. That probably goes down but I'm still gonna guess a 6% increase, maybe. Um, so yeah. Now the last few years our employees have shared in that cost. Um...

Lindholm: Do they know? Uh, I...I think getting the word out to our employees that this is, okay, this is what's happened, uh to no fault of our own.

Hendrick: Right.

Lindholm: This is the Health Care system at work, um that those rates have gone up 37%. So when we're looking at Salary Increases for the teachers, we're looking at Retirement Benefits,

we're also looking at this medical factor, which is very important to a lot of families and young families and those were children or those with disabilities. So, how do you get the word out to the employees that this is occurring?

Hendrick: So we have done quite a bit of information sessions with them. Our Health Benefits Review Committee has 2 members from, or 3 members from the um, Teachers Association and 3 members from the Classified Association, so they should be having that conversation, but for example, when alternate...ACCESS has their all staff meetings, we normally have a Benefit person there also to talk about here's what's happening with benefits. How to be a smarter consumer? You know, like not use an Emergency Room, using Urgent Care instead.

Um, you know, the last year we introduced TeleDoc, where you can actually do the phone. Um, we've actually had a pretty good utilization of that and so our employees tend to like it and so trying to find things like that. If you remember a couple years ago, we switched to that narrow Network for the HMO. That has been pretty successful for us and that's really helping us in our costs. And so...

Lindholm: Do you have HSA's (Health Savings Account)?

Hendrick: We do not have HSA's since we don't have high deductible plans. That is one of the conversations we are having this year in our benefits committee. Not a real, um popular. Oh, they actually have some things new this year that we're looking at too. They have something called, like, Gap Insurance Comp. Remember if your car, they have a plan where you can do this Gap Insurance. So if you have a high deductible, you can purchase the Gap Insurance, and so we're trying to look at what that means. But all that's negotiated. They spent a lot of time at the negotiating table for that, so, um, yes, we do inform as much as we can.

Lindholm: Okay. We're about 238 million. What was our bottom line for this...?

Hendrick: 238 million, I believe, was our last expenditure just for the General Fund, and then we have the other funds also.

Lindholm: All right. Thank you.

Bedell: Thank you, Trustee Lindholm. Trustee Boyd?

Boyd: None today, thank you.

Bedell: You will defer to June. Trustee Gomez?

Gomez: Uh, just a question about...do we have any liability of...the unfunded liability for functions? Where are we on that?

Hendrick: Well, we only because it's a State program so it's all held at the State level. So that's why you see our large increases, and we don't have any employee retiree benefits for health care.

Gomez: Okay.

Hendrick: So once you leave you can purchase on our plan at full cost, and so that has been a saving factor financially for us. That was a huge factor in that retirement incentive. People are using that money to bridge their re...to pay for Health Care.

Gomez: Okay. All right, thank you, that was all.

Bedell: Trustee Williams? Do you have anything on the budget?

Williams: I do not, sir.

Bedell: Okay.

Lindholm: Did we have Public Comments on the budget?

Bedell: Public Comments on the budget?

Associate Superintendent Boyd: No, we don't need Public Comments on the budget.

Bedell: Okay, we will uh, the website says this meeting convenes...the Budget at 9:00, Regular Meeting at 10:00. We will convene at 10:00...

Lindholm: 10 minute recess?

Bedell: With a 10 minute recess.

Associate Superintendent Boyd: You can allow the people to come in the room.

Bedell: Yes, come on in.

[THE BUDGET SESSION OF THE MEETING CONCLUDES AT THIS POINT AND A 10 MINUTE RECESS OCCURS. THE BOARD MEMBERS AND STAFF RETURN TO THE BOARD ROOM AT 10:00 AM FOR THE REGULAR MEETING]

Bedell: Good morning, again. It's not on the Agenda.

Williams: It's not on the Agenda?

Bedell: Okay, I'd like to welcome you to today's meeting. I'd like to read the following statement: Our Regular Meetings are held monthly at 10 A.M. unless otherwise noted. Anyone wishing to address the Board must complete a Request to Address the Board card available on table near the back door. Please submit the completed card to the Board Recorder prior to the beginning of the me...Board Meeting or before the Agenda Item Discussion if it is an Agenda Item. Each individual is allowed up to 3 minutes per meeting and may not give his or her time to others.

This is a Public Meeting and we must be respectful of each other and the Board. Verbal outbursts and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403. Board Agendas are also posted online and can be reviewed at www.ocde.us/Board/Pages. Agendas are available on the back table. Thank you for attending the Board Meeting of the Orange County Department of Ed, where we strive to meet the needs of our unique County students for which the department is responsible. Yes. Superintendent Mijares, please.

Mijares: Thank you, Dr. Bedell, Members of the Board. It is an honor to be here with you and with all the members of the public. I wanted to just give a couple of comments before Dr. Jeff Hittenberger, our Chief Academic Officer, speaks in reference to AB 329, and I have found it a little bit surprising to me, as I make my way across the county and talked to a number of the people, many of whom are here today. And that is, I wanted to underscore the Orange County Department of Education's authority with respect to laws, as well as to comment a little bit on the governance of our School Districts. As you probably know, we have about 500,000 students in this County and we have 27 School Districts that all have elected Boards.

That is the whole concept of Local Control and these bodies appoint a Superintendent to govern, largely to govern or to implement the policies of the Board. So all of you, I think, come from one of those Districts, right? So from Los Alamitos to Capital to Newport Mesa to Placentia / Yorba Linda, we even have one District, Lowell Joint, that is technically in the LA County Office of Education's jurisdiction, not ours, but because their District Office is in Whittier, just to give an example, but because many of their students come into our high school, they actually prefer to be part of our County but their Local Accountability Plans are approved by LACOE, LA County Office of Education. So I want to be deferential to those people that are elected.

Personally. I cannot usurp the authority of those Boards and I hope that you're going to those Boards, because they have the authority to create...uh, as a supplemental, create curriculum and to most certainly implement the state laws, and we're all law-abiding citizens. This is what our great country is founded on um, and we have to respect the process. I, for one, believe strongly in the process of the governance that we have in this great country, and whether I agree or not with the uh people who are elected, I still believe it is my responsibility to respect them and to respect the order of law. Interestingly enough, that is rooted back in the Judeo-Christian framework of governance, you know, just...you can read Saint Paul's comments in terms of how we are to respect the authorities.

So I'm saying that because I've talked to people and they say I said, have you gone to your Local Board, and they say no, and I say why not? Well, because, the County has the authority over this, and so it takes me time to reorient them and I'm glad to do it. Then I say have you gone to your elected officials who are in the General Assembly of California, the assembly men and women, those who are in the Senate? No. They're the ones making the laws and we have to follow them and so, what the County Office does and what I do under law is largely, we're an extension of the State. We have the responsibility to assure the Fiscal Responsibility or the Fiscal Governance of School Districts.

Twice a year, they must certify publicly, that they can meet their financial commitments for a three-year period of time and within that three years, if they deviate, we have the authority to step in, the County Office does, and that's huge, because that deals with their budgets. They have to maintain a necessary reserve. If that reserve dips below the State requirement or State guidelines, we have to step in. The other thing we do is to approve their Local Accountability Plans. We have to approve those and then they get sent up to Sacramento, and we do a lot to support our Districts.

I just wanted you to understand that and yes, we are here to serve you and probably if I meet with you, you will find that my values, my core values for how I raised my five sons, my wife and I, are probably very similar to yours. It's just that we have to understand how this works. So I've asked Dr. Hittenberger to come forward and to make some comments in reference to 329...AB 329, to set the context for you to consider and then um, we will be done and we'll be back into the hands of our great Board of Education. Jeff.

Hittenberger: Thank you, Dr. Mijares, President Bedell, Members of the Board. Thank you for providing us with this opportunity to share information with you about the California Healthy Youth Act, or AB 329. So what is the California Healthy Youth Act, or CHYA to use the acronym? CHYA, originally known as AB 329, is a State law that took effect on January 1st, 2016. CHYA modified the previously existing California Comprehensive Sexual Health and HIV / AIDS Prevention Education Act, which was passed in 2003. CHYA requires School Districts in California to provide students with Comprehensive Sexual Health Education, including information about HIV prevention at least once in high school and once in middle school.

So, are schools required to teach Comprehensive Sexual Health Education and HIV Prevention under CHYA? The answer to that question is yes, CHYA requires that School Districts provide Comprehensive Sexual Health Education, including information about HIV prevention. School Districts under the leadership of their locally elected School Boards and Superintendents, are

tasked with selecting their own curricula to meet the State approved guidelines. Do parents have the right to opt their children out of Comprehensive Sex Education? Clearly the answer is yes. The law makes it clear that parents can opt their children out of Comprehensive Sex Education. Allow me to read uh, a couple of passages from the law: a parent or guardian of a pupil has the right to excuse his or her child from all or part of Comprehensive Sexual Health Education, HIV Prevention Education, and assessments related to that education.

It is the intent of the Legislature to encourage pupils to communicate with their parents or guardians about Human Sexuality and HIV, and to respect the rights of parents or guardians to supervise their children's education on these subjects. Continuing, the Legislature intends to create a streamlined process to make it easier for parents and guardians to review materials and evaluation tools related to Comprehensive Sexual Health Education and HIV Prevention Education, and if they wish, to excuse their children from participation in all or part of that instruction or evaluation.

And one final passage: the Legislature recognizes that while parents and guardians overwhelmingly support medically accurate Comprehensive Sex Education, parents and guardians have the ultimate responsibility for imparting values regarding Human Sexuality to their children. So does this opt-out apply to instruction outside of Comprehensive Sexual Education? The opt-out provision does not apply to instruction outside the context of Comprehensive Sexual Education. For example, the opt-out provision associated with Sex Education would not apply to a social studies lesson on the U.S. Supreme Court's 2015 ruling in favor of same-sex marriage, just to give you an example. Is instruction about abstinence included in CHYA? The answer is yes.

Though abstinence may not be discussed in isolation from other methods of preventing HIV, other Sexually Transmitted Infections and Pregnancy. CHYA requires that instruction and materials include information explaining that abstinence is the only certain way to prevent HIV, other STI's, and unintended pregnancies. Might, how might a parent or Community member engage and provide input? CHYA requires Districts to provide parents with the opportunity to review Comprehensive Sexual Education materials and curriculum in advance of implementation.

Parents can provide input to their local School District Boards who make decisions regarding curriculum for their District. Parents and Community members can also provide input to Legislators who make the laws regarding Comprehensive Sexual Education. Thank you. Those are the basic facts about CHYA.

Bedell: Does the Board Members have any questions for Mr. Hittenberger while he's up here? Anybody on Jeff? Ken, do you have one on hand, or do you want to wait until after?

Williams: Can I wait until after Public Comments?

Bedell: Sure. Okay, so we'll take a pass now. We'll start uh, I will ask our venerable Vice President to tell us the situation with the...

Boyd: Yes, sir. Um presently we have 28 cards addressing this topic, 1 card on another topic. Um get to remind you the way the process works. Everybody has 3 minutes and there will be a timer that will start, uh, at the time you begin to speak that has a green light. It will turn to yellow with 1 minute remaining and when red comes up your time is up, you are allowed to finish your

thought. Um, there's no requirement that you spend 3 minutes. If you agree with, you know, prior speakers, uh, just to get your opinion in the record, that's perfectly acceptable as well.

Bedell: Okay, thank you. Before you start, I would like to say after the last meeting, I had a message on my tape at home, and I'm not technologically adept and I...the message fell off my tape machine. So if you called me with a message and you didn't get a call back from me, I want to apologize and take full ownership of that incompetence, but I didn't want you to think I was at any time being rude. Okay, thank you. Yes, Trustee Boyd, please start the cards.

Boyd: Yes, what we'll do is move this along little bit. I'll...I'll call a name and I'll call the next person in line, and then if you can come up and stand off to the side, the process will move a little bit quicker.

Bedell: It's very helpful, that hopes to move.

Boyd: Uh, first up, Becky Angel, uh, second up will be Jessica Geyer. Becky? I apologize in advance for any name...

Angel: That's okay.

Boyd: Yours won't be the last.

Angel: I'll be an angel. Well, first of all, I just want to thank you for this opportunity. I know there's uh, probably lot of confusion about this bill and where to go and who to talk to. First of all, I'm nervous about public speaking so forgive me for any stuttering. Uh, the...I've had a little bit of time to do some research and a lot of the stuff in it is very disturbing. Um, I know over time things have crept in and I feel like things lately have been...it's like a landslide. It's all of a sudden this stuff has been injected onto our youth and understand that uh, Mr. Mijares? How do you say that?

Mijares: Yeah.

Angel: Uh, you said to you know, are we planning on attending other meetings? Yes, I do plan on attending my own School District meeting. I do plan on uh, pursuing all avenues that are necessary, and I do feel that this one is just as important to attend, and at least let our voices be heard and let you guys know that we are very concerned. We're very disturbed by this Healthy Youth Act and I, for one, as a parent and a concerned citizen, I am not going to allow this to continue. I will do whatever I can to stop this, not just to be able to opt out, that's a start but we need to reverse this and revamp this Healthy Youth Act because a lot of the stuff in here is just disgusting.

It's disturbing and I don't care if someone judges me and calls me certain names because I don't agree with a lot of the teaching in it. Um, I'm gonna say I'm for what I feel is right and these are our children and two of mine already graduated, but I have one left in school. And so, uh...and even if I didn't have my kids in school I care about all children, not just my own and um, you know, I don't know why we feel the need to sexualize our kids especially so young. Um, they should be learning about Reading and Writing and Spelling and History and all that kind of stuff, not learning about how to use sex toys and if you can't afford sex toys, go ahead, go to the sex shop. And they even advertise like free advertising, Good Vibes.com or something, you know to be able to buy sex toys and they say oh and if you um, can't afford sex toys kids, go ahead and use a banana.

Keep the peel on or a cucumber or a carrot. Make sure to use a condom. That's disgusting. That's just one example, one example, and it goes on into a lot of other stuff and all the advertisements in this is Planned Parenthood.com. This and that.com, it's all left-leaning Liberal stuff that you know, I don't feel is appropriate whatsoever. And you know what? I have a lot of people say, why don't you get the heck out of California? Get out of there. So many people are fleeing. I know people who are moving and leaving because they're just like, I'm done. I'm disgusted but you know what? This is my home State. I was born and raised here. I love my State and you know what? I'm gonna stay here and fight. I'm gonna stay here and fight. We need more people to fight you guys. We need people to wake up. I'm so tired of people being complacent.

Associate Superintendent Boyd: Your time's up.

Boyd: Okay, thank you.

Angel: Okay, let me just finish with um, I want to know. How do we provide input as parents to the School Board's like one of you suggested that we can provide input as parents and to our Legislators and stuff. Can you provide info on how, like, do we just call the School Board? Do we attend the meetings? Email them?

Associate Superintendent Boyd: We'll give you some information afterwards.

Boyd: Yeah, we will cover that.

Bedell: Okay, thank you.

Angel: All right. Well, thank you so much for the time. Oh and real quick, I'm sorry. I almost forgot the most important part. I need to hand this to somebody. It's a petition from Citizen Go from over 6,600 parents objecting to this material.

Gomez: Your time is up.

Associate Superintendent Boyd: You can give it...

Angel: So who...?

Associate Superintendent Boyd: ...to me.

Angel: Thank you, again.

Boyd: Okay, uh, yes Jessica followed by, I believe it's Skip Hellemen?

Hellewell: Hellewell.

Boyd: Okay.

Geyer: Good morning. My name is Jessica Guyer and I have 2 children in the Catholic District. I'm here to show my support for the California Healthy Youth Act. I would like to encourage all of us parents to do our research and due diligence with regard to this mandated State law and contact our Districts for the most up-to-date and accurate information. The Orange County Board, uh Department of Education is a County Office, not a State Office, and we really are all in the wrong place.

Um, the OCD...OCDE does not oversee implementation of this law nor the curriculums that our Districts choose to become compliant. We have 40 State Senators and 80 State Assembly Members who voted and passed this law within a majority, and I encourage you to search the California State Legislator Website. Find out who represents you and open a conversation with them. Having these discussions in this forum with all the misinformation about the curriculums is a stall tactic. Thank you.

Boyd: Okay. Skip followed by Stephanie Yates. I thought...what's your last name again, sir?

Hellewell: Hellewell.

Boyd: Well now I think I butchered it 2 months in a row now.

Hellewell: Starts like hell but ends well. Greetings, Dr. Bedell, Dr. Mijares, and Members of the Board. I speak as a parent and grandparent of children educated, and being educated, in the Orange County. We want to thank you for the action that you took and response to our comments on Teen Talk at the last meeting, and for recognizing the concerns we had, and uh to Dr. Mijares, we recognize the role of the Districts in the process, but we also look to the Orange County Department of Education Board as to provide leadership to the whole community in which we're a part of. Regarding the law AB 329 regarding the so-called California Healthy Youth Act, I make two observations.

The 27 Districts of Orange County are confronted with this dark reality. There is currently no curriculum available that's...that meets the law and supports the shared values of our community. Further, whether politically Conservative, Independent or Liberal, it is a truism that when it comes to protecting their children, OC parents with few exceptions are like birds, they will fight to protect their nest. My address...April address to this Board, we asked for 3 things: uh, that they give support to an effective curriculum that teaches uh Sexual Risk Avoidance or the benefit of delaying; that also teaches as required, uh, for those who choose not to delay, effectively, how to minimize their risk; and further that it teaches mutual respect for those with gender variation conditions without interfering in their normal adolescent sexual development, which is the duty and right of parents.

Around Orange County, parents are awakening and seeking such a solution to meet AB 329. The steering of parents is going viral. Moms are reaching out to other moms through email and social media networks. We see the evidence of it in this meet group today. Citizens groups such as United Parents, which is starting in South County and linking out...reaching out to other groups are doing...also organizing. The cup at US...USD has listened to these concerns and formed a Teacher / Citizen Administration Task Force to guide development of a Sex Ed curriculum that parents will support. We give our appreciation and acknowledge this wise and mature act by the Capistrano Unified School District.

United Parents, a citizen group advocating a solution to AB 329, Support Shared Family Values, is launching their website on Mother's Day. The PTA, known in the past for protecting children, has lost its moral voice and remains silent on the topic of Sex Education, that protects rather than sexualizes children. We call on the Board to...to make 2 actions: first, to pass a resolution inviting the many curriculum providers to create a curriculum that meets the law in California and also respects the values of the majority of Orange County families. This would truly be a Healthy Youth Act. Further, we propose a resolution inviting the 27 School Districts to follow the example of Capo and seek a new curriculum that has parents support around the community.

Associate Superintendent Boyd: Your time is up.

Bedell: Yes.

Hellewell: Thank you.

Boyd: Thank you, sir. Uh, Stephanie followed by Debbie Stapley, I believe it is.

Yates: Thank you. I'm Stephanie Yates and um, my son attends Brea in Junior High and I have been in contact with the principals of the junior high and high school. I've talked to the School Board. I have done extensive research on this, so for the people that are for this, um, Comprehensive Sexual Education telling us that we have not done our research, we have. And so, when I got the curriculum, which they only gave me the workbook and some PowerPoints, and it is um intertwined in all kinds of subjects. What was concerning to me was, um, in the LGBTIQ history – and please forgive me because it's constantly changing so it's a little hard to keep up and I don't mean it disrespectfully – in the history, the first bullet point was the practice of Pederasty, which is pedophilia.

Why are they teaching our children about pedophilia? And if you do your research you will know that this is not only backed by Planned Parenthood, but the Kinsley Institute and the Kinsley Institute, if you're not aware of Dr. Kinsley, Dr. Alfred Kinsley, he's not a Scientist, he's not a Psychologist, he's a Zoologist from the 30's, and he got pedophiles to rape and molest children and there are charts and I will be very graphic. They have them by the seconds, by the minutes of um, masturbating five-month-old children, and this is where this is rooted from. This is where it's being backed, so I want to know, why are you allowing this stuff? Why is it saying that to express, um sexual pleasure feelings for our children, oral sex, masturbation, grinding, anal sex, touching each other's genitals, intercourse, and there is proof if you do your research, that in the um, sorry, how much time do I have? I still got time?

Okay. If you do your research there, uh, I have got my hands on curriculums. Not on Teen Talk but the majority of them are consistently the same because they have to be mandated; follow the mandates of California. And so, they do encourage you, they tell you how to use the sex toys like butt plugs. I mean who's heard of butt plugs? I didn't hear about it until recently and they're teaching our children and um somebody, I forget who it was, talked about the comprehensive...the...the act the um, the Healthy Youth Act. Well, he didn't go over the definition of what they define Comprehensive Sexuality. They defined it at a very limited, like the biology, the puberty, all those things.

That is not...what's not included in that definition is um, the...the homosexual gender-bending anal sex. So that you're not allowed to opt your kids out of and if it's about, um, protecting our kids for safety and health and HIV. If you look at the homosexual community, they are 2% of the United States and out of that 2% of the United States, 86% of all HIV is in a homosexual community and they're teaching our children to have anal sex from K to 12.

Associate Superintendent Boyd: Your time is up.

Yates: Thank you.

Boyd: Uh, Debbie Stapley followed by Gheorghe Rosca?

Stapley: Dr. Bedell, Dr. Mijares and Members of the Board. Um, I'm going to set aside the notes that I had prepared. You can see there's some passion here, right? A room full of uh, people with passion, mostly moms. Men are concerned too, obviously. A few weeks ago, I invited some friends over to learn about Comprehensive Sex Ed, something I had just learned about, myself, in January. 120 people showed up to my home, half of whom I did not know. I tell you and...and that uh, list of 50 that I invited has now turned into an email list of about 250, just in a couple of

weeks. People email me daily saying, please put me on your list. When you have more information, I'd like to learn more about it.

The point of telling you this is simply to illustrate that a snowball is rolling and parents are learning more about it. Uh, and they are learning facts. Some are. Um, there is some misinformation going around for sure and we're doing our best to only uh, explain facts so that people don't get overly agitated, and we're grateful for what our District and Capo Unified has done to um, to let us create a curriculum that is...is more palatable than Teen Talk. But what I'm here to ask you today is to, as...as Mr. Hellewell said, please give support to these Districts to create curriculums that are more in line with our family conservative values.

Legal support, um, emotional support, public support, so that these Districts don't feel like they are going to be left flying in the wind, answering the phone from the ACLU who will call, uh, when they do not follow a curriculum that has been approved by them. There have been many, uh legal opinions about the opt-out portion of the law. I appreciate uh, the information you gave earlier, but I believe, with due respect, that was a little misleading when you said that uh, that parents are...are not allowed to opt out of these types of the gender-bending sort of philosophy LGBTQ issues and so forth and other grades.

I don't know of a single person who objects to learning about legal opinions or...or lawsuits or facts or history regarding LGBTQ, for...just to use an example, uh issues. What we object to is the indoctrination of the uh...of the philosophy. If we want our children to take a Philosophy class, we'll enroll them in a Philosophy class, but we're taking...we send them to school to learn facts, medically accurate, proven facts, not a philosophy based on someone else's value system. And my time is up. Thank you very much.

Boyd: Thank you. Gheorghe Rosca followed by Becky Ettinger.

Associate Superintendent Boyd: I'm sorry. Could you state your name because we didn't get it because of the...

Roska: Gheorghe Rosca.

Associate Superintendent Boyd: Thank you.

Boyd: Good morning.

Rosca: Good morning. My name is Gheorghe and I would like to provide 3 perspectives on this topic of California Healthy Youth Act. One, as a former student of the Orange County School District, as a...another perspective as a parent of 3 children, and lastly, my perspective as a current Pastor in Placentia. I was born in Romania under the Communist Regime of Nicolae Ceausescu. I'm the 8th of 12 children and our parents moved our entire family to the United States in 1991. I attended Valencia Park Elementary Parks Junior High / Buena Park High School. In my 12th grade AP English class, I had to read a book that had bestiality scenes in it.

Disgusted with the book, I brought it to my dad's attention, and it's 38 years of growing up under a Communist regime in Romania where he was persecuted from an early age for his Christian faith, and the school system would only teach Communistic dogma and propaganda. He said that even in that regime, they never allowed such filth to enter their schools. I share this story because the policies and materials you adopt as a Board to teach Sexual Education and Gender to our children will have a lasting positive or negative effect. My perspective as a parent, last I checked,

no State ever became a pregnant but it was 2 individuals who come together in the act of procreation, to bring a baby into this world.

Since when does the State of California or Mr. Wenkart's legal assessment of the AB 329 dictate that I cannot pull my children out from this perverted and debased instructional material that is not medically accurate unbiased? Instead I can sniff from a mile away which left-wing politically affiliated activists wrote the law and the instructional material of Teen Talk. Why are we hiding behind words, like safe, healthy, risk reduction and inclusive, when the material is not safe, healthy, or unbiased? It is perverting and sexualizing our children. Why is safe sex or safer sex always couched with long lists of diseases or infections that can happen, but yet, do not once do we read the fact that the safest sex is that of a man and a woman in a lifelong monogamous relationship called marriage?

If AB 329 calls for unbiased and medically accurate information to be taught. Then why is this fact blatantly overlooked? As for Section 51932 B, which was not shown on that PowerPoint, this chapter which we cannot opt out from says it includes instruction materials, presentations of programming that discusses Gender, Gender Identity. Who determines the definition of Gender? How many Genders are there? What kind of relationships are okay? What kind of families are okay? If in 2003 as a 12th grade student, I was exposed to bestiality in the name of literature, then what stops those developing the non-discrimination instructional material for Gender, Gender Identity and Gender Expression from pushing the envelope to include relationships with animals or other objects?

This is the loophole the left-wing activists have been yearning to enact as they preach the gospel of the Sexual Revolution to our children, which in the last 50 years has only wreaked havoc on America Society and culture? As a pastor, I am telling you. Thank you.

Boyd: Uh, Becky, followed by Margaret Trujillo.

Ettinger: Good morning, Board of Trustees, Superintendent. My name is Becky Ettinger. I'm a Nursing Professor at Santa Ana College and I love my students, and I love our County, and I want to thank you all for serving, and I think we basically want the same thing. We really want our students well educated with facts. Um, I was asked to look over the curriculums by a friend, and the reason she asked me is because all of my doctoral work and my Master's level work was all on the STD epidemic that's affecting the United States of America. And just for the record, the STD epidemic is raging in Orange County.

Our numbers are very high across the board, and when I was doing my doctoral work, I spent many clinical hours, and this was in 2013, at the Orange County Health Care Agency on 17th Street, and they have a wonderful collaboration there with the HIV population, and I attended meetings, I got to meet a lot of HIV patients who are living with HIV and at that time, in 2013, I learned that there's over a half a million people living with HIV just in our County, and I was very alarmed by that but because I've studied the STD epidemic for the last 25 years and I've been providing education to adolescent audiences as well as parent audiences.

I've learned a lot and as a Nursing Professor for the last 7 years, I actually have my students do a presentation on STD awareness so that we can help alert the public to what's happening with the

STD epidemic. Um, oh this is the 1 thing I wanted to point out. I looked at Teen Talk, okay, and they mentioned that anal sex is a low risk behavior and I just want to say this, as a medically accurate evidence-based professional, anal sex is the most high-risk behavior that there is for homosexuals and heterosexuals, because the rectum, the pathogens cross immediately into the bloodstream rapidly.

I do pediatric rotations as well. I teach OB, but um, with pediatric patients when they come with a high fever, we give them Tylenol rectally, because we know it's going to get right into their blood system immediately to bring down those high fevers. So, we need to know that this is this is Teen Talk's um educational material and I...I really believe we need to really seriously evaluate the evidence and the medical accuracy of what we're going to allow our students to learn.

And so, I'm a proponent of them learning the consequences of STDs because the vast majority of the public, they have no idea about the consequences, and so this is what I've loved teaching all the short-term consequences and the long-term consequences. Anyway, thank you for your time, and thank you for everybody that's here. We all care about the kids and that's our heart, right? We just want to do the best for the kids.

Bedell: Thank you.

Edinger: So, thank you.

Boyd: Thank you. Margaret Trujillo followed by Sheri Gail. Good morning.

Gail: Good morning. Good morning, Dr. Mijares, President Bedell, and Members of the Board. My name is Sherry Gail. I am a retired teacher from LAUSD and a concerned grandmother of children who attend schools in Orange County. My older son also attended alternative ed in Orange County for 2...2 years. I stand for anti-bullying, anti-discrimination and I cherish diversity. However, I do not believe lying to kids is the way to promote these goals. It is my firm belief that kindness for all is best achieved through honesty. I have reviewed the various curriculum choices that have been approved by the State to fulfill the California Healthy Youth Act, and I have a question about consistency and integrity of the message between the curriculums with regards to the prevention of HIV among our youth.

The 3 main curriculum choices being used in Orange County Districts, include...including the Orange County Department of Education are Positive Prevention Plus, Apex Online and Teen Talk. Concerning HIV, the different curriculums give contradictory messages. Apex states in their quiz, truth or myth: homosexual people are the greatest risk for HIV trans...transmission? Answer: myth. Teen Talk says on page 162: all people are at some risk of contracting HIV. Positive Prevention Plus actually summarizes the Center for Disease Control, stating on page 292 that young gay and bisexual men make up most of the new HIV infection among young people, with young African-American gay and bisexual men being especially affected.

Positive Prevention Plus is the only curriculum telling the truth. Teen Talk is telling a half-truth, and Apex is downright lying. Um, curiously, Positive Prevention Plus is actually breaking the law by telling the truth because Assembly Bill 329 states: "social views about HIV must be taught which emphasize that all people are at some risk of contracting HIV." In other words, we cannot tell the truth, the whole truth, and nothing but the truth. Singling out any one group might

create a climate ripe for bullying and discrimination. Look, aren't all people at some risk of getting any disease? For example, all people are at some risk of getting lung or heart disease. If we were teaching lung disease prevention, would we say all people are at some risk of contracting lung disease?

Associate Superintendent Boyd: Your time is up.

Gail: Or would we say, smokers are at higher risk of getting lung disease? This according to the American Lung Association.

Bedell: Thank you.

Gail: Thank you.

Boyd: Thank you.

Bedell: We have how many comments left, Trustee Boyd?

Boyd: Well we have approximately 21.

Bedell: Okay. Just please, please try to stick to the time so that we can honor everybody's request to speak.

Boyd: Yes. Uh again, I'll call Margaret Trujillo if she's here and would like to speak, um to be followed by Kim Cornelius.

Bedell: Good morning.

Boyd: Good morning.

Trujillo: Good morning, Dr. Mijares, President Bedell, Members of the Board, and parents. I am a Hispanic, Catholic mother of five and have one grandchild. I believe importance of family and stand firm in the Catholic foundation I was raised upon. I also believe that our schools are to partner with parents to help nurture our children and their education. On page 210 of Positive Prevention Plus, it states that minors of any age in California may consent to birth control and abortion services. Additionally, parents' permission is not required to excuse a minor during school hours for confidential services. In simpler terms, the state of California is taking away our parental rights by children...by our children, to have access to abortion and birth control at any age without our knowledge even being necessary.

If our children miss school, these issues can be used as an excuse without meeting any parental approval. California Safe School website answers questions about the new AB 329 law and other laws dealing with controversial content on schools. Question 1: Do parents have Constitutional right to prevent their children from receiving education in Public Schools on subjects they disapprove of? The answer is almost never. Parents do not have veto power over the content of Public Schools. Parental rights are outweighed by the State's interest in educating students, meaning that putting your child in Public School is giving them the opportunity to be taught whatever the Public School system chooses.

Our parental rights are being degraded because the Government is determining the best interest of what should be taught. Question 2: Do parents have the right to be notified and opt out of educational activities that discuss controversial top...topics such as Sexual Orientation? The State says no. Parents do not have the right and are not entitled to a notice or an opportunity to opt out, even if it's going against something we feel goes against our core religious and cultural beliefs. Public School is supposed to level the playing field and increase equity. However, when Public Schools radically remove the moral authority of parents and challenge core religious and cultural values, how is this equitable?

High socio-economic families afford...can afford a private school that will not assault their values. However, low socio-economic...economic children are forced into being taught ideologies that parents may not agree with. Impoverished minority and middle-class families are being taken advantage of. The Government seems to think they know what's best for our children rather than respecting our diverse cultural and religious heritages. I hope Orange County elected officials will see the social injustice in this and stand up for parental rights. In God we trust. God doesn't approve of this. You're supposed to back them up. You take a sworn oath that you trust in God. This is not...this goes against God. Thank you.

Boyd: Kim, followed by I'm calling by Geeta Swamidass, I believe. I'm apologize if I butchered that name. Good morning.

Cornelius: Good morning. Dr. Mijares and Members of the Board. My name is Kim Cornelius. I have been a resident of Orange County my whole life and I have served in many leadership capacities to serve my community. My husband has been serving on the Board of Chapman University for 8 years, and also on the Board of Concordia. We raised our children in Orange County and we expect our grandchildren to be raised here. I am very concerned about the diminished rights of parents that are being reflected in our Orange County Schools due to new laws that have been passed. I realize these laws were passed by the State, but I also realize that Trustees are in place to represent their community and their constituents. Elections are soon upon us.

I will be a strong advocate in this community to endorse Trustees that represent the rights of parents. Policies need to be put in place that safeguard these most precious rights. I'm asking you to do what the leaders do best: problem solve, get creative, get innovative; make a way to reflect our highest priorities. Parents need to have a partnership with our schools, not an adversarial relationship. These mandates are eroding parental trust. On page 454 of the Positive Prevention Plus, the curriculum, which the Orange County Department of Education is using for their thousand students, the Gender Spectrum is described as children can be both male and female at the same time.

They can be neither male nor female or they can be Gender Fluid, fluctuating back and forth between the two. It describes these Genders as...these Gender variations as "normal". On page 456 of Positive Prevention Plus, it states that these Gender Variations can be established as young as 2 to 4 years old and on page 458, it states that a child is confused or undecided about their Gender. Parents and teachers should use no...neutral pronouns such as they, or Z. This sounds like Gender confusion. And why is this being taught in school? Gender is a cultural and familial core value and schools have no right to teach these things to our children. Under the law, AB 329, before Comprehensive Sex Education is taught, parents need to be notified before instruction.

However, this is not true when the subject matter is not labeled Sex Education. Education Code 51932 B states "that parents do not need to be notified and may not excuse their child from any instruction that discusses Gender Identity or Expression." This means our Pre-K through 3rd graders will be taught the Gender Spectrum. I have seen the books and the lesson plans for these primary levels. This is outrageous and should not be tolerated. Trustees are called Trustees

because we trust you to be our voice. Please hear us now and find a way to respect our fundamental rights as parents and grandparents in Orange County.

Boyd: Thank you. Good morning. Dr. Swamidass, followed by Pricilla Jacoby. Good morning, Dr.

Swamidass: Good morning. Thank you. My name is Geeta Swamidass and uh, I have been really impressed by listening to everyone here this morning. Thank you all so much for having us. Um, I've been running a Crisis Pregnancy Center in Orange and Orange County for the last 33 years, and I came to this country about 42 years ago. Came from a country that I saw a lot of STD's and the primary cause of blindness in babies in India was gonorrhea, and so, having come from that background, coming in here and being able to serve um, our country, has been so amazing for me. I have a medical degree from India and then I chose not to follow that, just to continue to help our people in this country. This is my country now and I love it, but it saddens my heart to see what's happening.

I have 3 children. They're grown. I have 9 grandchildren and many of them are being raised here. Um, I have spoken in many, many schools. Start abstinence in the schools and the churches and um, I just want to bring to you a slightly, um American point of view here. Um, by law, instruction for students is supposed to be medically accurate. However, many doctors with high expertise have reviewed this curriculum and have deemed it medically inactive...inaccurate, and I just want to go 3 people and I want to keep this short, because there's so many wonderful speakers here. Dr. Winkelman has been a pediatrician at CHOC (Children's Hospital in Orange County) Hospital for 26 years. He is a member of the California Medical Association and the American Academy of Pediatrics.

Dr. Winkelman states, "In reviewing Teen Talk, students are not being told medically accurate statistics regarding the effectiveness of condom use in anal sex. They're not being told the truth that anal sex is a highest risk behavior for transmission of HIV and other STD's, especially since condoms are not FDA approved for anal sex." If you think of it, condoms don't even fully prevent pregnancies, you know? Dr. Arrieta, Head of Infectious Disease at CHOC hospital, a published physician in...in Infectious Disease maga...magazine states, "The number of pediatric cases of HIV has been rising over the 5...last 5 to 10 years. The population of patients seen in the HIV Clinic has moved from Maternal Fetal transmission, which was primarily the start in the beginning.

It took, uh, to primarily young males between the ages of 13 and 18." Those are our young students. Concerning the information given to students and Teen Talks, he states this: "There is a lot of misuse of real information."

Bedell: Thank you.

Boyd: Thank you.

Swamidass: Is my time up?

Bedell: Yes.

Swamidass: Oh, that was fast.

Bedell: Just a second. Dr. Hittenberger, for the students for whom we have...this Board, are the 5 of us up here have a unique responsibility based on our oath. What program do our County

students get?

Hittenberger: The...

Bedell: As I understood your presentation, it starts at Middle School...?

Hittenberger: ...through High School. Yes.

Bedell: ...through High School, not 3rd grade.

Hittenberger: The um, our Curriculum Committee reviewed options and alternatives, and selected for review the Positive Prevention Plus curriculum that has been, um, made available to parents for review. We're currently collecting the input from parents on that. Uh, it's not currently being used in our program until final recommendation and decision is made on its use.

Bedell: So the students for whom we have responsibility are not being subjected to what's being said about Teen Talk?

Hittenberger: Teen Talk is not part...was not the selection of our team.

Bedell: Thank you. Yes, Trustee Boyd?

Boyd: Yes. Pricilla Jacoby followed by Dr. Ahmed Soboh, I believe it is. Good morning.

Jacoby: Good morning. Um, my name's Pricilla Jacoby and I'm reading this on behalf of my sister who, Mindy Garcia, who unfortunately had to go to work today. So, um greetings Dr. Mijares, President Bedell, and Members of the Board. My name is Mindy Garcia and I am a lesbian parent in Orange County and work for a nonprofit, helping provide before and after school services for students with special needs. My wife and I have a 2 ½ year-old son. We reviewed some of the laws and the Gender Spectrum curriculum that's been approved by the State for Elementary School children. As lesbian parents, we desire non-discrimination school practices to assure our son will be educated in a safe, equitable environment.

However, we are not in agreement with the Gender Spectrum curriculum. We do not want our son to be taught at a young age that he can choose to be male or female. I don't want him believing that he can be Gender Fluid, fluctuating between a male or female identity, or that he may be Agender, neither male nor female. I believe these messages do not achieve non-discrimination, but instead create confusion and anxiety. I am especially upset that the new State laws say we will not be notified when Gender Identity Spectrum lessons are taught and we have no right to excuse him from it. We value parents will rights and feel our rights are being taken away from us.

We have the right to raise our son in a way that celebrates his boyhood rather than causes him to question it. Why does the State think they know what's better for our son than us? We appreciate teachings that do not promote stereotyping Genders. However, a girl can like boy things and still be 100% female, and a boy can like girl things and still be 100% male. Biology, chromosomes and DNA does not change. No child should be judged for being more masculine or feminine, nor told their Gender is different based on their likes or preferences. My wife has always been more masculine. However, she knows she is biologically female and that's okay. If a parent agrees with the Gender Spectrum, even though it is not backed by scientific research, they are free to teach it at home.

It does not need to be taught in schools, especially during the most formidable years. What the school should focus on teaching during those times is tolerance. Perha...perhaps if we were to focus more on tolerance and acceptance and less on sexualizing our children, this type of curriculum wouldn't even be necessary. I encourage you, Trustees of the OCDE, to pass a policy

that will protect parent rights and protect our children from teachings we feel are harmful to their well-being. There are many people in the LGBT community who do not agree with this Gender Spectrum ideology, and who are against the alarming slippery slope of parents' rights.

Bedell: Thank you.

Boyd: Thank you. Dr. Soboh, followed by Angela Williams. Good morning, sir.

Soboh: Morning, uh, thank you very much for taking the time from your busy schedule and putting this on your Agenda. My name is Dr. Ahmed Soboh. I'm the Chairman of the Islamic Shura Council of Southern California, an umbrella organization for 70 mosques and Islamic Centers representing over 500,000 community members in Southern California. I sit on several Boards and several Board of Trustees as well, uh, and I know how tough it is to put some...something like this in your Agenda and go by the time that's allowed for it. Um, besides all the good things that we...I heard today, I really want to share with you my perspective, my community's perspective on this matter.

Um, our community is very, very diverse, come from different backgrounds, different ethnicities, different social and economic status, but we all agree on a very important thing, which is that the love of our children and that...that I hear from the people who are talking here. So with all respect, I'm requesting from you to consider the genuine and the emotional things that you're hearing, not as rants. These are parents that are concerned. These are parents who have really fears for the most cherished assets they have, which is their children. So, it's very important that we pay attention to that and uh, my community also, besides the love of their parents, we believe that parents have the right to be involved in their children's upbringing, to be involved in their children's education, and the more we strip away rights from parents, the more the children suffer.

All what we do is we do it for the interests of our children and the less the parents are involved in their children lives, the more problems we see in the society and the community at large. Also, uh, our community is very law-abiding community. We try our best abide by the law and that's what I heard from the...the Superintendent. Yes, we do abide by the law but we have a very high value in our Country that's called Democracy, and that's why we're here. We need to talk about our voices. We want you to take our voices to the highest authorities. We want you to take our voices to those who can change the laws.

The laws are not the Bible. The laws are not...the laws are man-made and they could be changed and they could be modified if we have to make it better and suit our community in a better way. One more thing about my community is that we're very highly educated community and we're very scientific. I'm sure many of you have doctors from our community and we believe in science and technology and advancements of human nature, but not on the expenses of parents' rights. We live in a time that everyone's getting their rights. Minorities are getting their rights, religious miners are getting the rights, uh, even animals are getting their rights. Cats have their rights, believe it or not; more than parents.

Parents' rights are being stripped away from day after day, and we cannot afford that. We are destroying our society and community by taking the rights away our uh, parents. So that's something that I would really like you to uh, to keep in mind. My community also is going

through some discrimination and my community is going through some...some bullying, and we try to educate the public about it, but not on the expense of taking the rights of their parents to allow their children to learn about different religious groups and different ethnicities. So, with that said, I really want you to...to take this serious and I want to take to the highest authority, and express our voices to the best...in the best way possible.

Bedell: Thank you.

Soboh: Thank you very much.

Boyd: Thank you. Angela Williams followed by Nada Higuera, I believe it is. Good morning.

Williams: Good morning. Good morning, President Bedell, Dr. Mijares and Members of the Orange County Trustees. My name is Angela Williams, no relation to Dr. Williams over there, and I am a recent graduate of Masters Teaching Program at USC. As AB 329 is being implemented into the Orange County Schools Districts, I would like to offer my experience as a new high school teacher in chemistry, and more...most saliently, as a mother of three. When I started my teaching at El Modena and Orange High Schools, I was deeply moved by the trust that I had earned by the students and their parents and their guardians. I developed this trust due to my consti...consistent care into their lives as human beings as I did with my own children.

I invested hundreds of additional hours in mentoring and tutoring these students. Furthermore, by enlisting the aid of school translators, since I'm very poor at speaking Spanish, I was diligent in making and maintaining contact and building good relationship with several of the families who especially were concerned about the children. Throughout my teaching prev...program, I was fully immersed in the diversity training in adapting a safe environment for all, for all students in spite of their diversity; our diversity. I have viewed first-hand the Gender Spectrum that is being promoted for younger students, with books and lesson plans. According to research and my experience, this is not healthy for kids, yet we are being mandated to teach and promote Gender Spectrum to kids with the rationale to prevent bullying.

How can this prevent bullying? I am asking OC Department of Education to be transparent by accurately informing us, as parents, on your website about Ed Code 51932 B and display the Gender Spectrum definition so that parents will be fully aware of what these terms mean. I am the boots on the ground. I implore each one of you as protectors and trusted guardians of these precious lives to accurately and fully inform parents and guardians on your website about Ed Code 51932 B and display the Gender Spectrum definition so that we will be aware of what these terms mean. This Ed Code is a betrayal of trust.

We need to be proactive in Orange County and put a policy in place to safeguard parental rights concerning notification and excusal of subject matters that are contrary to a family's strong health convection...convictions, and you heard it here. In this election year, we are looking for Trustees who not only have a strong conscience, but the courage and the fortitude to protect parent rights. Thank you.

Bedell: Thank you.

Boyd: Thank you. Dr. Higuera, followed by Brenda Lebsack.

Higuera: Oh, it's Nada Higuera from uh...yes.

Boyd: Nada.

Higuera: Nada Higuera. Good morning, Dr. Mijares and honorable Board Members. I'm an attorney from Tyler and Bursch and I'm here to support the Board, Districts and parents to implement policies that protect our children and parental rights, and what I want to address specifically is how the California Youth Act affects parental rights. Now as an overview, the California Healthy Youth Act has 4 articles, and the 4th Article is um, parents will-rights. Now, in the California Healthy Youth Act, there are absolutely no exceptions to the opt-out option. The right to opt-out applies to all curriculum required by the California Healthy Youth Act. Article 1 in the General Provisions has 2 categories that are exempted from the entire Healthy Youth Act, and this is what's being referred to uh, 51932 B.

This is not an exception to the parental rights whatsoever. This is...there are 2 categories there that exempt certain subject matter from the requirements of the California Healthy Youth Act. Um, and again, it's not an exception to parental rights under the Healthy Youth Act. Nothing in section 51932 B or anywhere else in that California Healthy Youth Act states that a parent may not excuse their child from instruction that discusses Gender issues. Now, even where gender issues are discussed outside the context of Comprehensive Sexual Health Education, such as Social Studies, Section 51932 B would not prohibit an opt-out option. In fact, Section 51932 B would be an applicable.

It does not apply and it's irrelevant to Social Studies lessons. It's not an exception to parental rights to opt out and our office has provided a legal memorandum that supports what I've explained and we've provided copies to your assistant to give to all of you. I am available to any parents. I'm a Christian mother as well. I understand all of your sentiment and um, you do have the right to opt out and I can help you in any way that I can. Thank you.

Boyd: Thank you. Brenda, followed by, I believe it's Valentina Kisler. Good morning.

Lebsack: Good morning. Um, greetings Dr. Mijares, Dr. Bedell and Members of the Board. My name is Brenda Lebsack and I'm an Orange Unified School District Trustee, and also a teacher for Santa Ana Unified School District. I'm here to represent myself and I want to thank you for hearing our concerns on April 11th about conflicting messages of the no opt-out policy regarding AB 329. Thank you also for providing greater clarification on your website through your Newsroom link. I would like to share an email correspondence I had with your Chief Communication Officer after reading the link. I asked, "On your website it says Legislature recognizes the parents and guardians overwhelmingly support medically accurate Comprehensive Sex Education."

This was also shared by Mr. Hettinger on Article 4, and I asked, "Can you please send me a reference to verify this overwhelming parental support?" His response, an abbreviated version was, Mrs. Lebsack, my goal was to offer families a user-friendly snapshot of AB 329 without interpretation and embellishment. Thank you for your efforts to engage the community with accurate information." My response: "Mr. Hannigan, please link me to a study from the State that can verify the statement because, so far, I've have not found one." In reading a resource provided by ACLU, ACLU also quoted overwhelming parental support of Comprehensive Sex Education and context of AB 329.

In fact, on Page 4, it states that 89% of California parents support Comprehensive Sex Education. I looked at the cited footnote and contacted the professor from Berkeley, Dr. Norman Constantine, who conducted the study. He graciously sent me the Parental Survey used for his study. Oddly enough there were no questions in it about Gender Identity, Gender Spectrum, Anal Sex, Rimming, which is mouth on anus – which is, by the way, in Teen Talk, considered the number 1, um curriculum choice by the State of California – pansexuality or asexuality. The questions did, those are also in Teen Talk, the questions did not cover the most controversial aspects of this new curriculum under AB 329. I emailed you all the study.

Most importantly, the study was done in 2007. ACLU is falsely flaunting parental approval... approval of a law passed in 2015 of which new curriculum was implemented in 2016, based on a 2007 study. Unless you have another Study which can verify overwhelming parental support other than the one that ACLU is using, please consider removing that erroneous and misleading statement. Best regards.” No response was given, so my question is why are we propagating an unsubstantiated statement on the website? If there is no proof of this overwhelming parental support of Comprehensive Sex Education, then why say it? Must we parrot the words of the State even when proven untrue? It seems there's a pattern here. Maybe it's time to stand for truth. Thank you for listening.

Bedell: Thank you.

Boyd: Thank you. Valentina, is it, Kesler?

Kiselev: Yes, yes it's Kiselev. Good morning,

Boyd: Followed by Daniela.

Kiselev: I'm a little bit nervous. But uh, here I am. My name is Valentina Kiselev. I come here to have a peaceful discussion. I ask you that... I ask that you put yourself in my position as a parent of 2 boys. Please ask yourself, why would you want children and innocent grandchildren, to be exposed and forced to participate in comprehensive, graphically inappropriate, Sex Ed Agenda? This creates confusion, plant seeds of destruction into an innocent mind. There's a time and place for everything under the sun. There are also age limits to driving, drinking, smoking, adult movies and sex toys. Why is there a Public School, that is taxpayer-funded, during school hours teaching and now enforcing this controversial and very objective topic without parental approval?

This is not abstinence, prevention, nor safety. This is a full-on shameless, filthy pornography funded for...funded by grown-ups. Pornography is defined as printed, visual material contain the...containing the explicit description or display of sexual organs or activity, and that is very obvious in the Planned Parenthood booklets. And I also have some material here as well. Who but not our parents, teachers, neighbors rise up and stand up for the next generation? Do we not live for our children? Are they not the future? This Agenda is funded by folks who do not have the best interest for our children. Planned Parenthood, Human Rights, ACLU, etc. How do I know you may ask? Look through the toolkit.

It's rated R, graphic throughout the booklet, not okay for 7th through 12th graders. Anal sex is dangerous for boys and girls, it yields more harm than good. Spreading St...STI's, STD's, HIV, UTI's, cancer, Hepatitis A, Hepatitis B, C, and fecal incontinence, thus infecting girls. These kids are taught to go into vaginal and/or...and oral, thus infecting girls. This is...is this not

obvious that this promiscuous behavior is too risky and must not be openly and graphically advertised and marketed? Let's be honest here. Adults don't practice safe sex. How would a child, 7th through 12th grade remember? They could barely remember to do their homework and chores. Even if they do, it does not guarantee 100% disease prevention.

Then, to top it off, we have masturbation being taught to self and others. Sex toys. Since when are sex toys appropriate at such a young age? If you can't afford it, it suggested to use a carrot, banana, or cucumber. How do we get here? Have we not lost our mind? Teachers have much to teach. They don't have time nor desire to teach this perversion and debauchery. Are we just sex objects? Are we not human beings with a heart, a soul in self-control? Our children are not disposable sex objects. Lord have mercy and give us clarity and conscience. We have no shame and lost all fear of God.

Bedell: Thank you.

Kiselev: I beg that you allow parents to opt out. Um, that parents and medical professionals do their job and educate their offspring. I ask you to teach the traditional abstinence. Human values may be wise, and may you be wise, and put children before the money that Planned Parenthood is giving to the schools in order to sell their pornographic material disguises...

Associate Superintendent Boyd: Your time is up.

Kiselev: ...California Youth Health Act.

Bedell: Thank you.

Boyd: Thank you.

Kiselev: This is a problem, just one more second, and we will not go away until it's resolved. Thank you.

Bedell: How much time have we had on this Agenda Item?

Associate Superintendent Boyd: Since...

Gomez: Almost an hour.

Sisavath: Around 10:12 AM. Almost an hour.

Associate Superintendent Boyd: 10:12 AM we started.

Bedell: Okay. Do I have unanimous consent of the Board to continue another 15 minutes?

Gomez: Yeah, I would agree with that, but I would ask the speakers to please respect the time to allow more people to speak and to limit the...the applause and things so we can get moving, so we can hear as many people as possible.

Bedell: Thank you. Okay.

Daniela: My name is...

Bedell: Good morning.

Crasnean: Hi, good morning. My name is Daniela Crasnean and um, I'm here because like all of the parents in this room, I'm concerned about the purity of the hearts of my children that I'm raising. Uh, in 2005 my husband and I moved from Romania here, and one thing that I loved, absolutely loved about this country, was the purity that I sensed in TV. Coming from Romania, sexuality was a big thing on TV and in the U.S., flipping all the channels, I was so surprised how pure and how I couldn't believe how as a society, uh, this was possible, to flip the channel and such a clean content. Um, at the stage, you know in our lives, now that we have 2 children, we realize that things are not as pure as we once thought.

Um, and um, I'm here because um, like we said we have deep concern for...and deep respect for the authority here. So we believe um, that you are here to protect our rights, and I want to bring a little story from the Bible that I really love. Um, if you know the story of Esther and um, you would know some details in there, how Esther was raised to be in a position of marrying the king. Uh, this is a high position and her cousin, Mordecai, knowing the situation in which Jews were...they were threatened to have their lives taken away. We feel like right now the safety, security and uh, the livelihood, spiritually of our children is being taken and threatened, and this law is being birthed at right now, not exactly implemented but is being birthed. I believe that we are uh, in a moment in our lives...decisions can still be changed.

Uh, we can stop for a moment just like Mordecai took his uh, privilege of being cousin with a queen. He pleaded and we're pleading in front of you to maybe uh, stop for a moment and represent our voice and maybe um, I'm gonna read a little bit of what Mordecai told Esther. "For if you remain silent at this time, relief and deliverance for Jews, and for all of our children, will arise from another place, but you and your father's family will perish." And who knows, but uh, that, for you, that you came to your royal position for such a time as this? Who knows if for such a time as this, each one of you was raised into such a noble and royal position to protect our children?

Bedell: Thank you.

Boyd: Thank you. Next up...

Bedell: How many more do we have?

Boyd: Roughly 10.

Bedell: Roughly 10. Okay, please heed what my fellow colleague said about time.

Boyd: Yes. We've got Kristen Fresko followed by Brad.

Bedell: And who's the next one, after Brad?

Boyd: After Brad will be Michelle Connolly.

Bedell: Okay. Michelle, do you hear that? You ready to roll?

Fresko: All right, ready to roll.

Bedell: Good morning.

Fresko: Good morning. Thank you for having us here. I just wanted to let you know that I object to the current curriculum. I'm a concerned parent of 5 kids in the Capo School District. I'm very thankful for Capo that they are listening to what parents are saying, and I know that's what you said is the way to make this happen. I would like to see the OC Board say to California and the Legislators we do not agree with this where it's starting from. I think that would be a really good stance and then let us do our job with our Local Districts. And I would just ask that you would support the Districts and what they're doing with the legal matters with whatever they need, so that we can find a curriculum that does meet the law but that reflects the community standards that you guys have heard.

Bedell: Thank you.

Boyd: Thank you. Morning.

Dacus: Good morning, Board. Um, my name is Brad Dacus. I'm an attorney and founder of the Pacific Justice Institute. We have uh 5 offices in California, 5 full-time attorneys defending

parental rights, uh without charge. I'm going to try to keep this real succinct. Uh, it's important to take note that with regard to the California Health Youth Act, uh, yeah, there's a floor but there's...there's also still opportunity that, uh, Boards have to still recognize pro-rights in a very important way. First with...is with regards to age appropriateness. A Parental Review Committee can be formed lawfully, uh to not just simply, uh, hear opinions, but actually give a recommendation and we've actually implemented those in, uh, in several School Districts in California.

Santa Rosa is one of them on issues in the past, uh, that breeds help spread parental trust and we highly recommend. They can also review curriculum and other materials. Uh, this should be a mainstay, a common point for School Districts across California. Second, uh, disclosure. Meaningful notice needs to be provided. Is it mandated? Is there's...I got that point but it can be provided...it needs to be provided and meaningful notice means full disclosure, uh to parents so that no parent is surprised when they...when their child comes home and talks about something that they saw or heard or was exposed to. Teachers can do...it can participate on their webpage providing clear information about the topics they're going to be talking about with this deal, with History, Sociology, etc.

But also all the materials and even the textbooks; the literature. This breeds parental trust which is uh, so critical and important. Uh, and then we also noticed that uh, one thing about parental trust that we've done at Pacific Justice Institute, uh, is we've been encouraging School Districts, specifically on the issue of parental consent for leaving campus, uh to have, as a matter of policy, that no child will ever be allowed to leave campus without parental consent with the exceptions of medical emergencies. We've gone head-to-head with the ACLU 6 times, 6 different School Districts. All 6 times they've sided with us, adopted our recommended policy. So I think that could be very constructive as well.

We must have uh, the inclusive. The language of this act, uh requires that they be inclusive and inclusive inclusivity, means inclusive of everyone. All parents of different religious backgrounds that we have a wide diversity of parents with different perspectives, sensitivity and tolerance of that diversity is mandated, and that is where School Districts, School Boards and your Board come into play. Parental involvement is critical for successful education, but parental involvement necessitates parental trust, and that parental trust comes through policies and ordinances that are adopted by School Boards to make a difference. Thank you very much and we're here to serve you. God bless.

Boyd: Okay uh, Michelle Connolly. I have another card for Kimberly Cornelius. Is it the same person that spoke earlier? Okay. I'll set that aside. Good morning, Michelle.

Connolly: Good morning. Um, I just wanted to state for the record that I agree with all the previous speakers with the exception of number 2. Um, I did want to point out I...I came here on short notice. My students are not part of the Public School District, but the more I find out about this...I have three daughters ages 15, 5 and 2 and it does affect them because if everybody else's kids are learning about anal sex and HIV, these are people that are going to grow up and my children will be working with. They'll be their employers. They'll be their co-workers.

It'll be their future spouse and I'm concerned about their morals and their values and being taught that that's an appropriate way for sex, which is not how we were created for sex. Um, but I thought it was really on the audio and transcript posted on the OCDE website from last month's meeting covering the contents of California Healthy Youth Act has a warning label on it and states, "Caution. Language is highly graphic and may be inappropriate for minors." Yet, this is the same material that is okay to be presented to minors in our Public School that is overseen by the OCDE. So I...that's all I have to share today. Thank you. Thank you for your time.

Boyd: Okay, next up, we have Cami Ferreira, followed by Alexandria Coronado.

Ferreira: Good morning, Trustees of the Board of Education. My name is Cami Ferrara and I have 2 kids in the Saddleback District in which I am already in contact with about this. With all due respect, I come to you as a concerned parent about this District's implementation of the California Healthy Youth Act. It is important that our schools respect the rights of parents and give us the freedom to keep our kids in Public Schools instead of having to remove them for home school or attend a private school where parents currently still have rights, and parents' rights should be respected. These are our children, after all, not to mention our taxes that are paying for these schools, and we must have the option to dismiss them from any or all lessons from the California Healthy Youth Act.

The curriculum materials imposed to the California Healthy Youth Act are not acceptable in my home. I am not naive and understand our world is different than when I was a child, but I still believe the best policy is reaffirming the importance of act...abstinence instead of teaching children masturbation, promiscuity, and unhealthy sex acts. Furthermore, it is unacceptable to teach students a curriculum that redefines the term abstinence to include engaging in various types of sexual activity. Please do not make our job harder as parents. It is already hard enough in this world. Maybe our world wouldn't be in the state it's in if we return to teaching "old world values" in the schools. Abstinence and biological reproduction.

Your Board Room says on the wall in God we trust, and those old world values were created by God, and let's keep it that way, void of perversions. I also ask that you respect the rights of our children. Show them that they are the priority in our education system rather than prioritizing money from the outside groups creating these new policies and, in turn, forcing these policies into the schools. Groups using money to buy the message they want and place it in schools and giving us no option to fend for ourselves. Please recognize this as a bully tactic. Bullying is not only unacceptable in my home, but also in my school that my children attend, and in the school's curriculum. We as parents and children should not be bullied into being exposed to these new policies being taught in our schools.

It is important for the Board of Education to recommend to the California State Legislator to rewrite the California Healthy Youth Act and its implementation to include additional parental involvement. The rewrite must include giving School Districts the ability to adjust any curriculum with the help of parents within their District and giving parents the ability to retain their rights, including having the ability to opt their children out of any or all lessons plans within the design curriculum. Thank you for your time, and I look forward to hearing your feedback.

Boyd: Thank you. Dr. Coronado followed by Amy McCanly.

Coronado: Good morning. My name is Dr. Alexandria Coronado and I served 2 terms here on the Orange County Board of Education, where I twice served as President of the Board and as the State Legislative Chair for County Boards of Education. In full disclosure, I am also the Republican candidate for the 65th State Assembly District. One of the first things that I did as a member of this Board was to develop a parental rights handbook and place the copy in every School District so parents would know what their rights are. That book is now gone. Parents have been told it is unavailable when they've called. I'd like to know where it is. Perhaps it would remind your Legal Staff, particularly Ron Wenkart, that parents do indeed have rights in our Public Schools.

Every educator knows that parental involvement is one of the most important factors in student success and you have shut it down. Your recent legal decision that supports a Health Education curriculum would land an adult in federal prison, if you mailed that curriculum through the United States Postal Service to a minor child. To my former colleagues on this Board, you all know there are many reasons why a parent or guardian would not want a child to attend these classes. 1 out of 4 girls and 1 out of 6 boys is sexually assaulted in the United States before the age of 18. In the United States, that's roughly 6 in every classroom of 30.

I spoke to a national expert on this subject earlier this week and he told me about a case just last month that received International attention, when a young girl was sexually assaulted by 2 teenage boys with a banana. Unfortunately, this is not an isolated incident. It isn't rocket science to understand why her parents might want to excuse her from a class that suggests she uses bananas as a sex toy when, to the child, it causes Post-Traumatic Stress Disorder and quite frankly, no child or their parents should have to explain their opt-out decision to the State, the School District or the County Department of Education.

It's none of your business. I'm angry. These pronouncements from Legislators on high, and Sacramento, and from the County Department of Education legal team, which represent all 27 districts in Orange County, are from the same people who decided that rape was a non-violent crime. Perhaps that's why rape is up in Orange County 97%. This isn't about Sex Tolerance or Health Education, it's about the fundamental right of parents to protect their children, and that's a right worth fighting for, and you better stand up for it.

Boyd: Amy McCima...McCanly.

McCanly: McCanly, sorry.

Boyd: Followed by Bob Kessener.

McCanly: Hi, I'm Amy McCanly. Um, I'm a business owner, an educator, a mom of 2 daughters who I, thank God, I homeschool and I send them...and I don't send them to Public School. However, I am here for these parents. This saddens me. I took time out of my busy day and I don't even have children in this District because this makes me so sad about what's happening. I have family members that are gay, friends that are gay, transgender. As you hear from these family members or these people here, it's not about us not accepting people that are different than us. We are in a Country that is learning that every day to love and accept people that are different than us, and I raise my children every day with that message through my own example.

However, as you hear from these parents and educators, what this is about is the content that's being told our children. Parents shouldn't have to feel that they have to home school or they have to opt out of certain things. They want their children in your system. That's why they're here because they don't want to leave the Public School system. They want the children here with you. However, they want to be heard and they want to partner with you in the education and what their children are exposed to. So, earlier, you said, um, you know, Orange County Department of Ed, you know, go to your Local Districts. That's where all the power is. It kind of sounds like a cop-out because you are the leaders and you can kind of set the tone of, hey as Orange County, this is the tone.

Yes, at the end of the day the Districts can decide what they're going to do, but as a County, you can sound strong and say like this is what we're going to do. We're going to listen to our parents, we're going to get correct medical research. We're going to get correct teachers. We're going to really hear from the community and get accurate information. And what's appropriate and from psychologists and find out is it appropriate for children to be learning things at certain ages and stages in their life? So just really encouraging you to just reach out to these families who want to stay in Public School. They don't want to move out of State, how somebody said earlier or leave the system. Thank you.

Bedell: Thank you.

Boyd: Bob Kessener followed by Aileen Blachonski.

Kessler: I'll try and be quick.

Bedell: Thank you.

Kessener: I really appreciate you guys, um taking the time to hear all this testimony. I think you get the tone of it. Um, I hope you make the right decisions and agree with these folks because I'm with them too. I want to speak to all of us here, both you and us, that we all have more power than we think. Um, you guys are sitting as judges right now, you know judging not only what we say, but also, you know what you feel in your gut about this issue and many issues that are going on in our Country and in our schools. I really appreciate. I say it again, I really appreciate the time you guys take to deliberate this. It's not easy hearing this from all kinds of people thinking like, you know, you're the enemy.

You're not but I do want you to listen to that voice inside you, that conscience that God puts in to us all, and I want you to reflect on what the Declaration of Independence says about why we have Government. You know what it is. Is to secure the rights of the people. We hold these truths to be self-evident, all men are created equal. They're all endowed by certain...endowed with certain inalienable rights. Life, Liberty, Pursuit of Happiness, and to secure these rights, Governments are instituted among men deriving their just powers by the consent of the Government. I think it's awesome that we all get to live that out in our own lives.

We get to encourage each other to depend upon that voice within us to lead us in making good decisions for our kids. I'm really happy that I was able to save the State well over \$200,000 by home educating my children, so nobody had pay for that, but I still pay for everybody else. I'm really, really happy that uh, I got to do that and I reap the benefits. I want all kids to reap that benefit too. I'll tell you something that was really interesting to me, is that when our Country is

first started, the purpose for Education was to put wisdom and virtue into hearts of men. Amen to that ahead of time. Thank you very much.

Bedell: How many more?

Boyd: We've got 3 more. Aileen Blachonski followed by Anatoliy...I'm not even going to take a guess at the last name.

Bedell: And the last name? Who's the last one, David.

Boyd: And the last one is Damian Curran.

Bedell: Okay, if all 3 of you could come down, that would be helpful.

Blachonski: Thank you, Trustees for your time. My name is Aileen Blachonski. I'm a concerned parent. I'm a...I have 6 children, um, currently homeschooling mostly because I'm watching this issue develop over the last 5 or 8 years; has been absolutely frightening, and so I'm staying out of the fray by home educating my children. I do want to mention a few things. Yes, we understand this process, the way the law works. We will keep attending meetings. We will keep working for change. We will roll back the laws. I don't think anybody in this room here, um disagrees with that but the long-term, that's a long game, and in the meantime, we are stuck with what we have.

And I just want to mention out loud for those of you who are struggling because you're still in the school system and your kids are still there, there is a program that is currently visiting at least 20 schools in this District. It is approved by the Director of Humanities in...for the Orange County Department of Ed. It is a supplemental curriculum, um, and you know what? It's a little tiny nonprofit. We can't even keep up with demand. People are asking us to show up and we can't get to all the classrooms before the end of the school year. We're already booked but if we don't get the law changed before next year, we're going to need some help. So um, anyway, um at this point I would just say, you know, look for Wait 2...I'm sorry, Great 2 Wait. It is a Pro-Abstinence curriculum. It does follow all the rest of the laws. It is already approved.

The nonprofit that is running that tiny little program is called Beacon of Light. It's here in Orange County, but we're going to need some help to get that in more places. I just want to say, finally, that we can agree that every person is indeed, thank you to the previous speaker, he made a brilliant point. Every human person is born with dignity, okay? We recognize that, our laws recognize that, the Federal Law recognizes that. We are created, unlike the animals, with will and intelligence, so we don't have to just sit around and take what's happening here. It's possible to recognize the dignity of every human person regardless of the way he or she behaves or presents themselves, and still adhere to medical truth. Present that in the classroom and teach our children the one point.

The one point that is mentioned in both the Healthy Youth Act and um, and any previous law before it which is this pertinent medical fact. Only abstinence is the sure way, is the only sure way to ensure that our children do not contract the diseases and run into all the other medical issues that they will have if they get involved with sex too early. So it would just say if you aren't already up on it, you probably are because you're here in the room. There's a difference between Comprehensive Sexual Education and the opposite which is called Sexual Risk Avoidance. Look it up, get behind Sexual Risk Avoidance, and let's get curricula that are a consistent with that philosophy in our schools. Thank you.

Boyd: Dr. Bedell, I have a clarification. We do have 2 additional comments: 1 relates to the Unity Charter School and I assume that they would prefer to wait, so I will leave it. The other one, however, relates to Oxford Prep, which is not on the Agenda.

Bedell: Are you on the sex subject?

Antonenuo: Yes.

Bedell: Okay.

Boyd: Okay, so we'll take these.

Bedell: We'll take them later.

Antonenuo: Yeah, I didn't put it in because um, I found out about this meeting about an hour ago.

Boyd: Okay.

Antonenuo: So I'm not really uh...five cents. Uh, I'm a father of 4 since two days ago. Yes, so it angers me that I'm actually...have to be here to talk about common sense. I don't know what happened to this Country. I came from Russia, running from Communism. What in the world is happening here? So um, not gonna preach to you about like I said common sense. I'm sure everybody here on this Board understands that boys a boy, you know, got a penis boy, but somehow it needs to be explained. I wish more fathers could come out. There's so many great women, mothers coming out.

Anyway, um, what I'm trying to say is this. Disappointment from California, unbelievable. Everybody who I'm talking to everyone's like, oh you live in California? What's happening over there? I don't know. I...I'm not even sure how to explain my feelings about living in the State. So what I'm trying to say my experience. My daughter is going to be 14 this June, so next year, high school. She's not going. She's not going because we're moving to Virginia. I have to move from this State. I have to move my family from the cesspool of ideas. That's all I want to say. Thank you.

Bedell: Thank you. Any more cards on this subject?

Boyd: We have one more. Damien?

Bedell: Damien.

Boyd: And we should probably take the one for Oxford Prep since, too, since it's on the Agenda.

Curran: Thank you for the opportunity. I came late.

Boyd: Good morning.

Curran: Good morning. I don't live in Orange County. I'm a resident of Los Angeles County.

Bedell: Our sympathy.

Curran: I'm not done yet.

Bedell: Okay, touche, touche, Damien.

Curran: I have 10 children, 4 of whom live here in Orange County and they have formed families here. So when I heard about this, I was outraged. The gentleman who preceded me referred to the State of California as a cesspool. I think that's flattery, and I think what's going on in this room right now, if it were videoed, it would be rated as an R movie; perhaps X. It's disgusting to discuss what you are being forced to discuss and it's coming down from our State Legislature. I would address these young people here who have formed families. Your parental rights aren't dependent upon this Board. They're not dependent upon the State of California.

They're not dependent upon Jerry Brown or anybody else, or the alleged new Governor Newsom, or whatever his name is. They're not dependent upon that. You don't...you don't come here begging for your rights to be protected. That's their responsibility, and they...they serve at your discretion and I would...I would encourage you to be immovable about this. You cannot allow your families to be destroyed, which is what's going to happen. I have 20 grandchildren, 14 of whom live here, and my brother has the same number of children and grandchildren. You cannot allow our Government to bully you and to be tyrannical, which is what this represents. It is an unmitigated invasion of rights that these people have that are given to them by nature of their...their parenthood.

You must thrust the likes of Planned Parenthood out of your school system. These people kill a million-and-a-half babies a year and we don't have to have a debate about a child and what is a child. We all know. Our generations that have preceded us know. We know what our progeny is and you're here to represent your progeny. So I would encourage you to protect your families and resist this. And I would...I would praise the young lady who spoke before me. I...I only wrote her last or first name down, Alexandria, along with all the other fine women who were here. The men, the fathers of these children, they're working and they can't be here, but if they were...if they were here, you'd have some cold dead bodies to walk over before you could get to their children, and mine would be among them.

I think I've taken more time than allowed but I would encourage you not to allow this to happen. This is outrageous. Make this a sanctuary School District and prevent this from happening in your School District.

Bedell: Claudia, are you on this topic? I put...where are you, Claudia? Okay, come on down. Then we're gonna take a 10-minute break.

Boyd: But while she's coming up, there were a number of people that submitted more than one card, uh, which I pulled. I want to make sure that everybody submitted a card does have an opportunity to speak, so if someone got lost in the shuffle...

Po: It's gonna take just a minute. Good morning everybody. I'm a mother of 4 and a cancer survivor. They told me I'm not gonna be able to have kids. I have 4 beautiful children in Orange District and I'm so proud of the schools that I have my kids into but right now, I just want to ask every...um, each of you to put enough; get in our shoes. Which one of you or everybody else that's in control of those laws will go home and show those fruits to their kids and tell them you can use them as sex toys? How will those parents sleep at night going and tell them, use a banana and an orange as a sex toy? I do not came prepared to talk and say anything else, but I could not go home without asking you those questions.

Which of you guys from here wanna go home and present those fruits to your kids that they can use them as sex toys? This is what you were taught in school when you were in school? How would you feel to be in our shoes? That's all I have to say.

Bedell: Thank you.

Po: May God work in your hearts and in your mind. We need quality education for our kids, and In God We Trust. Thank you.

Boyd: Thank you. Can I have Kathleen Daugherty come to talk briefly about Oxford Prep, and

then we can take care of this so you...I know you have to leave? I understand. Thank you, Claudia. Good seeing you, Kathleen, all the way from Auburn.

Daugherty: Yes, you're very important to me.

Bedell: Thank you.

Daugherty: Um, Dr. Mijares, Dr. Bedell, Board Members and Administration. I'm coming with some good news so I thought I would share it. We have hired a new Executive Director that's...that will begin, uh, July 1 and I will be providing transition until he gets off and running. He comes with a background as a Superintendent, an Assistant Superintendent, a Principal, and a Charter, um Executive Director, so he really is well qualified. We're excited. He's already started participating in our meetings and our talks. He couldn't be here today because, unfortunately, he still is in another job and needed to take some time with that. We've hired a new CBO which we did not have that position before.

That person uh, Oswaldo Diaz, comes to us with a background in School Finance, a past background as a Chief Fiscal Officer and a background in Fiscal Oversight. We are very excited to have him join our team as well. He starts next week, but has already been meeting regularly with us. We celebrated a Distinguished School last week with all the other schools in California that was here in Orange County, uh our SOC campus. But again, it was with much pride. This is the 2nd time that they have been named as a California Distinguished School, and we've added 2 new Board Members. Both Board Members are from Orange County. So now our entire Board is composed of Orange County members that represent both of our school sites.

We've revised our Board bylaws. We'll be sending them forward for your approval and perhaps more revision, but we're excited to be able to say that all of our Board, uh represents the different areas of education and services that we need, including a forensic uh, um, CPA. And an attorney uh, and um, a Project Manager, so we've got some real...and in Educators, so we've got some real strength on that Board as well, and we're going through some Board trainings, uh on what it is to be a Board Member and what the job is, and developing our team, and I just wanted to be able to share that with you. We're on a roll. We've got more things planned, but um little bit heads up, so thank you very much.

Bedell: Thank you.

Boyd: Thank you. 10 minute recess?

Bedell: Okay. It is by that clock 12:41. We will reconvene at...I'm sorry, 11:41. We'll reconvene at 11:51. Thank you.

[THE BOARD MEETING BREAKS FOR A 10 MINUTE RECESS]

Bedell: Okay, I'd like to reconvene our meeting. It is 11:53 or so; four. I'd like to now turn over the Agenda to Trustee Williams who's going to continue our discussion of AB 329. Ken?

Williams: Very good. And uh, thank you, uh, Dr. Bedell, and thank every one of you who showed up to express your thoughts and opinions on the California Healthy Youth Act. I make fun of it and call it the California Unhealthy Youth Act in many ways. Uh, I also want to thank Dr. Mijares uh for underscoring the Authority of Laws and I think we are all law-abiding citizens. Um, I'm a Sheriff Deputy, um on part-time and I get to enforce those laws and sometimes we go by the letter of law, and sometimes we go by the spirit of the law. So if you,

uh, run a stop sign, you run a light and I pull you over and you're nice to me, and you show me every of the required documents: Driver's License, uh Registration and Proof of Insurance.

You're nice. I may give you warning but give me a little attitude, you prove that you're on...that you didn't think what you did was wrong, you might get a ticket. So, uh, there is, I think, that ability to not go by the letter of the law here. I think we have to redefine that letter of the law and that's where a lot of my questions and concerns come up to, because we don't want to disobey the law, uh, but also, uh, you know, we do have uh, at least for me, I have uh...because of my biblical background, Matthew 18:6. So where Christ said but whoever offends the one of these little ones which believe in me, it's better that he would have a millstone hanged around his neck and that he would drown to the depth of the sea.

So, in my heart and soul, I don't want to offend any child or...or to do anything that would be wrong to them. That would just be morally, as a physician that would be against everything I believe in my Hippocratic Oath. So, uh, moving on with my comments and they're trying to establish what we can do here within the law, uh, my good friend Jeff, if you can get up there, I'm going to ask you some questions. None of these questions are meant to be personal. I will try to do it in most collegial, graceful way. Um, but some of what you said was controversial and today we heard from many different individuals, and one of them happened to be Nada Higuera from Tyler and Bursch, which I have not seen any of her material, but she gave the conclusion that we do have the option to opt out.

Uh, so I want to take some uh...some thoughts and some time to kind of pursue why you came to the conclusion that we...that parents cannot opt out. Was that based upon your own opinion, your non-legal training? Was it based upon someone that you consulted with from the...from the legal field?

Hittenberger: Thank you trustee Williams. First of all, let me say that I entirely agreed with Nadia Higuera's conclusion that um...parents have the right, entirely, to opt out of the CHYA: Comprehensive Sexual Health Education, a parent opt-out is recognized in the law. Um, and I agree with her on that point.

Williams: I...I think that's not the...the concern though. It is a concern but the overwhelming concern is the Orwellian Government Mandate. I think represents a lot of what happened in the 1930's Germany where a government said you will believe this, and you will do this. Uh, I think that's what's occurring right now in that the gender and sexual orientation language of this law is...is what...one of the components that we heard a lot of the public talk about today.

Hittenberger: I think what you may be referring to was her reference to uh 51932B, which states that "this chapter does not apply to instruction materials, presentations or programming that discuss Gender, Gender Identity, Gender Expression, Sexual Orientation, Discrimination, Harassment, Bullying, Intimidation, Relationships or Family and do not discuss Human Reproductive Organs and their functions."

And if I understood her point correctly, it was this law entitles parents to opt out completely of Comprehensive Sexual Education, but this chapter or law does not apply to instruction regarding these other domains...um...outside the framework of Comprehensive Sexual Health Education.

Williams: So, to be specific because that...that um is a little bit on the gray side, in our Positive Prevention Plus that we are considering, I heard that we're still considering it, it hasn't actually been adopted. By the way, I would add that the Board has never seen this before. We never were consulted on the...on the Adoption. We never approved that so that needs to be in the record, but for the Positive Prevention Plus, it's a very big document, over 5-600 pages, I believe. We only received probably about 40 pages of it. Uh, and in here, um, it talks about, you know, the...the most controversial aspect and that's the uh...how do we define ourselves as human beings?

Are we genderless? Are we um, uh...are we Gender Binary? Are we Cisgender? And so, there's a lot of these terms which, I must admit, I...I don't really fully understand, and now we're telling kids that you should understand them and a lot of it is age inappropriate. Um sure so... so is this part of our curriculum? Will we allow parents to opt down to this part?

Hittenberger: Absolutely. Uh, whatever curriculum we eventually adopt for our Alternative Education Program, be it Positive Prevention Plus or any other comprehensive sexual education curriculum, parents are entitled to opt their children completely out of that curriculum.

Williams: Okay, so...

Bedell: Mr. Williams, can I follow up on that?

Williams: Absolutely.

Bedell: I don't understand that. I thought they could not opt out of the...well you recall the Social Construction part, but the other part they can opt out; the AIDS Education and this is your other part.

Hittenberger: They can opt completely out of Comprehensive Sex Education.

Bedell: Period.

Hittenberger: Period. What they...but the 51932B that uh, the Attorney earlier quoted, um is the source of that stipulation that insofar as these issues are discussed outside of the framework of comprehensive sex education, the opt-out does not apply. Um, that is...we're under a different regime when you go into other subject areas outside of Comprehensive Sex Education.

Bedell: So, if somebody's talking about the sexual preferences of classic artists in ancient Rome, many of whom were homosexual, that would be something parents could not opt out? They could not opt out...

Hittenberger: Your example is a good one in the sense that...that's a topic that would fall under Social Studies Curriculum.

Bedell: Right.

Hittenberger: It would not typically be part of a Comprehensive Sex Education curriculum. So your opt-out of the Comprehensive Sex Education curriculum does not apply to, for example, Social Studies curriculum discussing an issue like the one that you raised.

Bedell: Okay.

Williams: I think that is a source of a lot of confusion here. Let me press on here.

Bedell: Thank you for my...allowing my intrusion.

Williams: Oh, this is a dialogue. I mean, this is a community dialogue and I think that's important. Uh, so uh, when we talk about a Comprehensive Sex Education program that we have and uh, we're looking at um, Positive Prevention Plus, um...have we considered uh doing something similar to what Capistrano Unified did? It seems to be a lot of happy families in that District. I have no idea what they did. But are you aware? And if you do can you uh, tell us what...?

Hittenberger: I'm not aware in-depth trustee Williams, but I am aware from the gentleman who shared earlier; talked about parent uh review of the proposed materials, which is under the law required. A District must have Parent Review Period, and then based on the feedback that the Capistrano Board received from those parents who reviewed the curriculum, they made a decision to not adopt one of the curricula on the list, but rather to form their own Committee within um, Capo District to develop a curriculum of their own that would align itself with the State requirements.

Mijares: Dr. Williams, if I may add, there's a criteria that must be followed. So if this is going to be a sort of home grown curriculum, so long as it hits the criteria, that's permissible. So it has to be...it has to do that because just as you can hear me speak, somebody will challenge it, and they will want to know well why wasn't this included, or that included in that, then when you have debates and lawsuits, etc. So, and Dr. Olmstead could probably share the criteria, you know, or we will share it with you later and we'll be...

Williams: I'm interested.

Hittenberger: I have those.

Williams: Okay.

Hittenberger: I have those criteria in front of me. Under 51933 and 51934 in the law, you have the criteria that must be met, um, in order for uh, a curriculum to consider...be considered, uh aligned with the law that was passed, and those are, for example, instruction material should be age-appropriate. All factual information shall be presented in medically accurate and objective. All instruction material...and material shall line with and support the purposes of this chapter as set forth in paragraph 25 and so on. There are items probably 20...between 20 and 25 items that would have to be included in any curriculum, even one that's created by the District.

Williams: Okay. So there are what five...I heard five. I don't know if that's an accurate number or not, but five curriculums that are out there? Are they approved? Um, are they just out there?

Hittenberger: No, they're not approved by CDE, but it's a list that was deemed by a Committee recognized by CDE as meeting the criteria of the law. Those Districts are not obliged to select from that list. They just have to have a curriculum that meets the...these criteria laid out in CHYA.

Williams: Okay, so potentially um as...as Dr. Mijares was expressing, we could create our own curriculum that wouldn't become...that would be controversial, that would have all the critical elements that required. Is that correct?

Hittenberger: We are currently accepting...uh responses from families within our own Alternative Education Program. Um, there's a period of review of the proposed curriculum, Positive Prevention Plus, and we'll have an opportunity then to kind of see what the input from those parents has been and make a decision accordingly.

Williams: Okay, you know that's the type of thing that us as elected representatives really would like to be involved in, especially for me. It's hard for me to make all of these meetings and I'd like to send a representative there because these are very, very important, because if what I'm hearing from the people who spoke today, there, except for save one, I think there were 25 that spoke, um in great detail about the controversies associated with the California Healthy Youth Act.

You know, all the examples that were given about fruits and acts and things like that. Um, it is deeply offensive. Um, and uh, I think if we could develop our own curriculum that would avoid these controversies that would talk about academic, uh, science-based facts and knowledge about Human Reproduction and uh, uh even go towards Sexual Risk Avoidance type of orientation towards this curriculum. I think that would be really, really healthy. Okay. Um, I...I'll give the floor for now because I know I'm talking, and I have more questions...

Bedell: I've been pleasantly surprised that you've been on point today and uh...positive. So, I...I can...feel free, if you have anything you want to add. We're good...in case you can't tell we're good friends, all right. We don't agree on anything but we're good friends.

Williams: Actually, we agree more on uh, the things that are at discussion now more than we disagree. You're very good man, Dr. Bedell.

Bedell: Thank you.

Williams: Um, so...so what I'm hearing from you then is that we can create an alternative. I would like to see it go towards more of a Sexual Risk Avoidance theme, a curriculum for our children. Is that correct? Now the other thing uh, just...just occurred to me as a thought. On our website now we have um, what has been referenced with this uh...Ian, I think, who prints something up there for the Public to review. Can we include all this new information that they don't have to do all these or adopt all these uh...controversial subject programs; that they can develop their own? I'd like to see something like that. You know, it's often mentioned that although we don't dictate public policy at the individual School District level, I think we do in a way. Uh, we are the leaders.

We do have Legal Counsel for all the districts. I'd like to see us kind of lead in this direction, uh...and offer these alternatives because these parents, otherwise, they're going to go into the school district and say the same thing but we want to empower them. We want to empower these parents to know the truth, to know the law that they can change what's happening here. Um, so that's...that's my comment for now.

Bedell: Ken, let me see if I've got...is Ian in the room? Ian, if...Dr. Williams, following what you're saying, I wonder if you would feel comfortable if Ian, Jeff and I got together and wrote sort of a sentiment of the meeting, and ideas from the meeting, and under my signature put it on the web page, which would cover the things that you mentioned and the things we heard here in options? And because there is some confusion and uh, you know, I thought for sure based on an earlier meeting that we had adopted that terrible program and we weren't anywhere near it. Wasn't even in Canada wasn't it or something? So, uh, if you would be comfortable with that and we could share a draft for...and then...

Williams: Sure. Yeah, I think anything that promotes the concept of Parental Rights, um moral conscious Science-based Education, Religious Liberties, the Constitutional Rights of Parents, uh...

Bedell: And the Law.

Williams: ...and the Law. I think...I think that would excellent.

Bedell: I don't want to give, you know, so...gentleman you okay with that? And Linda, you want to comment on it?

Lindholm: Sometime.

Bedell: Okay.

Hittenberger: I would uh, maybe just add that we want to get out the clearest information that we possibly can. I think the uh... Ian is our Chief Communications Officer, has provided some additional clarifying materials including uh, there... there was a statement in that six question FAQ about Districts being able to choose...

Bedell: Craft.

Hittenberger: Craft their own, um curricula to meet the criteria. So, but yes, if there are ways that we can further clarify, we want...

Bedell: Trustee Lindholm, did I ignore you? I am sorry. You're a short timer anyway, so...

Lindholm: Well, thank you. Uh, thank you Chairman Bedell. Uh, first I want to thank everyone in the audience for...for coming here, for voicing your opinions, and for protecting each child's right and each child's dignity. Parental Rights, to me, should come before the state of California and their dictation on what they think your child should be learning in terms of their moral background and their sexual background. First is in terms of Science, Technology, Math. I mean, that to me is what education should be about, a safe haven for that. Um, and so knowing that we're 47th in the nation in education, I think we might want to refocus some of their efforts.

So, my first thing is to say thank you to you, and to thank you to our Board Members and to Trustee Williams. Um, following up on your suggestion, what I'd like to see is a letter going out to the District, similar to what we have on our Transfer Policy, but let me get to that end. As you're saying on the website, um because I think...you coming here, you don't want to go to all 27 Districts, although each of your children may be in one of those but share a letter of that we've heard concerns with our Pact Chambers, written in a great way. I know our Chair is a wonderful letter writer, uh that we've had parents, mothers, fathers and children here, and that you're asking for several things in terms of reference to Parental Rights.

Some of those are that they should be required, each District by law, should be required to have those materials available for parent review before it is distributed or shown to their children. That means it...to me that also means that writing in a letter that it is easy for you to find those, that you don't have to go to some backroom or...or whatever, that these materials should be available to you. And what one of the other attorneys...what meaningful notice. This is what's going to be covered, not just, um, the Synopsis. I've read a couple, you know, two-page sheets on things. They don't go into the detail of the 505 pages.

So, you need to be able to see the material and I think if we have a letter that goes out to the Districts and says...I'm going to keep it very brief, not politically charged in any way, but um, I'd also like to see that we have uh, they have the opt out forms on the homepage of their website. You don't have to do five, six, seven, eight, nine clicks to try and find that opt-out page. So I think that's uh...to me that's important. Whenever I'm doing a website, it's two clicks if it's more than two clicks, it's too many. So, I'd like to see opt-out forums available for the parents to know. Then I've heard some very sad stories of children who have opted out and how they're kind of shamed, so somehow and also with our wonderful Board Members, write in there that if the child is opting out, uh, they're...they're not shamed in some way.

So, I don't know how you would write that but I would trust our wonderful Chairman to be able

to do that. Um, you might also encourage them...I was part of a Curriculum Review Committee. I was on Capo's, uh unify...Unified's Curricular Review where they have the textbooks out on the counter, you're appointed by one of their Trustees, uh, each person would go in. I would review Science books, Biology books, those kinds of things. So, I would encourage you in your Districts to get a uh...either a Teacher / Citizens Task Force or a Parental Review Committee of the textbooks. There's a lot of other things. I've reviewed Science and Biology books for being age appropriate.

So, I'm trying to give you lots of tools to go forward and I would like to communicate to our Districts the concerns of parents. I share a lot of those concerns. I did read Teen Talk. Um, I would like our Board to take a stand, too, that we will not use Teen Talk. I just think...that is something we can do. I think that's plain and that's simple. I have a question – I'm sorry, you can tell I was on a Council – um, I heard that there's a deadline, uh, who would know that? Would Jeff know that? Would our attorney know that? That this...that the programs have to be in place by December of 2018. Is that correct? Who would know that?

Hittenberger: I don't have that information.

Lindholm: There's no deadline? It's open-ended?

Olmstead: There's currently no deadline because the law is so new and they know that um, the curriculum is continually being updated. So there's...there's a...the law went into effect 2016. You need to be implementing components of the law, but there's no deadline as to adopting a curriculum. So you need to start teaching it. How you teach it without curriculum is a little difficult, um, so there's no...

Lindholm: There's not a deadline of 2000...okay.

Olmstead: There's no deadline of 2018.

Lindholm: Sounds like the State of California. Okay, um, and then just for the members of the audience, this did not come from us. This comes from the State Board of Education. The State Board of Education members are appointed. So when you're looking at your Legislators, you're looking at your Assembly and your Senators, they're the ones who approve...who gets a seat on the State Board of Education, and the State Board of Education is the one that has created this for you. I just want to make that clear. There's an election coming up.

Um, so I guess my comments to my wonderful Board Members is, I would love to see us get a letter out...on you can opt out, we've had concerns of parents coming in here. We are not over them in terms of this. So I...just sharing our concerns. Um, what was...I had one, oh, Parent Review Committee and meaningful notice in full disclosure. I think those are all reasonable things to do. So that's all my comments at this time.

Bedell: Trustee Boyd, on this.

Boyd: Yes, sir. Um, I concur with Trustee Lindholm's suggestions. Um, just out of curiosity. This is a relatively new law, 2016. Is there anybody in the room who received a newsletter, an email? Anybody from your State Assembly, State Senate that this...this Bill was in process? No, and that's the...that's the fundamental problem in my opinion. It's a lot easier to get a Bill

blocked than it is to get a Bill revoked, and if I'm in your shoes, I would get on a phone when...after leaving this meeting and call your Representatives. Call your State Senators and say, "Where the heck were you?" Now, you may be in a minority party and say why I actually voted against it, but you still have a voice.

I mean, these are the things that resonate. You might be in the minority party but these are things that can force a consensus and that's what these guys are supposed to do. I don't know what our Representatives do in Sacramento, um with you know, quite frankly. I'm going to pick on the Republicans for a moment because they're in the minority. Um, you know, what do they do Monday through Thursday, uh other than keep you informed? And apparently nobody's doing that.

Bedell: Thank you. Trustee Gomez on this?

Gomez: Well, first of all, um, I would like to say those...those of you that stuck around um, that I really appreciate your passion, I appreciate your acknowledgement of trying to do the best for your children, and I can certainly appreciate that. Um, whatever curriculum and I understand we've got 5 options kind of out on the table right, that the...that the California Department of Education has proposed, so to speak. Um, whatever we do and whatever the District's do they need...it needs to be medically accurate. It needs to be age-appropriate. Um, and I think that um, you know, it's unfortunate that we have to talk about certain things but those things are...are out there in the world.

Um, I know the OCDE is looking at the 5 options and that we're accepting feedback. Um, I would encourage the parents. You have options. You have ways to communicate, um through your PTA, your School Site Council, your Principal, your Local Board, um, your Legislator, somebody mentioned. Other parents. If other parents don't have this information, please share it. Um, I'm a former PTA President, former School Site Council President. That's how we would get information out to our parents. You know, somebody mentioned there would be more Dad's here, but they had to work, which I thought was not a good comment, because Mom's work too, but um, you know, it is difficult for working parents to get to a daytime meeting.

Um, so that's why you need to share and you need to make sure that people have correct information. As far as the District's go, we can't mandate what the District's do, but we can certainly encourage them to be transparent. Transparent and sharing what they're doing with the curriculum. They just have to meet certain criteria. Um, they can choose something that's already out there, but they can...it sounds like they can...they can change it as long as they meet the criteria. Um, we need to make sure that it's easy for them to find the opt-out um, form because you can opt out, right? That's what we're saying here. So we need to make sure that, again, share the information with other parents.

If you have parents that are concerned, share the information. Um, and encourage your local school in your Local School District to share the curriculum, share what they're doing and make sure they get your feedback. Um, because that's what's going to help them make decisions. We...we listen to everybody that was here today because we want to be informed. We want to hear what you have to say. Um, and I think we heard what you said. Somebody came up to me at the break and asked me a couple questions and it's really important that we hear what you have

to say. I appreciate the passion but as I requested, you know, um, when you're clapping while someone is speaking, we can't hear that.

So I know that you're excited and you like the point they make, but then we can't hear that. So if you're respectful in that way and be respectful in your Local School Districts, that will go a long way because then everybody's voice can be heard. You don't want to shut someone out no matter what their opinion is, and that's what we try to do here today, but I would just maybe go along with some of the things that we said, is maybe we can give some feedback to the District's about what we've heard today, um about being transparent, finding that form. Um, and be more open with the parents. So the parents, you can find information easily. Like, so that was all I needed to say.

Bedell: Trustee Williams. I gather you exhausted your comments earlier?

Williams: Very, very quick. But to be uh, diverse and the Equal Opportunity, uh, Trustee Boyd was critical of the Republicans, and you're right, Republicans should have been announcing it. But let's be real truthful. Who created this? That was the ruling governing party in the Sacramento run by the Democrats, so...

Boyd: Yeah, that's happened. My only point was most of our representatives are Republicans and you know, they don't have a powerful voice in Sacramento, but they do have a voice that they could communicate to the community.

Bedell: Okay. Okay.

Lindholm: So, Chairman...Chairman Bedell.

Bedell: I am all ears.

Lindholm: I guess bottom line, and to wrap it up. I would like to see us write a letter...

Boyd: Shall do.

Lindholm: ...a kind letter and a thoughtful letter talking about medical, um, you know medical...medical accurate, um that...that there should be an opt-out form, easy to find. We would like...we will be doing that on our own sides...

Bedell: Of the model.

Lindholm: ...we will set the model and say what we are doing. Um, and...and then I...and I don't know how to exactly do this, but I would like us to do not ever use Teen Talk. I don't know if you need a Resolution or we can just put it under Consent Calendar. We don't need everybody to come back, but I would like to have that voiced somehow, that we will not be using that program.

Bedell: I gather you're directing the Executive Committee to consider the wisdom of having a Resolution under Consent on Teen Talk?

Lindholm: You need a Resolution or just an Action Item?

Bedell: Resolution will be easier. No, just an Action Item.

Lindholm: I think...

Williams: What do you mean by an Action Item, because...

Bedell: Just resolve...

Williams: The Chairman of the Board, that you would and that it never be..

Lindholm: Correct. I would like to see that...

Bedell: That's easy.

Lindholm: as...as...as an Action Item and...and I don't need...I don't think we need everybody to come support your opinion on that, because that would be just saying, "Hey, this is..."

Bedell: This is not a direct...that's excellent.

Lindholm: That's all I had.

Bedell: That also would only affect our 5000 students.

Lindholm: Sure, but we could share that information.

Bedell: I don't want to get lost because I think...

Associate Superintendent Boyd: Excuse me, but that would be a Recommendation to Superintendent?

Bedell: Yes. Yeah.

Associate Superintendent Boyd: Okay.

Bedell: Yeah. Oh, yes, certainly.

Williams: Certainly.

Bedell: And I would like...also like it if you maybe it's...our good friend over here that would make all this curriculum available to our Board Members? We could look at this...could we look at it?

Gomez: How many hundreds of pages is that?

Olmstead: Do you want copies of the 5 different...

Bedell: I would like to see in a room...if I'm going to vote on a resolution to kill something, I want to see what I'm killing.

Olmstead: Sure. We...we could provide a space for you to review. We have Positive Prevention Plus here and we have the Teen Talk here. Um, the other 3 programs we don't house right now, but we could get those for...

Bedell: Do any Districts do Teen Talk?

Olmstead: I'm aware of 1 District reviewing it right now.

Bedell: Really?

Williams: There's one.

Lindholm: Irvine.

Williams: There's one. Irvine is using it.

Gomez: It's okay if they review it. They should review it.

Bedell: We want review. I mean, that's all...

Olmstead: I...I don't...so I don't want to speak for Irvine. I don't know if Irvine has actually, um, adopted...they've adopted it?

Williams: Yeah.

Olmstead: As of last week, Irvine adopted Teen Talk.

Williams: Right.

Olmstead: So I...I know it was in review the last I heard.

Lindholm: So I definitely want that on our Agenda.

Olmstead: Can I...can I make a comment, though about some of the things that are reviewed in the curriculum? I would love to hear parents in Irvine, if it's actually happening. Um, some of...there's a difference between the student guide and what's in there as a reference manual for the educator, and yes, there are very, um...

Bedell: Explicit?

Olmstead: Explicit things in there that I have a hard time reading. Um, it doesn't mean that teachers are getting up in front of our kids and educating them in the way that some of the comments were made here. If it is happening, I would be very concerned as a parent as well. So, um, that as a parent...I have 2 children in high school. I asked them, based on everything I've heard here, "Hey, are you guys learning these things in high school? Because you don't talk to me about it if you are?" And they said, "Oh Mom, that's so gross. I hope none of our teachers

would ever do that. And anyways, there's YouTube.” So, you know, I...I really hope that that's not happening. Um, and if it is, I would love to hear from you personally.

Bedell: Okay, thank you. Anything else for the good of the order from the Board? Staff? Before we adjourn for 15 minutes for lunch, we're 40 minutes behind on our Appeal. So we will go for a quick lunch. This room will be vacated. Then we're going to set up here. We're having an Inter-District Appeal, which is a Closed Session. So we will reconvene at 12...for the Closed Session, at 12:40 P.M.

[THE BOARD MEETING BREAKS FOR A 15 MINUTE LUNCH]

Bedell: Okay. So with consent of the Board, we are going to postpone discussion of the items on the Agenda that begin with Alan Bill through Board Policy.

Boyd: Okay.

Bedell: Okay? The superintendent is not here for announcements. So we'll post...the rest of those. Do we have any Board Members comments?

Lindholm: No.

Gomez: I just have one.

Bedell: Yes?

Gomez: Um, I just want to say that I was Principal for a day at Veeh...Marjorie Veeh Elementary School in Tustin, and I was able to um, spend time their...their Dual-Immersion Program, which was wonderful, except for I published a brushed up on my Spanish a little bit more before I went.

Bedell: I could have helped you.

Gomez: Yes, so I was okay and like the 1st through 3rd grade and then when we started the science projects in the 5th and 6th, I...I struggled a bit, but it was wonderful to see.

Bedell: Okay, any Board Members comments? Anybody else?

Boyd: No, sir.

Bedell: Okay. So, um, can I have a Motion to Approve the Consent Agenda?

Boyd: I'll Move.

Williams: Second.

Bedell: Seconded by Williams. Boyd; Williams. All those in favor of the Consent Agenda, please say “Aye”.

[ALL REMAINING BOARD MEMBERS SAY “AYE”]

Bedell: Opposed? We go now...Trust...uh, Superintendent?

Associate Superintendent Boyd: Just because um, we have uh, participants that have just come back into the Board Room. They may not have heard...everyone might not have heard what you postponed for next Board Meeting, so I'd like to be able to recalculate if anyone was here for that.

Bedell: Do you want to do that? Okay, so we were scheduled to discuss today, but since we've been here and such...so much discussion, the items on the Agenda under Information: the Allen Bill, the Health Education Network Meeting overview, Trustee Governing Board responsibilities, and Board Policy 100-17, will be postponed to the June meeting. Does that satisfy your...?

Associate Superintendent Boyd: Thank you.

Bedell: Are we in the record? Okay, we now go to...is this a Public Comments #3? This one here? I mean, down here you want to go to this Charter Submission? Kelly? Do you want to have a presentation on Vista Heritage Charter Middle School material? This is the one that we're doing right now? Okay, David, you have a card for me then?

Boyd: I have 4 or 5 cards.

Bedell: Okay, I want the cards on Vista Heritage.

Boyd: Um, did not. These are all Unity.

Bedell: For Unity?

Boyd: Yes.

Bedell: Okay. Yes?

Gaughran: So is this Board Material Revision? Is that where we're moving?

Bedell: Yes, you're going to do the Material Revision for Vista Heritage Charter Middle School.

Gaughran: So, good afternoon, President Bedell, Members of the Board. We have 2 Material Revision requests today for name changes from Vista Heritage Charter Middle School, and USC College Prep. After today's submission, we will conduct a Public Hearing for each request at the June 6th Board Meeting and then we'll take action subsequent to that. So the petitioners are available for questions, but otherwise they have submitted their um, request for a name change and is in your materials to take with you.

Bedell: Okay. Do I have a Motion?

Boyd: Do we need a Motion?

Lindholm: I move approval.

Gomez: We don't need anything.

Boyd: It's just being stated.

Bedell: No Motion needs to be used?

Lindholm: Oh, never mind.

Bedell: Okay.

Boyd: Do we have these on flash drives?

Gaughran: Yes.

Boyd: Thank you.

Bedell: You want anything from us?

Gaughran: Okay, thank you.

Bedell: All that for that?

Williams: All that for that.

Bedell: Okay. Agenda Item #4.

Associate Superintendent Boyd: Are they here?

Boyd: This is Citrus Springs Charter update?

Associate Superintendent Boyd: Kathleen Hermsmeyer, who's going to do the Charter School Update on Citrus Springs Charter School.

Bedell: Okay.

Boyd: Good afternoon.

Hermsmeyer: Good afternoon, Members of the Board. It's a delight to be here and present to our Charter School update to you. We've been in operation now for 3 years and uh, I thought you would enjoy hearing about our achievements and our success so far. And, by the way, I'm Dr.

Kathleen Hermsmeyer. I'm Superintendent of Citrus Springs and our Principal, uh, was going to be here today, but you will see her in the video.

Boyd: Okay, thank you.

[DR. KATHLEEN HERMSMEYER PLAYS A VIDEO PRESENTATION]

Jesus: "Hi, my name's Jesus; Ju for short. This is really short so share and smile."

Student #2: "This is my awesome school. Come on, let's go check it out."

Lopez: "Hi, I'm Monica Lopez and I'm the Principal at the Santa Ana Student Center. I'd like to welcome you to an amazing educational experience. We are a tuition-free TK-8 Public Charter School located in the heart of beautiful Santa Ana."

Various Students and Teachers: One of the great things about the school must be the teachers and the kids. My favorite things are the teachers and how they really help you understand the subject, and they go through as much time as they need to help you understand what you need to. I've seen them since a lot of them...since they've come in at Kindergarten level and year-for-year as a small site. We get to know every single kid and their name, so there's a more personal connection to them that normally we wouldn't get out of school where there's 500-600 students. Here at our school, every student is unique.

We believe they can benefit from an education tailored to meet their needs. We take the time to empower students with tools that they will need for real life applications; real life situations. When I...my first year here, I was super nervous about going to a new school, but the school welcomed me right away, and now I feel very comfortable. One thing I always try to foster into my kids that we are one big family. We're a community within the classroom. We treat each other as if we would treat anybody within our own family. We defend each other, we stand up for each other. You were never an outsider, like, they just treat you like you're meant to be here.

We do take the time and allow students to build that culture around us; that school spirit because it's very important and wow, you ought to see the smiles and the enthusiasm of the kids. To me, I think this is a great community for your kids. The kids are great here. The rooms are awesome. Everything's great. Coming to Santa Ana, students are welcome and you will never feel like you don't belong. You belong here.

[VIDEO PRESENTATION CONCLUDES]

Hermsmeyer: Thank you. Okay. So, um, that's just a little uh, so you can see the site, the kids, and the principal and the teachers in action. And we were asked to uh, uh to hit 3 highlights for this update today, and first highlight I wanted to talk about was our upgrades to our facility, um, which uh, you can see, we've spent a lot of money on our facility painting. Uh, putting in ADA ramps, putting in, uh security gates as well as uh, putting air conditioning into the entire building. The entire building was not air-conditioned and we needed to actually run a lot more electricity to the building. I don't...if you've ever been by this facility. It's in the back of a church so it's quite a bit of ways from the road.

So, we...we went through the city with all the permitting and it took a lot longer than we thought, but it is done now and everybody's happy to have air conditioning. We didn't...you

don't know how happy you are to have it until you don't have it. So that's highlight number one. Highlight number two is our achievement results. We are hoping for even better results this year, but this was last year, uh, this, uh, the Orange is Citrus Springs and the gray is Santa Ana Unified School District. And then, in addition to that, the...the...I wanted to just point out that...that the...the good results that we've had is not just a symptom of not...is not just a for our uh, for our entire aggregate.

It's also...those results are also echoed in our students with disabilities, our English Learners and our socio-economically disadvantaged students, which of course is where the achievement gap is. And we really are very pleased to see that we are closing the achievement gap for those students and we expect to see even better results this year, uh with uh, the teachers having more years of experience with the Common Core State Standards and the testing format, as well as our personalized learning model. And the third highlight is uh, our personalized learning. Um, uh, the things that we have done to further personalize learning in our...our Center. We, as you know, our mission is to personalize learning for all students.

One of the things that we did 2 years ago across all of our sites was to um, put in classroom aides in every classroom, uh, K-6th grade as well as math classes in Junior High and High School, because we believe that we needed to lower the adult-to-student ratio to help with personalized learning. And that has been very, very beneficial. As for many, many reasons, particularly for um, students with disabilities, English Learners and students who are in like Tier 3 needs, struggling students who need support. So we have also instituted Mastery Grading, standards based grading which we are in a three-year roll out right now for our process across...across the Springs Network.

Uh, it's a bit of a change for parents and for students, but it really is focusing on Mastery, not just accumulating points and getting an "A", you know. We want the kids to actually master the skills. We have kids who come into us from schools and they have passed with high grades and then we give them a proficiency exam and they are not proficient. So we think this is a big problem that kids are focused on the wrong things, the teachers and kids, and we need to focus on Mastery because in this world, we really need people to understand what they're doing. Right? And not just pass tests and forget about it the next day. So I think that's...that's the close of my presentation and if you have any questions, I'm happy to answer them.

Bedell: What's your head count? ADA? I'm sorry, I didn't...

Hermismeyer: 277.

Bedell: Do you have a waiting list for next year?

Hermismeyer: Do we have...we do not have a waiting list. We're open enrollment.

Bedell: And where do your kids go after they leave your school?

Hirmsmeyer: Well, we, uh, we have High School, but it's Independent Study. So it's not for everybody. So they would go to the high...the local High School. We don't have a High School program at the moment.

Bedell: And most you kids are from your service area?

Hermismeyer: Uh, no. Yes, all from Santa Ana.

Bedell: Okay. Trustee Gomez. Questions?

Gomez: Um, yeah just real quickly. Um, you said something about the field trips and it says, uh, 60 field trips for families to choose from.

Hermsmeyer: Yes.

Gomez: Um, are these field trips, um for the families to, or just for the families...the parents to select that the child goes on?

Hermsmeyer: Right, the...the families can select. The parents can come along with the child; they have to pay their own way, but...that we pay for the children to go on the field trips. The um, uh, the...keep in mind that this is generally speaking, for our homeschooled families. We have 120 homeschooled children in Citrus Springs, and they are visited in their home by the teacher, and then they have opportunities for these extracurriculars and field trips that we provide and um, so it really is up to the parent to get the child there to the field trip, and you know, decide which ones they want to go on, um, compared to...based on what their curriculum is for that particular year, etc.

Gomez: Okay, so that 120, that's included in that 277?

Hermsmeyer: Yes.

Gomez: Okay. So you really are talking about 130 plus or so at the Center?

Hermsmeyer: Yes, at the Center.

Gomez: At the Center, okay. Okay, no other questions.

Bedell: Trustee Boyd?

Boyd: Yes. Um, do you lease your facility?

Hermsmeyer: Yes, we do.

Boyd: Is that a year-to-year?

Hermsmeyer: No. I think we have at the moment, a 5-Year lease.

Boyd: 5 years? Good. Um...

Hermsmeyer: As matter fact, I think we have a 5-Year with another 5-Year option because when we put the...the um, air conditioning in, that was a great expense and so we um, we setup a better...

Boyd: Okay, good. Um, how does the 277 ADA compare with your enrollment projection at the time you were Charter?

Hermsmeyer: Well, I...I think we're a little bit lower. Um, I...we are, I think we have uh, we have the ability to serve about 300 students at the Center, and we're serving about 177 or whatever at the Center. 100 and...sorry, 135, um, but uh, we do serve homeschoolers there as well. The homeschoolers come 1 or 2 days a week for workshops, um, but uh, so I think that we are looking for an increase in enrollment but um, it hasn't been as uh, quite as much growth as we expected.

Boyd: You're okay budget-wise.

Hermsmeyer: Yes, we're fine. We're good.

Boyd: Um, you said the homeschoolers come in once or twice a week? All of them come in once or twice a week, is that...?

Hermsmeyer: No. Not all. It's a...it's a choice. Uh, we...if the child is not doing well in math, uh, we uh, because math is our particular area of focus because our home schoolers tend to do very well in English Language Arts and not as well in math, and uh...so if the child is not proficient in math, we require that they come in uh, for extra math support and, um, curriculum support.

Boyd: Now, can your classroom-based students also take advantage of these field trips?

Hermsmeyer: Yes.

Boyd: And is there a maximum amount per year that they can uh...?

Hermsmeyer: Well, the uh, the...

Boyd: The 60 in total?

Hermsmeyer: Yes. They're...they're definitely...they don't do all of them. It's all...

Boyd: I would love to go to your school.

Hermsmeyer: Yeah.

Bedell: I was going to say, you'd never be in the room.

Hermsmeyer: No, it's definitely not, uh...there is...we give them a certain amount of field trips that they're allowed to take, certain amount...

Boyd: On average, would it be, once a month?

Hermsmeyer: It would probably be once a month, yeah.

Boyd: Okay. All right, thank you.

Bedell: Trustee Lindholm?

Lindholm: Nothing.

Bedell: Okay, how would you characterize your relationship with the District?

Hermsmeyer: With Santa Ana? I...no relationship. I mean we had um, we...I don't know if you recall but we um, submitted twice, we petitioned twice and they never met with us. They never had a capacity interview. They never um, there was no communication.

Bedell: That would be about 4 years ago?

Hermsmeyer: That was about, yeah, 4 years ago, and so since then there has been no, I mean, no.

Bedell: As I understand the Charter School Act, one of the pieces of it is, that the wonderful things that happen in Charter is supposed to be shared with the District's.

Hermsmeyer: We'd be happy to share.

Bedell: So, what plans do you have to articulate with the District?

Hermsmeyer: Well, I'll have to think about that.

Bedell: Please do.

Hermsmeyer: Okay, I will.

Bedell: Thank you.

Hermsmeyer: Okay.

Gomez: One more question.

Bedell: Well, you had your turn.

Gomez: Too bad. Um, your Board Members. Would...do you have any parents on your Board?

Hermsmeyer: Yes.

Gomez: What's your Board makeup?

Hermsmeyer: Uh, we have uh, 7-member Board. Uh, we have 1 parent, um 2 business...no, 2 parents, um 2 business people, 1 accountant and, trying to think here...oh, yeah, UC Fullerton, right? And um, yeah, that's it.

Gomez: So, 2...2 business people, you said 1 accountant, 2 parents and 1 person from Cal State Fullerton.

Hermsmeyer: Yeah.

Gomez: That's 6, if I'm doing my math right.

Hermsmeyer: Okay. So, who am I missing? Don? He's a busi...yeah, so another business...he's a Realtor. I think he's a Realtor.

Gomez: Okay. All right, thank you. Okay, I'm done.

Bedell: Are you exhausted?

Gomez: Yes, I am.

Bedell: Okay.

Gomez: For now.

Bedell: Thank you very much.

Hermesmeier: Thank you.

Bedell: Let us continue with our Agenda. Trustees? Mr. Boyd, where would you like us to go now?

Boyd: Well...

Associate Superintendent Boyd: Board President, call Aracely Chastain to the podium so that Unity can present...

Bedell: Is Aracely here?

Associate Superintendent Boyd: She is.

Bedell: Aracely is here? Is she coming on down? I'm sorry, it's my tea.

Chastain: Good afternoon. Today, Unity Middle College High School is submitting a material revision to their Charter and the Board will also hold a Public Hearing to consider public input regarding the request. The school is requesting to relocate to another facility within the boundaries of Orange Unified School District, and has requested an expedited process due to deadlines to finalize the lease and meet City of Orange requirements. Just to give you a little bit of background, the Board, on appeal, approved Unity Middle College High School in 2016. Then the Board approved a 1-year delay to opening due to the inability of the school to locate a facility.

The school began operations in August of 2017 in the City of Orange with a temporary use permit and a 1-year facility agreement that expires on June 30th, 2018. The documents submitted to you that you'll take with you today include the information known at this time. The school has indicated they will submit a final lease and budget this week. For today's Public Hearing, representatives from Unity Middle College High School are allotted 15 minutes to speak on this item, then the hearing will open for Public Comment. Representatives from Orange Unified School District are not present but they have received all relevant notifications and documents. I now call Dr. Erin Craig, Executive Director from Unity Middle College High School to the podium.

Craig: Thank you. Good afternoon, President Bedell, Members of the Board, Superintendent Mijares. My name is Erin Craig, and I'm the Founder and the Executive Director of Unity Middle College. I'm here presenting our material revision for a change of location to 1937 West Chapman Avenue in the City of Orange. First we would like to thank the Orange County Department of Education staff, Kelly Gaughran, Aracely Chastain, and welcome Miss Teresa Johnson to the team. We look forward to working with you. So, thank you for the background, Aracely, and I'd like to just give it a little bit of background about what a Middle College is.

So, Middle College High School is a high school and it's a partnership between a small Public High School and a Community College serving grades 9 – 12, offering a blend of both High School and College courses. We have a focus on student equity and meeting the needs of diverse population through dual enrollment. So, dual enrollment is happening in a robust way across the state in California, but middle colleges are really unique in the way that they provide wraparound services to ensure that success can be achieved for all students enrolled in college. They're small,

safe, supporting environments creating a family at school and at zero cost to the families. So, what is our mission?

Our mission is to prepare all students, especially those who are at risk and underserved, for 4-year university success, leading to professional careers through a blended High School and College curriculum, and how we achieve this is through college, career and community. So, just as Aracely stated, we opened on August 30th, in the City of Orange. Our partnership is with Santiago Canyon College, and we're currently serving approximately 50 students in grades 9 and 10. Our students will graduate with their High School diploma and differentiated, significant College units personalized for their interest, talent, and readiness, and currently in our 1st year, in our 1st semester of where students are taking college, 60% of Unity students are enrolled in college.

So, let's talk real quick about this, uh their interest and talent. What does that look like at Unity? That looks like each Friday for 2 hours, students engage in Creation Innovation Labs that are inspired by Google's Genius Hour. Right now we have students that are learning to play instruments; that are learning coding and designing video games; that are experimenting with spatial design, constructing 3D printing and making jewelry for students on campus. You can see on the right, there, students are using chemistry to integrate into constructing bath bombs and really, the vision of Unity is combining the academics of High School, the College with dual enrollment, and Creation Innovation Labs to make sure that our students are well informed, self-directed learners ready for college now, not when they graduate from our school.

So, where are we at? 95% average daily attendance right now in college. So, of the 60% of the general population that are enrolled in college, 40% of our students with disabilities are taking their first college course; 81% of English Learners on our campus are taking their first college course, and 100% of our students on campus that are enrolled in college have persisted in the college course, and our passing their...their course not with a "C"; with an "A". So, we've also adopted school-wide rubrics. We have regular collaboration between Unity teachers and Santiago Canyon College instructors on an ongoing basis. Our school culture is about family and is positive, and every single student and family has a voice. Actually I didn't put this on there.

Tomorrow's our Oversight visit, so we look forward to the results here, the team at OCDE seeing them in action tomorrow, and we have our WASC initial accreditation visit on Monday as well. We formed Partnerships with UC Irvine where our students have experienced The Innovation Center and some students on our campus with disabilities have gone to Chapman where they are now paired up with a Chapman student with the same disability where they are mentoring our students. And the whole reason why we're here, and I am here talking to you today, is the facility, for not just next year; for multiple years moving forward for Unity. So, Board, you know, I'm a math person.

So, although this graph doesn't make much sense, I'd like to just show you the peaks and valleys of what Unity has experienced to end up in our long-term home. So, facility has been the challenge for Unity in The City of Orange. As the first Charter High School in the City of Orange, and without the availability of conditional use permit present for a high school. 47 is the number. 47 buildings we have pursued between LOI's and the leases and conditional use permits which brings us here today that we...I am finally happy to share, that we are in the place that we

need to be facility-wise for Unity Middle College. Our students deserve this, our families deserve this, and the community of Orange deserves a long-term home for Unity Middle College.

So, here we go. 1937 West Chapman Avenue. Let me share a little bit about this. The owner of the building is not just a typical owner. It is a mission-driver...driven owner, firmly believing in a high quality education for all stakeholders. Our lease is final as of a couple days ago. I have it officially in writing from the city that a conditional use permit is not required for educational use. I'll say that again, a conditional use permit is not required for educational use. There's no Planning Commission necessary, no City Council. Just this process right here and moving forward with the tenant improvements to open. This is amazing. Santiago Canyon College is upstairs at 1937 West Chapman Avenue and the goal is that Unity Middle College will be downstairs.

Not just for 1 year on a temporary use permit, but our lease right now is aligned for 3 years for our Charter petition with the intent of moving forward and continuing to grow in our long-term home. We've already worked collaboratively and we'll continue with the City of Orange and the Head of Building, Mr. Pete Goodrich, to ensure that our tenant improvements are completed on a timely basis and ready for school, day one in the fall, And get this, Santiago Canyon College, as of December 2017, completed all of the ADA requirements for the entire building. So not only are we excited, we feel very lucky and fortunate that we believe we have found our long-term home. So what does this mean for our school?

Our biggest barrier for enrollment, as you know, has been facility. Walls for classrooms, ceilings for classrooms and not having to build school at the beginning of week and teardown school at the end of the week. So our plan is in the fall for 200 students grades 9 – 11, and then, as you can see, our enrollment increasing as the opportunity for space to grow. There is already space available that the owner has indicated for next year that Unity can move into and grow into as well. So what is this impact of this material revision? The impact is that by 2021, Unity and Santiago Canyon College students will graduate with college access, experience and transferable units leading to a deliberate and proactive transition from High School into post-secondary success, and a long-term facility that supports the learning environment.

So, I would like to first, honestly thank Santiago Canyon College. They identified this facility for us and led us to the pathway to be where we are today. Thank you to the Orange County Department of Education staff, the Board and lastly, the Unity families who have stuck by us since day one, knowing that we would get to our long-term home. Thank you.

Chastain: The Hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board. Each individual will have 3 minutes to speak with a total of 30 minutes allotted for comments. For those speaking today, the Board Clerk will time each speaker. A red light will flash and a buzzer will sound when time is up. President Bedell, please call for the first speaker.

Boyd: Okay, first up Michelle Anderson. Good afternoon.

Anderson: Good afternoon, um Superintendent Mijares, Board President Bedell, and honorable staff. I want to thank you for, and the staff, Kelly and Aracely, and the whole team there, for

working with Unity. CCSA, I'm here on behalf of California Charter Schools Association. We are very supportive of this material revision. We're looking for this Board to approve it and we think there's a lot of reasons why. Number one, we've seen a school. This is, I will call this, the little school that could; just like little train. It's been chugging, chugging, chugging and it's been an uphill climb, and they have found...they've gotten to that top now, and so it should be a much easier route for more recruitment of more students.

Secondly, it's a school that is proving itself. Their children are getting, um succeeding in their college classes that they're taking. I wish this had been available for my children and I think that says a lot when you um, viewing all kinds of schools, would say that you would put your kids in a school like this. And then finally, it's a sound educational and financial situation for them, having a facility, so they don't have to keep looking for one running with the cost of that and moving. It makes sense all the way around, so we would look forward to this Board approving this material revision and we look forward to Unity Middle Colleges' continuous success. Thank you.

Boyd: Thank you. Next up, uh, Natalie Reider, I believe it is, to be followed by Andriana Lebovic? Good afternoon.

Reider: My name is Natalie Reider and I am the Director of Community Impact for Jamboree Housing Corporation. I oversee the Resident Services that are low-income housing and I'm also a Board Member of Unity Middle College High School. I've been with the Board for over a year and I have um, been a part of the process of looking at uh, as you heard Erin say, over 40 buildings trying to find a facility that meets the requirements that the school needs. Uh, we are so happy to have found this new site.

I've been able to meet many of the students and the families and the teachers, and they are also committed to this vision, to this mission and seeing how successful they have been in this short amount of time given the short term facility we're in uh, having this expanded capacity in this long-term home will only expediate the results, uh, and help us continue to grow, while we're also virtually connected to the college that is our partner. So, I'm here to support this material revision for a change of facilities. Thank you.

Boyd: Thank you. Andriana Lebovic, I believe it is, to be followed by Alma Uribe.

Lebovic: Hi there everybody. Thanks for your time. My name is Adriana Lebovic, and I'm a Project Manager. I'm working with Dr. Craig and Unity to oversee the uh, proposed tenant improvements at this new location. Um, my role is to hire the key players that will help this process um, move forward. Uh, we've already brought on an architect who's begun gun space plans. We've met with the Head Planner, um, Pete Goodrich, several times already and he's assured us that he will work with us closely to make this as smooth as possible, um, and go as expedited as possible to get us open in the fall.

Um, also bring on the contractor who will, obviously, do the Tenant Improvement and I'll oversee that from start to finish until close of the project and move in. Um, we have met with Pete, like I said multiple times, so everything has already been moving forward, so we look

forward to the approval to continue on and um, I will be a part of Unity for as long as I can be. So we look forward to working on this project.

Boyd: Thank you.

Lebovic: Thank you.

Boyd: Alba Uribe, I believe, followed by Michael Lebeau?

Perez: Good afternoon. [Ms. Uribe continues speaking in Spanish and the translator speaks in English for the audience]

Translator: Uh, good morning. My name is the Alba Perez, uh, the mother of Alan Perez. He attends Unity. My daughter found Unity on the internet and she shared with me about the great lesson plans that Unity was offering. So, for my son, this has been a...it's not a dream anymore to plan for his future. This is a reality. This is something more concrete. He will make more efforts. He feels safe to come to the school.

Something that is very surprising me is that my son feels very safe and confident in all aspects has a person, especially now that he's transitioning from being a teenager to adulthood and also, uh Unity is a very...is a good place where he feels more confident about himself. Something that is very good about Unity is the opportunities for them to have their own space. It's like a...when you're raising a child in their own home. They need to stability to feel safe. Thank you.

Boyd: Thank you, ma'am. Michael Lebeau, followed by Alma Marquez. Good afternoon.

Labeau: Good afternoon, uh Board Member President, Trustees. My name is Michael Lebeau and my daughter is a freshman at Unity Middle College High School. Trusting your child's education to a brand new school, it's a leap of faith. It really is and that leap is even more risky when you have a special needs daughter as I do, as my wife does. While Unity's combination of a High School and Community College curriculum was appealing, I was a bit skeptical when my wife suggested that we send our daughter there just because it is a brand new school. My short-term questions focused on the quality of the faculty and the curriculum that would meet my daughter's unique needs.

Uh, my long-term questions included how a new school would be evaluated by potential colleges, because my daughter has very strong academic skills and very low social skills. Um, Unity has, so far, exceeded all of my expectations. It really has. Dr. Craig is a symbol to faculty that has both challenged my daughter academically and supported her socially. The English and history classes, she's covering topics that I did not learn in such detail until my later years in high school or in college. They're talking about the Cold War in history, and that kind of detail, I didn't get in the 1980's High School, even though I had a Parochial School education. Although long-term questions remain I have are still, you know, a few years away from being answered, I'm convinced that my daughter is at the right school.

Unity has quickly risen to the level of education that I had hoped for my daughter. In my opinion, finding a new permanent long-term facility is very important to the success of Unity long-term. As human beings, we have difficulty functioning in uncertain environments. Um, and when we're facing uncertainties at school or at work or at home, it's hard to do our best. We're

not at our best in those situations. They may be challenging situations but to truly perform, stability is required.

Approving Unity's request for a new location that will serve them for the duration of their Charter will decrease the amount of uncertainty that the students face, and provide them with the type of stability to perform at their best. Based on my experiences as a Unity parent, I request that the Board approve this material revision and allow them to move to the new facility. If you have any questions, I make myself available.

Bedell: Thank you.

Boyd: Thank you. Thank you. Alma Marquez followed by Kalee Grimm.

Marquez: Good afternoon, President Bedell, Orange County Board of Education, Superintendent Mijares. My name is Alma Marquez and I am the Founding Office Coordinator for Unity Middle College High School. I joined the Unity family because I knew that there are innumerable students that deserve the same opportunities I had growing up, but are denied them through no fault of their own. As you know, a college education is a ticket to a better life, but the pathway to this promised land is not always clear for all students. It's often full of pitfalls, hurdles, stumbling blocks that conspire to keep students against...from achieving their potential. Unity offers a clear and explicit, immediate pathway to this college education.

Simply put, our students are able to change their thought process from someday, somehow to right here, right now. The excitement that this brings is something that I see not only in our youth, but in our parents as well. Students realizing that the hopes that their parents have for them. It's rewarding to see that. Our youth have become resilient in college, despite having to deal with low economic status, learning differences, and for 2017-2018, the uncertainty of what their school would look like at the beginning of the year. We are confident that this site change will help us ensure consistency for the benefit of all learners. Our families have made a choice that is amazing to see.

They built a unique culture and created our community by working together day in and day out to build a school. I was worried that the facility challenges would cause discord, but the reality is that it has instilled a hunger and a sense of determination in our students. They have become...that they can overcome any obstacle. I believe that our students should have a sight of their own so that they can use this determination to focus on their learning and their life goals. These families joined Unity when it was just an idea and have worked hard to crystallize it into a reality. Help us refine this jewel into the gem that it is by giving it the setting it deserves. Thank you for your time.

Boyd: Thank you. Kalee Grimm, please. This will be our last.

Grimm: Good afternoon, President Bedell, Orange County Board of Education and Superintendent Mijares. Hello, my name is Kalee Grimm and I have the distinct privilege of being the Founding Social Studies teacher for the students of Unity Middle College High School. As a first-year teacher, I can speak to a variety of key moments that have begun to shape my career, and the teacher that I will become. When I envisioned my first year teaching, I can honestly say it didn't include facility permits or packing up the school on Fridays, but my dream

classroom, um didn't consist of partitions or shared spaces, but life rarely plays out in the manner one dreams it to. So, my first year of teaching can best be described with one word: flexible.

So, this school year and I school has transformed me into a more flexible teacher and my flexibility is realized in my adaptability, my willingness and my openness to change as my students need, and the benefit of them. Without this school. I wouldn't be the teacher that I am today. Um, Unity has brought me to a realization that being flexible is more than just an action. It's a state of mind. Every day that I enter into my school site, I enter into arena of curiosity and effort. My students have adapted to changes in our school site, changes to their classrooms and more recently, adapted to being college students. Our partnership with Santiago Canyon College has broadened and expanded the horizons of many of my students.

Unity has empowered them to become more self-sufficient, self-advocating learners and it is an honor to work and learn alongside these young minds who were willing, and are willing, to trust and believe in the mission of our school. Our new school site only serve to further this mission. My students deserve this space. They've been flexible. They have been accommodating and supportive without a shadow of a doubt. They have taught me the meaning of Unity as a cohesive whole. They've worked and learned side-by-side, constructing and destructing the school week by week. Providing my students with a permanent facility is my number one priority because they deserve nothing less.

I'm overjoyed by the bond my students have formed with one another, and with our faculty and staff here at Unity through the course of this last year. Together, they have built a school for themselves and not many can attest to that same feat. They have believed in it. They have built it and they seek to expand it, and by such, their educational journey into a space that's all their own. This expenditure will be our next step toward building a truly exceptional educational environment. So without my students I wouldn't be standing before you today, and I trust as their teacher and their advocate, that their voices will not go unheard. Thank you.

Boyd: Thank you.

Chastain: This concludes the Public Hearing for Unity Middle College High School material revision request. Barring any unforeseen delays, the Board will render a decision at the June Board Meeting. President Bedell, I now turn the meeting back over to you to facilitate...facilitate any questions the Board may have.

Bedell: Could you, Erin, could you come on down please? Oh.

Boyd: Oh, I'm sorry. Did we miss a card?

Bedell: Did we miss a card?

Associate Superintendent Boyd: We don't have any more cards.

Bedell: We have the time if you want someone to...

Boyd: Yeah, you're welcome.

Craig: If that's...

Boyd: Sure.

Bedell: Don't go far away.

Associate Superintendent Boyd: We can just have her fill out her name afterwards. So if you just...when you come to the podium, if you just state your name for the record so that we'll have that. Thank you.

Lebeau: Good afternoon, Board President and Trustees. My name is Adina Lebeau and I am a parent of a child at Unity Middle College High School, and I request that you approve the material revision on the Board's Agenda. And, like my husband you...just you heard earlier, I was very excited for the opportunity to enroll our daughter at Unity. I was impressed by Dr. Craig and her success implementing Charter School Programs in environments as tough as East Oakland, Watts, and Santa Ana. Many people would not consider our daughter at risk due to her high academic performance, but she is also autistic. Traditional school environments have had difficulty accommodating both her lower-than-average social skills and her need for challenging curriculum.

This awkward combination made her the frequent target of bullies through her Elementary and Middle School years. Although today's anti-bullying programs are vastly improved over our own childhood experiences, it was still impossible to insulate her from the scorn of her classmates in the District's traditional Public Schools. By her own admission, Unity is the first school where our daughter felt welcomed and supported. Dr. Craig and Mr. Gray, the Principal have created an environment where the students, faculty and staff support each other. That encouraging atmosphere has changed our daughter's outlook on school and has resulted in better behavior, both on and off the campus, and better grades.

For these reasons, we believe that Unity is fulfilling an important role in serving Orange County's at high-risk High School. I appear before you today requesting that you approve the material revision to Unity's Charter. Although their existing location was adequate...adequate for the current size of Unity student population, it is too small to accommodate growth and the addition of the new freshman class next academic year. Approving the revision will allow Unity to continue the vital and successful work that they have already begun and allow them to find a permanent home for the length of their Charter. Thank you.

Boyd: Thank you.

Bedell: Is that it?

Boyd: That is it.

Bedell: Could you go back to the picture in your presentation of the building?

Craig: Of course.

Bedell: Upstairs we have Santiago College. That's a kind of a...how many square feet is that first...you're going to be on the first floor, right?

Craig: We will be on a part of the first floor starting...

Bedell: Part of the first floor. And so, I thought I read somewhere you're going to have 200 students next fall? 200 students are going to fit in the part of that first floor?

Craig: Yep

Bedell: How?

Craig: So, I mean, we have class sizes around 25 and then we also create a very sort of strategic schedule, with once students are enrolled in college, of...that students can be rotating and we're having conversation with the college upstairs that typically, what we were going to our plan is having a combination of college courses on site and transporting the kids. But now the opportunity that the college is upstairs, there could be flexible spacing that way as well.

Bedell: Okay, the total building is over 20,000 square feet, is my understanding.

Bedell: Uh, bear with me as my language is not elegant.

Craig: It's okay.

Bedell: Okay. Seems to me we've heard from this program with changes in conversations and space more than just about all the other Charter Schools combined that we've had. Okay? And once again, we don't have Orange here, right? We don't have anybody from the District. How would you classify your relationship with the District, Orange District, right now?

Craig: So, what's interesting is...so as far as Unity is concerned, I really believe that um as much as I can communicate with the School District, I try and I absolutely do. Um, I will say this though and this is sort of...I also am part of a Statewide organization called the California Coalition of Early and Middle Colleges, which is a nonprofit that me and 6 other Principals found to promote dual enrollment, AB 2ADA and the expansion of dual enrollment Statewide. And so, although formally, I won't say that the Superintendent and I have ongoing conversation, I would love to and I attempted it many times.

So we put on our conference, our Statewide dual enrollment Summit for 4 years, and Orange Unified does send a team who attends the sessions that I offer each year on how to open an early and middle college, to the point where, with the Charter School Act, you say, do Charter Schools have an influence on the traditional Public School System? Absolutely. I can say firmly and proudly that bringing dual enrollment and the middle college model to the community of Orange has had some sort of impact on the interest and willingness. And now there is dual enrollment that is happening on all of the Orange High School campuses, and so, my personal dream and my personal thing that I offer over and over is, let's be an example.

Let's be an example of a School District and an independent Charter School working hand-in-hand because it is not only middle college students who deserve dual enrollment. It is not only Unity Middle College students. That's exactly why me and the other Principals, many years ago, like, I don't know how many now, we created this organization because we felt this was an equity issue and it should not be 400 students in these little pockets scattered across the State that deserve this opportunity. And with the writing from Chris Holden of AB 2ADA, and that's creating a non-profit, we wanted to get ahead of it. We're not only do we put on the Statewide Conference, we're coaching 37 School Districts across the State of California on how to implement dual enrollment with the wraparound services.

Bedell: So, you have how many students right now at your site?

Craig: Right now, currently?

Bedell: 50?

Craig: 50, approximately 50. 46.

Bedell: You...are you going to graduate, are you graduating...?

Craig: No, no. Right now we just have 9th and 10th graders.

Bedell: Right. So when you open in the fall in that new building, assuming you get all the doors fixed and everything, you expect...a labor day, if we visited you, your head count would be what?

Craig: The goal is 200 but of course, as we know, I mean, facility has been the biggest challenge. The moment that I can say officially, we can be here and it's official. I mean, I have probably 40-something parents in the queue that say, "Dr. Craig, you call me back when you get

in your long-term home. You call us back when you can say that you will have classrooms that have walls.”

Bedell: Okay, so now what's your plan, assuming that they find lots of termites, the plumbing doesn't work, and you're not opening late by Labor Day? What's the Plan B?

Craig: So our plan...

Bedell: It will probably be another visit here.

Craig: No, let's hope not, Dr. Bedell...

Bedell: I know, I know.

Craig: So I will say...

Bedell: What I'm saying, I'm just worried about that.

Craig: Of course. Our Plan A is to open in August, and the reason, I mean, the City of Orange knows me probably better than any other person. They see me parking and they're like, "Okay, here comes Erin again." To when we figured out that once...this once this property had traction, it wasn't, "Hey, let's wait and let's have someone come out after the fact the lease is signed."

I picked up the phone and I called the Head Planner, William Crouch, and the Head of Building, Pete Goodrich, and we've gone to the site multiple times and they've walked and we've already had conversation on exactly what needs to be done to mitigate this process right there, because the worst thing, I mean, this has been the barrier for me. This right here and the opportunity to...not just overcome it and hope, hey, let's just hope that we don't have to do something crazy. It was lighting everything up really aggressively to make sure that it would be a reality.

Bedell: Sure. Okay, any questions colleagues?

Boyd: Yes, sir. Um, glad to see you're making progress with WASC. That's very important to me.

Craig: Thank you.

Boyd: Um, number of classrooms. How many in the new facility?

Craig: So right now, we're still working with the architect. It's between 5 and 6 that would be exclusive for Unity, but the college upstairs is also committed to letting us use their flexible space as well if we need those classrooms.

Boyd: Okay. What's the projected cost per square foot for your first year?

Craig: Um, I off the top of my head, are you saying for...for rent?

Boyd: Yeah.

Craig: Okay. Off the top of my head – I'm sorry, I've had...we've been going back and forth and everything – I want to say it's \$1.80, and I will say this. As far as what we projected in the budget that we have were originally submitted and the reason why I asked to submit a new revised budget, is what we put in as far as what we thought our lease would...or our rent, excuse me, losing my words, what we thought our rent would be each month, is 69% greater than what it's actually going to be, and so we actually have a cushion in here and that's why I asked Aracely to say, hey, can we submit?

Can I please submit a new revised budget now that the lease is done? Now that I have all of the information, what can that look like to make sure that the budget is identically accurate? That and with the Project Manager and the Tenant Improvement cost so we can continue to move forward.

Boyd: Okay, what's the back of the building look like? Is there any room for a basketball court or...

Craig: Sure. So, the back of the building is a big parking lot with about 215 spaces and less than half of a mile away, there is El Camino Real Park, so you better bet that once this is like, you know, after I leave here, we're having conversation with the City of Orange. I mean, there's tennis courts, there's paddleball, there's baseball, there's all of these components that is within a short little jogging PE distance.

Boyd: Okay. Um, I have to give you credit. This could be called Persistence High School, you know, for all the uh, hoops you've gone through in the last 3 years, so I congratulate you on that. I know a lot of people would have thrown in the towel after the first year or so.

Craig: Thank you for saying that.

Bedell: Trustee Lindholm?

Lindholm: So how many students does Santiago Canyon have upstairs?

Craig: That's a good question. I don't know that answer off the top of my head, but what we've had um, and I don't know the number of classrooms, I'm sorry, off the top of my head either, but what we did. When we were having conversation with of course the landlord and Santiago, because Santiago, the people that brought this opportunity when I went to them and said is, you know, all ideas, anything on the table, um, is that their peak times are between nine o'clock and twelve-forty-five...one o'clock...

Bedell: Really?

Craig: For this particular campus.

Bedell: I would think it would be 4-7 PM.

Craig: And, you know, I mean that just so happened because of course, as good neighbors, we wanted to make sure that you know, all of the pieces in the puzzle fit together, and you know, work on the same machine and so I don't know the exact number, but it's also...it's used as a continuing education center as well. So, and here's...here's one thing I left out. There's non-credit and enhanced non-credit courses that are happening upstairs in that building. So, what that means for our parents, English classes, skill classes, you know, Microsoft Office classes that the opportunity for the partnership to even strengthen further can, you know, absolutely be a reality at this site.

Lindholm: So, uh, you said the back has parking. I was concerned about parking. You said it is about 210 parking places?

Craig: It's massive. If you look at it on Google, um Earth, it's like the...so actually the owner owns 2 buildings. This one and the one next door both have the same sort of no conditional use permit for educational use situation. And then there's one massive parking lot that's right behind it, and then if you walk out the parking lot, there's a gate where there is dense housing that's right behind that we've been going door-to-door every Saturday, like we have for the last 3 years.

Lindholm: I agree with Trustee Boyd that you've probably should be called Persistence High. Um, it's very exciting for me to see a school...I know my kids are basically Borden High School at their senior year, and to get college credits just makes a lot of sense, and for a lot of the

disadvantaged children who may have never had a family member go to college. Excuse me. Um, college can be kind of scary and this is opening the door. I give you great credit for that and effort persistence high, so, uh, I would confirm and your lease agreement, the parking situation. Parking is always very important and makes good neighbors, uh it...I guess I thought we might be voting on this today, so you're going to have to be in a holding pattern for...

Craig: Until June 6th.

Lindholm: Until June 6th, which means you won't be doing any tenant improvements, etcetera, until that time.

Craig: Correct.

Lindholm: Okay. Thank you.

Craig: Thank you.

Bedell: Trustee Gomez?

Gomez: Okay. Briefly, can you tell me a little bit about...you said 60% of the students are enrolled in college. What does that mean? Does that mean 1 class? 2 classes? What does that mean?

Craig: Sure. So, what that means is right now the...the majority of them enrolled in 1 class because we must be compliant...compliant with SB 379, which is about the instructional minute requirement for early and middle college high school, that's specifically for a Charter school. And so, what we do is first every single semester we evaluate our students. Not at the end.

We look at Progress Report One, Progress Report Two and final grades, academic grades, behavior, attendance, you know, readiness, filling out paperwork on time, and they must, in order to enroll in college in Spring 2018, they must met this criteria the entire first semester, so it's not just saying, hey you got good grades. You're in college. We want to make sure that if they're college ready, they're college ready. Um, so...

Gomez: So, one class?

Craig: One class with the exception of 1 student who was also taking Pre-Calculus at the college.

Gomez: Okay.

Craig: As a 10th grader, I might add.

Gomez: Okay. Um, Career Pathways. Um, what are we looking at there? What...what kind of Career Pathways are you offering?

Craig: Sure. So, this year what we did is the students got a sampling first semester of Career Pathways, everything from Biomedical Health Science, Business, um Current Events and News Reporting. So, they went through a circuit where they got multiple...

Gomez: So, in 1 class, they got a circuit of things.

Craig: In 1 class, they got a circuit and then in, also...so the first college course that they're enrolled in right now is in Counseling 101. That is not just...it's not a...I don't look at is as a counseling class. It's a career exploration class in a major exploration class. So, these students that are in this class, not only are they taking this class using on-course curriculum to prepare for college.

They're creating their student educational plan for Santiago Canyon College that is really figuring out, and that's where that Creation Innovation Lab comes in, giving them the space to figure out what they're interested in talented in, and then when they start taking this college course, they're actually making that informed decision of where they want to pursue and they're not signing their life away, they're not saying I'm going to major in Theoretical Math at age 14. They can change it each semester, but it gives them not just the plan but the experiences to inform the plan.

Gomez: Okay, no other questions.

Bedell: Okay. Anybody else have any questions?

Gail: Thank you guys.

Bedell: See you in June.

Gail: Thank you very much.

Bedell: Associate Superintendent Boyd, what is your discussion, discretion?

Associate Superintendent Boyd: Staff recommendations?

Bedell: Now move to Staff Recommendations Item Number 13 on the Agenda. Approve the Amended Agreement for Scholarship Prep and designate the Associate Superintendent to sign on behalf of the OCDE.

Lindholm: So Moved.

Bedell: Moved by Lindholm.

Boyd: Second.

Bedell: Seconded by Trustee Boyd. Discussions, colleagues? All those in favor, please say "aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes 4-0-1. Approve the Agreement for Samueli Academy and designate the Associate Superintendent to sign on behalf of OCDE. Do we have a Motion?

Lindholm: So Moved.

Bedell: Moved by Lindholm. Seconded by...

Boyd: Boyd.

Bedell: Seconded by Boyd. Okay. I have a question. Do we have anybody from Samueli here? Okay, and I...pardon me?

Lindholm: Oh, no, I just think it's 4-0-0 on the last one. He's absent.

Bedell: Did I say 4-0...?

Lindholm: Yeah, you said 4-0-1; I think it's 4-0-0.

Bedell: Okay. Thank you. Thank you, yes.

Lindholm: Thank you.

Bedell: I had a very interesting conversation and I wish somebody from Samueli was here. A very interesting conversation with 4...4 people who've been very, very involved over the years with foster children, very involved. In fact, 1 family had 4 and I...when we first got Samueli piece and then we got the Romero piece, I was very...I was really jazzed about this having been at the University with the Guardian Scala program. And I saw the successes those 20 or so students had, and I thought people I spoke to, and I want to be fair here, said, you know, maybe these are ideas whose times have not come because I was shocked, not New York hyperbole, at the relatively low, low, low numbers of foster children in those programs, in both of them.

The proposed one in Garden Grove and what Samueli has right now, I mean I was...I don't know how to say it. I'm stuttering and stammering over it, but I was, I think, I was shocked actually, candidly, and so I talked to these people and they said well, picture it. You have 2 foster children, you live in La Habra and the special high school for foster children is in San Juan Capistrano, right? The foster service providers do whatever they can do in the basis of this conversation, these unanimous on this.

They absolutely have to make it as easy as possible for the foster parents, because they're dealing with so many issues that frequently come with these children and therefore, I...when I heard Gloria's numbers and when I heard Samueli's numbers, I'm thinking...I'm thinking, okay, I just want to be candid with that, if that's, I hope, because then I was thinking the one was in Garden Grove, and the people I spoke to were in North County of my Trustee area, and they...the parent...they have no interest even though it was a targeted school with an emphasis of...because they've got you know, they want the kid in the community doing his little league project and he's doing the bench for Eagle Scouts over here.

They want to do that but then to share...and also, every one of them said, you know, Jack, very frequently those kids move a lot, talking about Linda, your comment, they move a lot so they may be in a foster family in Garden Grove today, but when Christmas comes they've had 2 more foster homes, and they got a school over here and you got that over there, and I'm just...I'm just raising this because it was a very existentialistic question for me, about how can they recruit and what's their mission? And how do they present themselves and how...because I have a you know, what am I doing...one of my daughter's best friends in college was absolutely, you know, a wonderful young man and the second he hit 18, he was thrown out.

The second the brother hit 18, he was thrown out and I...that's horrible. I'm just venting with you because I was so concerned about how these programs are presented but what their reality can be. And I just want to be sure we have truth and likelihood because maybe their schools that may have a stream of foster children not schools dedicated to foster children, and that's very different. And I think that may be more honest. Given the realities of those what those children have to go through and Linda you really triggered on me with the moving and that's okay. Thank you. Now, we have a Motion. But my topic...my topic was subject to the top...

Lindholm: No, you were perfect on the ...I...I think what we're hearing is to Samueli going try and do some housing units...

Boyd: Residential...

Lindholm: Residential for the foster children, and that...that should make, I don't know when that's going to occur, but that should make a difference.

Bedell: I would hope, yeah.

Lindholm: Because that's a...a nice, safe place...

Bedell: That's what people were telling me.

Lindholm: Yeah, but that's, yeah.

Mijares: I think...remember this came out of Orangewood?

Bedell: Right.

Mijares: That was the uh, genesis of this and at that time, from what I understand, doing an environmental scan, there was a thought that out of Santa Ana / Garden Grove, central part of the county you'd find more foster kids. I think you raised...you said it beautifully. Um, he says the

Districts are saying that too.

Bedell: Yeah.

Mijares: Because there...there's more of the District kids coming in there and they're not foster kids, you know, so it is a careful balance and I think it's the logistics you pointed out are real. And then the...the volatility and the revolving door for foster kids also plays into this.

Bedell: Right.

Mijares: the night. So, a lot of lot of variables that are hard to control, but I think you made a great point.

Bedell: Thank you. Thank you. All those in favor of this Agreement, please say "aye"

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes 4-0. Okay, this is the request to designate the Associate Superintendent to discuss...to negotiate an Amended Agreement on behalf of OCDE for Vista Heritage Charter Middle School. And the Motion moved by Gomez; Seconded by Boyd.

Lindholm: Any Public Comments or no?

Bedell: Anything?

Bedell: Okay. Thank you, Linda. All those in favor of that one, please say "aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: 4-0. Okay, Legal Counsel, we go into Executive Session for a few minutes. You only have a few more of these left. I'm sure you know.

Wenkart: There's no need for a Closed Session.

Bedell: Oh.

Wenkart: There's nothing new from the last Board Meeting.

Gomez: Oh, that's nice.

Lindholm: Okay.

Bedell: Ms. Boyd, do I have anything left over? We have the Superintendents report.

Mijares: I'll be brief.

Associate Superintendent Boyd: Yes, we have 1 Item under the Associate's Sup's. Dr. Al, if you want just to introduce you to.

Mijares: What's this I'm saying?

Associate Superintendent Boyd: After you then I have one from um, Dr. Olmstead, as part of the Associate Sup's report.

Mijares: Okay. Okay, I just want to be very quick. Last time we met you...you bypassed my announcements. How could you do that to me?

Bedell: Did I do that?

Mijares: That's the only reason I come to this meeting.

Bedell: I usually boycott the Roll Call.

Mijares: It's so great to be here with you and I want to commend you for the...the class that you demonstrated with the Public Hearing or, actually, the Public Comments on 329...AB 329.

Bedell: Thank you.

Mijares: Um, I didn't want this to get past, but some of you already picked it up, but Nina was awarded the Sky Joyner Award.

Lindholm: Again? Something else?

Bedell: I know.

Mijares: Uh, it's been given out since 1987 to the CASBO member who has demonstrated outstanding leadership, service, and commitment to school business, and to the association which is hard to get.

Lindholm: Yes. I want to see it.

Bedell: It cost her a fortune I heard.

Mijares: She had to pay a lot under the table, but both Renee and Nina have both been Presidents of CASBO, California Association of School Business Officials, which is not easy to see done, so we've got some great people here. Just real quickly, uh Members of the Board. I want you to know that um, uh, we sponsored on the 10th of March, Richard Louv. He is the renowned writer on outdoor education. In fact, he's written a book called "Child in the Woods: Saving Our Children from Nature Deficit Disorder" and this was part of ITO, Inside the Outdoor program. Yeah, and he's done a lot of work with Disney. And so, we had a gathering at a hotel. I think we probably told you about that, that we were going to do this and done by the ITO Foundation, spearheaded along with the Orange County Department of Education.

A bunch of people in the room from across the County, and he was talking about Outdoor Education. Uh, really exciting. Then I wanted to let you know, uh quickly, well first I have a question for you. AP Computer Science, which you're aware of, it's probably the fastest growing AP class now in um, the Country. We had a School District that had 70 students take the AP Computer exam. They passed, which means they'll be eligible for college credit. Guess what district that was? Time's up. The Fullerton School District. These are Junior High kids.

Bedell: That's because I was on the board 40 years ago.

Mijares: That's right. You know, we're talking about dual enrollment. With all due respect to dual enrollment, there's a...the correlation in terms of research. I mean, dual enrollment's wonderful, but the correlation between sustainability, the higher ed level as you know, is much stronger when they take an Advanced Placement courses, and so I thought...blew my mind. These are kids in Junior High School. So, thank you, Jeff, for all your work. Then, I'm almost done, I promise...

Bedell: No hurry. We want to hear what you're doing.

Mijares: Um, I wanted to let you know that uh, Greg Gardner, Edison High School Teacher in the Huntington Beach Union High School District, he is being awarded the 2018 Teacher of the Year Science Teacher of the Year, here in Orange County...in the State of California. So, uh, we'll get you more information on that but the California Department of Education announced that he is the Science Teacher of the Year.

Bedell: Right?

Mijares: Okay, then we did the prize Patrol. So, we went out and recognized the bunch of the best of 5...6 top teachers, uh in the Country...in the County, excuse me, and one was from Community College, um, and I think that's all. No other than the uh, uh eSports, uh on the 28th of April. We did a big event in downtown Santa Ana at the eSports Stadium. This is a relationship with University of California Irvine, the Samueli Foundation and Orange County Department of Education, and a number of other sponsors, and it's not just kids playing the eSports games.

We're using the this the...the methodology of eSports and you know, the arterial of that to teach STEM education as well as English language, and we're working on courses right now with the University of California Irvine.

Bedell: Fantastic. First, I want to acknowledge your linkage to the College Board and how you keep us on track because that is so key to closing the achievement gap.

Mijares: Yes.

Bedell: And getting kids ready. Sorry, Nina. Children ready for uh, what's coming on and also, I want to thank you, and if we could have a follow-up from you on the Khan Academy?

Mijares: Yes.

Bedell: Remember you links us with them and also, uh, there was something else you've done that I would like you to highlight again that we need to have a fi...when I get it, if you could just forward...I lost it.

Mijares: Okay.

Bedell: ...but the million, billion, trillion kinds of kindness. Somethings that you think standout.

Boyd: What's the current count?

Mijares: We're almost there.

Bedell: Yeah.

Mijares: We're at 12 million.

Bedell: Right. So, if you read that, I think we mention these things we know sometimes don't get closure.

Mijares: Yes. Absolutely, absolutely.

Bedell: So, we have some carryover items from the next Agenda, and what do you have now from us?

Associate Superintendent Boyd: Dr. Olmstead.

Bedell: Dr. Olmstead, come up. You said that 4 hours ago.

Olmstead: In your Board packets, you have our Triennial Expulsion Plan that will be on up for approval at the next meeting. So, if you can review that, every 3 years we have to submit an Expulsion Plan to the State Department of Education. All of our Districts submit their Expulsion Plans to us. We, uh, look at the data, we provide your report, and we tell you what we're going to be doing for the next um, few years to help with not actually expelling kids in our...in our schools. So, that's what the...the report is about and it's in your packets.

Bedell: When you do that and you think about putting that together, would you please think about the notion I've heard from teachers is that there are kids in their classes who should be expelled, and they have an uncomfortable working environment because the kids are not being expelled, and that there's the backfire on that.

Olmstead: So, in your report, you'll see the different professional learning opportunities that are taking place to counteract that feeling.

Bedell: Yes. Thank you, but you've heard it also?

Olmstead: Not in our Districts. I heard it in some Northern districts, but not in ours.

Bedell: Yeah, okay.

Associate Superintendent Boyd: Um, I want to remind...

Bedell: Do you have an introduction?

Associate Superintendent Boyd: Next month.

Bedell: Okay.

Associate Superintendent Boyd: Next month you have 2 Board Meetings and we just want to remind you that the Board Meeting on June 6th will be uh, the introduction to the Local Control Accountability Plan and the budget for next fiscal year, and then the 2nd Board Meeting of the month would be the Action Item for those 2 items. In addition, we have other items, but I just wanted to remind the Board that June has 2 Board Meetings scheduled.

Lindholm: Quick comment. I want to thank whoever did our website, now you have a search engine. I don't know if that individual is here, but the search engine is working on our...on the Board of Directors site and I was looking at transfers and the information was there, and it was pretty...so, uh, thank you and compliments to whoever worked on that.

Associate Superintendent Boyd: That would be Ian and his staff, so we'll pass that along...

Lindholm: Please pass that along.

Mijares: There are a couple guys back there that were probably also instrumental in this.

Lindholm: Okay. Well they did it and it looks a lot better and it's more functional than just a page. That's all.

Bedell: Trustee Boyd. Do you have anything for the good of the order?

Boyd: No, sir.

Bedell: Do you have a Motion? Trustee Gomez, anything for the good of the order?

Gomez: No, I need to get to work.

Bedell: You are a principal of the day?

Gomez: Yes.

Bedell: I am impressed.

Gomez: I'm so glad.

Bedell: And I'm also impressed that this is, on one of these items you did not use the word, I'm seeking clarification. I know they want to get on the freeway. You all want to get on the freeway. Love you all.

Boyd: Motion to Adjourn?

Bedell: Motion to Adjourn, Moved by, Seconded by?

Gomez: Marjorie Veeh.

Lindholm: All in favor?

Bedell: Aye, aye, aye. Thank you for everybody who stayed. I know some of you didn't have a choice but thank you.

[THE BOARD MEETING ADJOURNS]