

Board Meeting 5-8-19 Transcription

[DR. WILLIAMS BEGINS THE BOARD MEETING BY STRIKING THE GAVEL ONCE]

Williams: Good morning. The regular meeting of the Orange County Board of Education is called to order, and typically I get to read out just a little bit about our meeting. We like to welcome you of course, and if anybody is interested in public comments, we made it a time certain today at 12 o'clock so we can hear everybody and everyone can be here without having to wait. There is a card, or, there are cards on the back that we ask that you fill out and give it to our good recorder here, Secretary Darou. And again, this is a public meeting and everyone here is respectful. We want it to be such.

We have board business that we discuss, and we appreciate the respect and civility demonstrated towards the board, the superintendent staff and guests attending the public meeting. Okay, so, today we're going to have a little bit different format. We're going to do roll call and do the agenda, minutes, and then we have a time certain for the budget study session and that's going to end approximately ten till the hour. We're going to take a little break and then we're going to begin the formal Pledge of Allegiance and invocation as that will be somewhat ceremonial in character. So, Darou, roll call.

Sisavath: Trustee Sparks?

Sparks: Here.

Sisavath: Trustee Barke?

Barke: Present.

Sisavath: Trustee Williams?

Williams: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Bedell?

Bedell: Here.

Williams: Very good. May I have a motion for the adoption of today's meeting?

Bedell: So moved.

Williams: So moved, and a second?

Barke: Second.

Williams: Second by Trustee Barke, moved by Trustee Bedell. Any comments? Otherwise, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Opposed? Abstain? Motion passes 5-0. May I have a motion for the approval of the minutes from the April 10th meeting?

Barke: I'll make a motion.

Williams: Motion by Barke.

Gomez: I'll second.

Williams: ...second by Trustee Gomez. Any additional comments? Changes? Barring none, all those in favor say, "aye."

[ALL BOARD MEMBERS SAY, “AYE”]

Williams: Opposed? Abstain? Motion passes 5-0. I'm now going to present to you our good Renee...

Boyd: Dr. Williams?

Williams: Yes?

Boyd: If I could just interject. We did receive one public comment. The general topic is agenda so someone wanted to make a comment on the agenda.

Williams: Oh, okay.

Boyd: So, do you want to?...

Gomez: It's 9:03 a.m. anyway.

Williams: I think this is a good time to...if someone wants to speak public comments, if you don't mind, Renee?

Boyd: Martha Fluor?

Fluor: Thank you very much. Good morning, President Williams and members of the Orange County Department of Education, Board of Education. My name is Martha Fluor. I'm a resident of Newport Beach, a constituent of Ms. Barke's trustee area; member of the Newport-Mesa Unified School District Board of Education, as well as the 2015 president of the California School Boards Association, which you are all a member. In that capacity, I've had the pleasure of interacting and attending countless board meetings within my own district since 1991, as well as statewide. And, I am here to urge you on behalf of that, to re-evaluate your agenda construction procedure.

According to the Ralph M. Brown Act section 54954.3, every agenda for a regular meeting shall provide an opportunity for members of the public to directly address the legislative body on any item of interest to the public before (or) during the legislative consideration of the...item that is within the subject matter jurisdiction of the legislative body, provided that no action shall be taken on any action not appearing on the agenda, unless that action is otherwise authorized by subdivision b, etc., and it goes on. In 2018, your county counsel, Ron Wenkart, provided this board with a comprehensive report on the Brown Act. Currently, this board is in flagrant violation of the Brown Act.

Your agenda has a time certain item for public comment at 12, noon, well after your closed session, preventing the board...the members of the public to comment on closed session items. And, as well as all of the resolutions that you place before public comment, and they have no opportunity to comment on that, as well as the study session. You have no opportunity to comment on your current study session. I urge you to immediately correct this issue.

I am sure your highly-qualified Superintendent, Dr. Mijares, your county counsel and your Assistant Superintendent, Nina Boyd, can provide you with templates for you to do so and adopt. I have gone through all 52 of the county board of educations within the state of California and every single one of them, if you want to take a look, have the opportunity for public comment at the beginning of your meetings. Thank you very much.

Williams: Very good. Thank you, Martha. Any other public comments?

Boyd: No.

Williams: Okay, very good. Renee.

Hendrick: Good morning. So, for the budget study session, I thought it would be helpful to kind of walk you through the packet you would normally receive during the budget process. And so, as a reminder for this meeting, we normally use the Second Interim and I'll give you some projections based on what we're hearing from Sacramento. Until the governor does his May revise and things go through the legislative process, we don't really know a lot of that detail as far as what is expected. So, the best information we have is the March budget you saw. So, reading it is the Budget Summary Book, which is on pages 1-31, is normally what you see.

That was done in conjunction with a couple of the board members and actually trying to give you a little more detail. I'm going to walk through that in more detail in a second, but I just want to look at the packet as a whole. The next is going to be the Summary of Major Changes from the last budget that was submitted to the board and the Department of Education. Each time we give you a budget, we're going to say, "This is the major changes from the prior budget you've seen", that is listed on page 32 through 34. And then, just for a quick glance for you is a variance table for major objects to see what changed from the prior budget to this budget and what that variance is.

The next will be the Form One Summary Page, which is pages 34 through 36. This is a state required format and so, when you look at the codes of what you're required as a board is you must see this document as part of it; not that we couldn't give you supplementary information, but you must see it in this format. So, this is going to tell you by major object code and there's numbers to the far left. Those correspond with the assumption pages that we gave you on changes. And so, that will tell you the major changes and then starting on page 45, it'll actually give you a little more detail in the revenue by object code. Then into expenditures it will still take it down to major object code.

So, for an example, if you were to look on page 42, instead of saying all certificated salaries, it'll say 1100 is for teachers, 1200 is for pupil support, so it breaks it down a little bit more for you there. The next section for you is the multi-year projections, and that's page 63 through 64, and this is showing you the prior year and two subsequent years. So, it's the prior year, the current year, and two subsequent years, which is required by the state. And so, we're giving you an idea of what the budget looks like in the multi-year format. And so, that would be looking at anticipated changes in salaries and things like that.

As you can see for 19/20 when we did the Second Interim, we had anticipated some programs would be running at a deficit and we would need to cut about \$1.8 million in those programs. That's what this form will do. The next form is going to be your criteria and standards, and this is where it's going to give you some trend analysis for our budget. And so, the very first page, page 65 or 67 – my numbers look different – is going to show you what the major items where we didn't meet our criteria...the next two pages. So, if you kind of walk through, it's broken down by revenue and expenditures.

And, there's a lot of detail in these pages that you can find helpful, and we try to highlight on those two summary pages what areas you should look at if you have a concern, because those are saying we didn't meet the criteria. The next one is the Average Daily Attendance, and so that's broken out, the average daily attendance for our program, how we receive funding. That's broken out from 91 to 92. And then, form 12 is our Child Development Program. That is the only other fund that we have salaries listed and so we want to show you that. Dr. Williams, I think you were here when we had a major event with the child development program.

We actually had to close the majority of that program which was not the most comfortable thing we've done. We want to make sure we're highlighting that there's any deficit issues in that area. Number 9 is the All Funds Statements, and this just gives you a quick view of all the different funds. Just to give you an example is the state...is the one by county structure actually dictates what funds things go in. Most of all of our stuff is in Fund 1, that's our General Fund. We have restricted funds for Special Education, Child Development, our deferred Maintenance Funds, Reserve Fund, the State School Building Fund, and then we have for our Esplanade project, we actually have two funds: one's for operational costs and one's for the debt payment.

We also have a Self-Insurance Fund for our dental. Those are just one way for you to see all of that. And, the last thing is our listing of Grants and Entitlements and Contracts. It's listed by you can see it'll say Federal, State or Local Dollars, and we update this each budget cycle and put in your packet for you. So, to kind of give you a little bit of an overview before I go through the budget packet is some of our projections we think for 19/20, is the state revenue. They just released the statutory COLA will be 3.62% for any of the state programs.

One of the things to keep in mind for our local control funding formula, though, is because we're in this excess tax portion – we talked about that last time – we won't actually receive new revenue. So, we'll get the COLA, and it just means we'll transfer less to the county courts, but the net gain is zero, if that makes sense. Until we move out of that tax status, we won't actually see any new revenue growth for local control funding formula, which is difficult.

Gomez: Excuse me, Renee?

Hendrick: Yes?

Gomez: Do we expect to ever move out of that tax status?

Hendrick: Probably not.

Gomez: Okay.

Hendrick: As Orange County taxes, we've been growing more than most counties in the state. The only way we could is if we had a huge spike in enrollment and grew so much that we actually got more in the funding formula.

Gomez: Okay.

Hendrick: I'm not sure that will happen either, though.

Gomez: Okay.

Hendrick: That would be the only way that would mitigate that.

Gomez: We're getting more in property taxes, but we're not seeing that same with enrollment...

Hendrick: Right.

Gomez: ...of students.

Hendrick: When you hear districts and they're getting this COLA, they get to then pass that. Yeah, that's the way they're going to pay for salary increases and stuff. We're not getting that on

the LCFF funding model, and unlike the school districts like Newport-Mesa and Laguna Beach where they get to keep that excess dollars, we do not.

Gomez: Okay.

Hendrick: Now, I will say there is a movement trying to work with that because I think there's like 10 to 14 county offices that have fallen in that category. Whether the Department of Finance and Legislature will approve that, I don't know. This year, I think I have a slide that said it's \$9 million. I was just told I think it's gone up to \$12 million, right? So, it's quite a bit of money.

Williams: So, this unique status of not getting the additional funds, it's unique for county boards only, or?

Hendrick: County offices only, yeah.

Williams: County offices. It sounds punitive?

Hendrick: It...yes. [LAUGHTER] Yes, but what they're going to say is you're getting your maximum funding, for county offices they're saying you're getting your maximum funding, so anything above that they're going to transfer, too. And, when they transfer it to the county court, that just means the state pays less money to the county court. So, they're not making anything off of it. They're just getting the money in a different format. And the reason why they did it that way is they actually can't take a county's taxes, right?

Gomez: They're just moving it.

Hendrick: They're just moving it.

Gomez: Okay.

Hendrick: There is an argument to try and fight that but it does take money away from the general fund from the state also., That is something Dr. Mijares and some other county offices have been working on. How successful they'll be, I don't know. Now that there has been movement, there was only four – we weren't one of them – now there's, I think, 10 to 14. There's a little bit more movement on that.

Gomez: Okay.

Hendrick: And so, there may be an increase in enrollment in our county community schools, we're unsure. I talked to you at the last meeting about possible reductions. We have planned for that. We went through the process. We are seeing almost a 400-student increase in our enrollment in the last few months. We're just not sure how long that will hold. Will it hold through the next year? If that does then we're right on with our staffing. If it doesn't, we may have issues in the future. The changes in the Juvenile Justice continue to decrease enrollment.

I'm not sure if some of you are aware, but our Joplin Youth Camp that's been there for quite a few years will actually be closing in May, and that's because they are no longer going to staff that from the county perspective. So, not us, but the county jail perspective. Some of those students that are left, they will be transferred to one of the other programs, but that's just less beds available for juveniles, the movement from Juvenile Justice is to not incarcerate and try different interventions instead. That hurts our population because that's where we were going in to serve them.

Barke: How many beds are there?

Hendrick: At Joplin, I believe there was over 70?

Boyd: 60.

Hendrick: Yeah, is that right?

Boyd: 60.

Hendrick: 60. Okay.

Williams: What's the occupancy now?

Hendrick: I'm sorry?

Williams: What is the occupancy now? Do we know?

Hendrick: It's less than 10, I believe.

Barke: Oh, wow.

Williams: Oh, wow.

Hendrick: Well, how many are actually there right now? 14.

Bedell: Do we own that property?

Williams: Wow. Dr. Bedell asked the question. Do we own any physical sites that are dropping? That's all county.

Hendrick: That's all county property.

Williams: Okay. We just provide education.

Hendrick: We just provide educational services, right?

Williams: Right, okay.

Hendrick: And then, in the last budget the governor has set aside One-Time Discretionary Funding, and we've actually had at least \$1.5 million, if not more each year in Discretionary Funding. It is not proposed in this upcoming budget. That's something that we will look at. Maybe that will happen when he does his May revise. It wasn't in his January proposal. We do have automatic increases related to salaries and benefits. So, step and column specifically for teachers. So, each year, they move down a step, and if they gain any educational use, they can move over in a column and those are automatic increases. And then, for our classified staff, they may get longevity or other items like that or move across the salary schedule.

So, those have to be incorporated. The increases for STRS and PERS, and then any negotiated salaries are on top of that. We did do a two-year agreement with our teachers bargaining group. They received a two-year agreement for the current year we're in, and then for next year at 3%. And then, our health benefit increases are pending our renewal.

Bedell: Renee? Excuse me. Mr. Chairman, is it all right to ask a question here?

Williams: Absolutely. Yes, please.

Bedell: Okay, on the health benefit increase, have you been following what some health plans like now have \$10,000 deductibles?

Hendrick: Yeah, they're called High-Deductible Plans.

Bedell: Yes. Where are we with that?

Hendrick: Our employees do not like that. Just so you know. [LAUGHTER] We do have a Health Benefits Review Committee that is comprised of three members from each of the bargaining units, and then management also. We do look at all sort of things. If you remember a few years ago, we went to what they called a Skinny Network, which is with St. Joseph, St. Jude, and HOAG. That has been very popular, that has saved us some money because it's a lower cost

for the employee. Our PPO plan is still an expensive plan, but we've also done changes in that plan: increase prescription fees, increase co-pays and things like that.

We did go out to market for the first time in four years to see what we would get from another broker. They were all over the place, and it would be a lot of planned disruption. That committee will see the final proposals next week. We'll see what happens there. But it is just an increasing cost for us. We thought that we would see it flat because the fees, the federal fees, were taken off for this year for the Affordable Healthcare Act. Of course, we didn't see that. We still saw increases. CalPERS and CalSTRS are statutory programs. As a reminder because I know a lot of questions I get is, why can't we pre-fund that?

You can't because we're in a statewide school pools and so, unlike maybe cities and counties where they contract with PERS. They could, they have their own little separate pool and they could pre-fund that. If you were to pre-fund that, that money wouldn't necessarily go to our employees, right? It goes to the state. It doesn't actually help our current liability. There's no mechanism to do that at this time.

There are some plans out there right now that says you can set up this future trust and then make payments from that in future years, and we are looking at some of that, but it is an irrevocable trust. We just want to make sure we're comfortable with that. There's not a lot of school districts doing it right now. We'd like to see more information on that. But it wouldn't do anything to really buy our liability down. It would just be setting money aside to make payments.

Sparks: Who set up the irrevocable trust?

Renee: Could we?

Sparks: Who set it up? Is it set up?

Hendrick: No, we haven't done it.

Sparks: Oh, you haven't done it yet? You're looking into it. Okay.

Renee: Yeah, we're just looking into the pot. So, it'll definitely reduce our liability. I'm not necessarily seeing how that's very helpful for us. You normally would do that if you have retirement plans as far as like health benefit retirees, which a lot of our districts have. They put irrevocable trust to pay that future liability. We don't have a plan like that. That would be more specific to that district.

Williams: Have we thought about the Medical Savings Account?

Hendrick: We have, so, you can only do medical savings account if you have a High-Deductible Plan. There are some plans out there now that you have the High-Deductible Plan and a Medical Savings Account to go with it. Again, that's something it's part of our bargaining also. It's not been something our employees have been very excited by. We do, under our Section 125, though, have the ability to do a Flexible Spending Plan, though, that employees can do. It's a tax-deductible plan, I think it's up to \$2,000. It reduces the employees' taxable income and they can use that during the year.

Williams: That's currently what we're offering them?

Hendrick: Mmhm, and that's their own money. We don't pay it for them.

Williams: Sure.

Hendrick: The governor has posed additional funds for CalSTRS. His plan is that they would put this \$2.1 billion into CalSTRS to reduce some of the liability. And with that, it would decrease the employers' contributions in a couple years. So, that's a direct impact to everybody complaining about employers' rates being really high. I'm not sure how it helps our future liabilities, though, because if you want to really lower the future liabilities, you wouldn't offset it by lowering the contributions going in, but that is the governor's proposal for CalSTRS. He did offer for CalPERS also, but only for the state programs and not for school programs. So, that is in his proposal currently. And so, with the Local Control Accountability Plans, we have California Dashboards.

I think Dr. Mijares had talked about that a few meetings ago where they'll have indicators where districts are not meeting their goals. There is a lot of new work. I think last year we had 13 districts that were in different, or this year we have 13 districts, that are in differentiated assistance, plus our office and so, in trying to look at what those needs are. We do receive some funding for differentiated assistance, and then our district is also in differentiated assistance. Because of that, we have to set aside certain funds in order to show improved services for that. Dr. Olmstead's unit is the group actually that's working with the school districts that are in differentiated assistance.

We are having to add a lot of additional staff in those areas obviously, right? Because if districts are looking to us for technical assistance, we need to have people to be able to do that. And then for us, we have in our budget, when you look at our local control funding formula, we have money set aside for Supplemental and Concentration Funds. You guys have heard about those from the district. So, those are based on those unduplicated counts. With those dollars in our LCAP, we're already showing you the services were going to provide for that. Now, we also have to show how that's going to help meet our Differentiated Assistance Plan. It's going to restrict some dollars where they have to go to those specific services.

It does create some concern because as you're pushing all those services into these very needed areas, it leaves less unrestricted dollars for staffing increases and things like that, and that's not unique to us. That's every school district is facing the same thing. Some of our areas we think we'll see growth is Early Learning Programs. We already have a very large Early Learning Program that is a favored program by the governor. We do expect to see new dollars coming in there. Career Technical Programs is another one, the governor is supporting it. We have Patrick O'Donnell, who's a big proponent. So, we do expect some growth there. Growing support for increasing the base of the LCFF Funds.

Assemblyman Muratsuchi actually has a bill out that says-it doesn't actually fund us more right now, but it says in the future, we need to fund so that California is above 41st in funding. We need to get to where we are more competitive with other states. And so, there is a lot more momentum around that right now; not saying we actually get that money, but at least setting those goals higher. A lot of it is partnering with school districts on how do we help be a continuum of services? Like those students that we just saw coming into our program, if we can

provide the right support to them and help them be successful, they will move back to their school district of residence, but we'll be a needed service for them. That's what the program is working very hard on, being that continuum of service.

Bedell: Renee? Does that fourth goal really focus on social-emotional learning?

Hendrick: The partnering with districts? It could be a whole lot of things. Some of the students we are seeing are very credit deficient, maybe from social-emotional problems. We do have some wraparound services to help with that. A lot of it is the dropout rate, graduation rates. Our program does a really good job of serving those students. Some of our districts are very good at it also, so it's just finding ways how we can partner with them and being a service. If it's not working at the district level, can we step in and provide that service? It also means we have to have a very high-quality program to do that.

Areas of concern we have is competing needs for students that are traditionally served by county offices. As an example, we, you know, a lot of our students used to come to us because they didn't go to school in a regular school district. Well, now that district could be under Differentiated Assistance for dropouts. They're putting a whole bunch of new resources to stop that. Those students may not come to us anymore, because the district now is going to provide that service. So, we're all kind of competing for the same things. That could be part of the reason why we're seeing a decline in our enrollment also. Increase expectations due to strong economy and low unemployment. Staying competitive, attract highly qualified staff.

We've already had some issues with some of our salaries. We've looked at, we've increased a couple this year for our clinicians in different areas where we can't recruit people because our salaries may not be high enough. All districts are facing this. All of you who are trying to hire people right now know the economy is great, which is really good. It also puts a little bit of strain when you're trying to, you know, our I.T. staff is like an area where it's very difficult to recruit staff. We've had to increase salaries along the way to make it competitive. You've seen from a lot of districts across the state where there's just a lot of pressure to increase salaries. No real growth and revenue from the Local Control Funding Formula.

That makes it harder for us, right? Because, we're not going to get a lot of new revenue, yet there's going to be the expectation to still get raises, so that's kind of the overview for that. If we look at the Budget Summary, I'll walk you through just the key areas there, being mindful of time. When you look at our total revenue, the Local Control Funding Formula is not quite half of our budget. We do get money from other areas. We have the Local Control Funding Formula was \$103 million. I'm sorry, this is on page...

Boyd: Four.

Hendrick: Four, thank you. Federal revenue is \$42.3, state: \$32 million, and you can see a large portion for us is Local Revenue. When we serve students that are referred by school districts for Special Ed. or Alternative Education, that is actually under Local Revenue because they're receiving that revenue from the state and we're billing them for that. This just looks at a trend of all of our different types of revenues, so you can see for 2016/17, our Local Control Funding Formula has grown since 16/17 through our projections. We've gone to \$1.3. We actually show

going down for next year and then a slight increase for the 2020 year and that's because of declining enrollment.

And then, you can see right now we've left kind of state flat, not knowing what's going to happen with that, and that will change with each budget cycle. Our Local Revenue – hard to see the colors on my screen right now – the Local Revenue has stayed pretty static, and then Federal Revenue, we're not expecting any new revenue there. In the blue boxes for you, I tried to highlight some projections. Some of this we've talked about already, so I won't go into that again, but it talks about the Cost of Living and then the concern for the Property Tax shift and what that does for us. Mine did increase to \$12 million. Thanks, Patty – and that will change when we get our final tax receipts.

Looking at our Average Daily Attendance. Even though we've seen a slight increase in the last two months, that's just in enrollment, not necessarily in attendance. So, remember we only get paid for every day a student attends, but it's called Average Daily Attendance. If all 400 of those students come but they don't actually attend, we may not actually receive funding for that. Tracking that very closely is important for us, but you can see since 2010, we had 10,400 students. This year, we'll have 5,100, so quite a decrease. We don't think that decline is going to stop. It's just can we, you know, make it stable, right? Because, the only district in our county that's actually growing is Irvine.

Every other school district in our county is declining, which means less students available also. This is happening in a lot of areas of the state. Probably the only areas you don't see it are ones that have high growth, and so, it's just really how do we maintain that? This is broken out by program and so, you can see our summer goal was short. Our Community Home Education Program was the other largest program that we saw a decrease in, but that will just show you by program. So, the revenue, if you took out that Local Control Funding Formula, a large portion of ours is fees and other income.

Reimbursements, and those are going to be things that we provide the service currently and then we get reimbursed later. So, that's most of our Medi-Cal and MA Billing. Entitlements means that those are from state or federal governments based on total student population, or whatever that entitlement is for. We have Contracts over \$10.8 million and Grants are \$6.1. Under Governor Brown, we saw a huge decrease in grants. That was not the formula. He wanted all the Local Control Funding Formula. Whether that changes with a new governor and new legislature, we're not sure.

It is a little more difficult when you have another grant area because then it becomes very restrictive to that specific purpose, whereas Governor Brown wanted more in the Local Control Funding Formula or One-Time Discretionary Funds, so that you had more latitude in spending those. In our Federal Revenue, the biggest piece of that is going to be our reimbursements for MA and Medi-Cal. Based on my meeting with Ms. Gomez and Ms. Sparks, we had talked about putting a trend analysis. We tried to show you in our funds a three-year history of what that looks like. We did try to highlight for you some of the items that we think will go away in the next budget.

For example, on page 11 is the Dual-Language Learning Professional Development. That was a one-time grant. We think that won't go into the next year, and federal grants are very hard for us because they're very late in us receiving that information. We could get into maybe November before we would know if we're going to receive those funds. We budget without them especially if there's staffing tied to it, to be safe. The State Revenue, \$26 million of that is all Entitlements, and those are usually done through a Budget Act or Ongoing Entitlements. And so, \$4.9 is in Grants. When you look at the three-year trend, you will see areas-like I have highlighted MTSS.

We've received multiple years of that. That Grant is ending. I think we still have \$1million dollars they've held back. So, we will receive in the next year after we've completed the majority of that work. The Grants that we had was the Career Pathways, this is the last year of that program. It will be sun setting. We have a new CTE Incentive Grant instead, which is a consortium of districts. We will have that for this year, and that is ending also as of next year, although there will be something different in its place.

Sparks: Is that where you collapsed those categories, the CTE?

Hendrick: Yeah. What do you mean?

Sparks: It's called CTE and I have it somewhere my notes. It just looked like you shifted the money where it was...oh, Career Pathways and CTE Incentive Grant.

Hendrick: Right. So...

Sparks: Like in years past, you had it in two different categories and now....

Hendrick: Now it's...

Sparks: ...in 2018/19 it was collapsed into one category?

Hendrick: The Career Pathways just ended so we didn't have it.

Sparks: Okay.

Hendrick: And, so now, it's called CTIG.

Sparks: Oh, okay. Yeah.

Hendrick: Yeah, and actually we may have something new coming in this next year called Strong Workforce Plan. So, it's really how the legislature names them is what we're going to follow and name them.

Sparks: Okay.

Hendrick: And then, we have the low performance students in some other areas. So, the ones highlighted was the one's that we don't believe will continue. For Local Revenue-we do get some community redevelopment money. That will be winding down. We do sell some publications from our professional development, food sales, you know, we do lease some rental facilities, our conference center. We don't receive a ton of money for that, but we still receive some income. And then, Interest Earnings. Interest rates have gone up a small amount, so, we're forecasting that there.

And then, we have some contracts. We have a Courier Joint Power Authority, some access fees. Those are normally for lost books, stolen books, those types of things. They have a scholarship fund in there. We have our Special Ed. Infant Programs, the PIES Program. We charge other districts. And these are just other local contracts where we're receiving funds from different areas. So, you can see there's quite a few of those.

We do have a lot of Workshop Fees that I've kind of just showed you in total there, because they could each be \$10,000, they could be \$100,000, depending on the workshop. Our total Local Revenues are \$8.3 million. And then, we have tuition for schools and so, that's a large piece of that. You can see the income coming in for the Charter School Unit. And then, just a bunch of other ones, so total for our Local Revenue will equal about \$94.6 million.

Gomez: Renee? Can I ask a couple questions...

Hendrick: Yes.

Gomez: ...about these? Some of these things like I'm just looking at Violence Prevention and the Violence Prevention Administration and Conflict. Now, are those programs geared towards students, or are those geared towards Professional Development for teachers?

Hendrick: So, most of these right now are...they're both. So...

Gomez: Okay.

Hendrick: ...a lot of these are through the healthcare agency.

Gomez: Okay.

Hendrick: And so, a lot of it is direct services to students or it could be having a clinician at a school site to do that work, or it could be that some of the threat assessment is actually doing drills and threat assessment for active shooter.

Gomez: Okay.

Hendrick: So, I know that that was a big program by the District Attorney, Todd Spitzer, before he became district attorney, is really how do you look at that active shooter? A lot of that work is done not necessarily for our office, but it's for all of our districts.

Gomez: Okay.

Hendrick: And so, it's a combination.

Gomez: Okay, so it's a combination of programs versus the staff development.

Sparks: Both of those programs have gone down...

Hendrick: Yeah.

Sparks: ...over the...years. Is that because the healthcare agency not being funded? Why is that?

Hendrick: It could be they just each year they re-evaluate. They may move what that looks like. And so, they may this year want threat assessment. Next year they may want something different. And so, because it is a contract with them and it's kind of up to them to choose what they want to do.

Sparks: Would you guys have decision-making power about like, you know, violence prevention, safety of student, you know, safety issues, I mean, in your office?

Hendrick: We do, yeah. And so, a lot of those wouldn't be a contract because I'm showing a contract coming in for revenue. We could have expenditures...

Sparks: Yes.

Hendrick: ...so it's falling into some of our other programs, yeah.

Sparks: Yes. Okay.

Hendrick: This is more just the contracts for revenue coming in.

Sparks: Okay. All right, thanks.

Hendrick: Let me move to Expenditures. This is our Total Expenditures. Just try to see what that looks like. A school district would normally have like 80% in salaries and benefits, but because so much of our money is flowing through to other agencies, we have that other out go at \$40 million. So, it looks a little bit different than a school district, and plus, we have a lot of lease facilities. We try to show you kind of a trend analysis of what that looks like. You can see that

we have reduced staff year after year. We do anticipate both things happening this year. We're going to be adding staff for some things and cutting staff for other areas. It really will depend on-it's a program-by-program basis.

We do look at major programs individually, and they need to be self-sustaining. We may do some short-term help to help them through a period but we need to get them to a level playing field. This is just trying to show you that. The one thing interesting is you can see that, you know, the salaries have gone down but the benefits continue to grow, and that's because of health benefits and retirement.

Gomez: Renee? Where are we as far as ranking, so to speak, with other school districts?

Hendrick: Our goal is to stay within the top quartile.

Gomez: Okay.

Hendrick: So, we're usually not number one, but we stay within that top quartile. There are some areas we fall behind. That clinicians was one; psychologist. There's a couple areas right now. The school districts that are Special Ed. teachers, they're not necessarily raising the salary, but they're adding more years of service. We're trying to look at some things like that also.

Gomez: I would suspect not only with clinicians but also with I.T. is...

Hendrick: Yeah.

Gomez: ...probably what your challenges are. Okay.

Hendrick: And, that's really hard because we have so much more staff than a school district because we, you know, we offer the financial system for all our districts, right?

Gomez: Right.

Hendrick: And so, it's a much bigger...and it's very entrepreneurial at times, but it's harder to try and recreate that staff.

Gomez: Okay.

Hendrick: Yes.

Gomez: Thank you.

Williams: Renee? Question: So, our staff and the superintendent provides lots of services that's required by State Education Codes. Is there, in your opinion, appropriate reimbursement for those services that we're required to do? And, has that gone down or changed?

Hendrick: I guess I'm not following your questions. So...

Williams: So, we have a lot of oversight that the good superintendent and staff has, and this has been an ongoing discussion item for decades. Is the funding formula in your opinion keeping up with those services that are rendered?

Hendrick: I'd say no, because with the Local Control Funding Formula we got a whole bunch of new requirements that we didn't have in the past.

Williams: Right.

Hendrick: And that's really, in a county office, that's our biggest struggle is not only are you going to see the LCAP for ours, Dr. Mijares' office has to review all 27 school districts.

Williams: All of them.

Hendrick: And then, now, the piece we didn't have before was also that instructional piece, and the differentiated assistance, and the dashboards and everything, and that's all new. We are getting a little bit of funding for it, but probably not enough. I think we've been fortunate that we have higher performing districts in our county, but there are still 13 undifferentiated assistance this year. That will probably be bigger next year.

Williams: Okay.

Hendrick: So, no, I don't think the funding's keeping up with the additional needs that we have.
Williams: Okay.

Hendrick: When I showed you those criteria and standards in the back of that thing, all this data is pulling from the same area. So, it's looking at the two prior years and the two years out. You can see the certificated salaries and benefits. I talked about STRS and PERS, so, this year we will receive a 1.85% increase for STRS to up to 16.2%. PERS will go to 18.062%. That could change based on the governor's proposal. You could get like a tenth of a percent decrease. It's not going to be a huge impact for us. This kind of lists out where you saw the Teacher Salary Support. If you didn't want to go through all the detail that's in the budget, you can see it here.

Here's in that benefit piece is kind of a whole. So, this breaks it out for you, what that looks like. This shows you the impact of the retirement. The STRS and PERS has been a big impact from us. If you look from 13/14 until our projection for this year, that almost doubles. We'll be paying out for that. And then, that blue box, again, just talks about our projections. So, to give you an idea, that 3% increase for the teachers is about \$1.27 million that we'll be putting into the budget for next year. We have just started negotiating with our classified group. They have a full open contract, so I think it'll be a while before we get to the financial piece of that, but that will be an ongoing process for us.

And then, again, on the medical benefits, we will probably know within the next few weeks what we're going to do there. Books and Supplies: We've had a lot of money for one-time textbooks, instruction materials, our general supplies, equipment. We do forecast to be putting some more money into equipment and furniture and things like that. Some of our school sites, our furniture is 20 to 30 years old, so we are going to be looking at some replacement of that. As we move to these new consolidated sites or we want to make them look fresher, more engaging for our students, so there'll be dollars. We've actually budgeted in this year, but we haven't spent it yet, because we don't have the space yet and those type of things, so we will then use that in the next year.

This is looking at our Services and Operating. Looking at a three-year trend. So, we have sub-agreements, I used our transportation one. So, we contract out for transportation. When we receive the funding for that, the expense that goes out is our sub-agreement. Those are separated based on a county structure because we can't collect indirect on that, and that's why those are actually segregated out. So, sub-agreements, we have casualty insurance, which is a very small amount, that's for our property liability. Travel and Conferences: that's really going to go a lot of times based on the grants we're getting for doing statewide work.

You'll see an increase there because the trainer's, or we may have District Personnel that we're paying their travel for. Utilities, Dues and Membership, and then Rents and Leases. Even though we're consolidating some sites, the rents in Orange County are expensive and tend to be going up. We don't expect huge savings, but there will be some savings from consolidating sites. So, the sub-agreements are there. The question before was on travel, what does that look like? This is by division. How much is spent between unrestricted. So, restricted is for a specific grant. That's what that's looking at, is the restricted, so, that's by division.

You can see our largest one is Educational Services, which is doing all that professional development. Dues and Membership: So, we do not pay for individual memberships for employees. We only pay for organizational memberships unless we had like one year, we had nurses, if they joined the association, they'd get a whole bunch of free vouchers and different things, but this was beneficial for us to do that. But as a whole, we will not do individual memberships. Our Property Liability Insurance, which we've seen drastic insurance cost increases over the last few years.

Our Utilities continue to increase, and then our Rentals and Leases: There's \$9.1 million, and a lot of that is the School Site Leasing is \$6.7 million of that. That's the largest proportion of that. Professional Services are \$14.9 million, includes Maintenance, Service Contracts, Instructional Consultants, Non-Instructional Hearing and Legal Costs, Data Processing Contracts – which is probably a huge portion of that. Dr. Mijares is always a little concerned when he sees these very large contracts going through, also we do all the fingerprinting for Live Scan. So, that runs through our office also, and then, Communications is going to be our phones, internet service, things like that.

Sparks: Is there a reason why that fingerprinting wouldn't go through the sheriff's office to... I mean, what's your rationale for that?

Hendrick: Because, they actually come here to be fingerprinted, so it's a service for our employees and a lot of our school districts because they'd have to go to...

Sparks: Yeah.

Hendrick: ...the sheriff's office to do that. So, it's just a convenience for the school districts. And, another thing is when they're our employee, we want to fingerprint them because if they have a subsequent arrest, we'll be notified. When you do to the sheriff's office, you may not be notified of that, and the law actually requires us to do that.

Sparks: Okay.

Hendrick: Some of the major projects we have for this next year is those site improvements for lease sites as we consolidate, and we have found one in Placentia that we are doing improvements on currently. We have one in Orange we're negotiating on currently, and we're still looking at a couple of other. And so, it'll be closing some of our smaller sites into a larger site for more services. And then, we also have our Payroll and Retirement system is more than 15 years old. It needs a major update, so we've set aside funds in order to do those improvements. We process over 90,000 checks for employees across the county, so that's a very important feature for our districts. And then, we're also looking at for some evaluating software for data analytics and business and instructional programs.

Gomez: Renee? Quick question about the payroll system. You and I had this conversation about a year or two ago, since you also do the community colleges, more and more programs, and again, the state chancellor's talking about more online classes. And therefore, those instructors could live out of state, potentially. Will this new payroll system look at addressing sort of the out-of-state...

Hendrick: Yes.

Gomez: ...taxes and all of that?

Hendrick: Yes, that's an issue we actually have also.

Gomez: Okay.

Hendrick: We have to pay an outside provider to do that. Some of the trainings that we do are in other states. I'm not sure if you're aware, but if you do work in another state, you actually have to pay the personal income tax for that state, if they have a thing. Yes, that is one of the things we're looking at.

Gomez: Okay.

Hendrick: A lot of this is going to be needed because of the new retirement laws also, so I get a little frustrated sometimes because I feel like our payroll system is more retirement reporting than the actual payroll, and I feel like the payroll should fall on the HR side, right? But, there are so many laws on the retirement system of how you report data, and that's what is causing a lot of this right now, for PERS and STRS.

Gomez: Thank you.

Hendrick: Okay. And then, the other outgo is going to be our expenditures out to different school districts and agencies, and there are quite a few. In summary for our budget, we will have an excess going into the next year, although we have certain programs that are in deficit. So, we'll be working ways to do that. Continue to evaluate our instructional needs is required to show increased improved services, especially for those areas for those students. We're not anticipating revenue, but we do have the STRS and PERS, Health Benefits and all those things. The philosophy for this office has always been to have a balanced budget and to not deficit spend, unless it's on one-time items, so we're working really hard on that goal, but we do have some work in some other areas to look at. So, that is my major...questions.

Williams: Very good. Just for purposes of where we are in the meeting, so, we do have special awards in about eight minutes. If we don't finish with everybody's questions, you're going to stick around, so we can put this to the end of the meeting?

Hendrick: Yes.

Williams: Okay, so, if there's many questions that are asked, we can do this later. Otherwise, if there's a real quick question, let's do it now then we're going to take about a five-minute break to set up for 10 o'clock. Any quick questions, thoughts, concerns, input?

Sparks: I have some questions, but not quick.

Williams: Not quick? Okay. How about if we do that...

Sparks: Okay.

Williams: ...later on in our meeting?

Sparks: I mean, they're not super detailed, they're just...

Williams: Okay, very, very good. All right,

Gomez: Yes, I'm okay with that.

Williams: ...are my colleagues okay with that? Okay, so the board will be in recess for about five minutes as we get set up for our special presentations at 10 o'clock.

[DR. WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE FIVE-MINUTE RECESS. AFTER THE FIVE MINUTES CONCLUDE, THE BOARD MEETING RESUMES WITH FOUR STRIKES OF THE GAVEL AND THE PLAYING OF "RAGGED OLD FLAG" BY JOHNNY CASH PLAYS]

Williams: Welcome to the Orange County Board of Education meeting. Today is a very special day as we honor those veterans that gave us our liberties and freedoms. And, we're going to be honoring our students who will talk about what Memorial Day means to them. We're going to begin. We started at 9 o'clock, and we're going to begin with the color guard or we're going to play a little patriotic song by Johnny Cash, and I cued you up there.

[MUSIC BY JOHNNY CASH CONTINUES TO PLAY] Let's get started. [**THE SUNBURST YOUTH ACADEMY COLOR GUARD MARCHES INTO THE BOARD ROOM TO PRESENT THE FLAGS**] We're going to be having a former Marine, Robert Hammond (retired Lance Corporal), a former board member of this board, come and give us and lead us in the Pledge of Allegiance, Mr. Hammond. And, that will be followed by our good Pastor, Frank Orzio.

Hammond: Thank you. Mr. President. Good morning, everyone. If you'll join with me as we salute the greatest flag on the face of the Earth, and of course, veterans are allowed to salute. If you'll please join with me.

[AUDIENCE MEMBERS WHO CHOOSE TO RECITE THE PLEDGE OF ALLEGIANCE, PROCEED TO DO SO]

Audience: 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. "Order colors. Mark time. March. March time. March. Forward march."

Orzio: Please be seated, ladies and gentlemen. Our Father who art in Heaven, we ask for your blessings on this group of men and women who come to you as children and their walk of faith. Some of us who fought like lions for you, our God, and our country. We ask that you hold your hand of comfort over those serving in harm's way, and close to your heart, those who have fallen before us.

We ask for your blessings on the law enforcement, fire service, and emergency service officers as they are first-line defense on our home front. Ladies and gentlemen, it's time to put the flag back on the porch and invite God back to the dinner table in prayer. We need to start talking to our families again and stop texting. We need to take America back and make her a God-fearing nation once again. May we the people always be able to say, may God bless America, for it is in God we trust, amen. Thank you.

Williams: Thank you, pastor.

Orzio: Thank you, sir.

Williams: Well again, welcome to the May meeting of the Orange County Board of Education. And typically, this is a month that we honor our veterans and we have two special events today. We have the Freedom Committee, we will be honoring those individuals from the various wars, from World War II, the Korean War, the Vietnam War, the Cold War, and the Desert War.

We'll be honoring those individuals for the work and educational effort to teach our kids the meaning of liberty and freedom, and our great Constitution. And then, of course, we're going to have the finalists from our Memorial Day Essay. This is an essay that we sent out many months

ago to our students in our schools, and the topic is: What Does Memorial Day Mean to Me, and How Does it Impact Us? So, we'll be hearing from them. So, Mr. Williams, if you can come up, and begin the award ceremony.

Scott Williams: Good morning, board members, ladies and gentlemen. I'm the president of the Freedom Committee of Orange County, and our purpose is to enhance education through personal military history stories, where our veterans go into the schools and tell their personal history stories to the students in interviews, in classroom settings or assemblies. And, along with that story, also, you get the story of the depression for the World War II veterans, all the way through to current wars and current economic conditions. So, I would like to introduce first of all, our veterans from World War II that are here today. David K. Hayward. David Hayward. Please step forward into the...(area near the dais).

David Hayward, 1st Lieutenant, Army Air Force, Specialty: Pilot – B25, 53 combat missions. He flew the China-Burma-India. For those of you, that are much younger than we are, that was during World War II when we joined with the Chinese to drive the Japanese out of China, and also drive the Japanese out of Indochina all the way through to New Guinea. Decorations and Awards: Mr. Hayward –Distinguished Flying Cross, Air Medal with Oak Leaf Cluster. Asia Pacific Theater Medal, Two Bronze Stars, World War II Victory Medal.

Ken Williams: Wow. And on behalf of the good superintendent and my board, thank you so much for all that you have done, sir. We deeply appreciate your service.

[AUDIENCE MEMBERS GIVE MR. HAYWARD A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Next, we have World War II veteran, Fred M. Whitaker, Corporal, United States Army, 87th Combat Infantry Division: Active duty dates: September 8th, 1943 to January 5th, 1946, World War II European Theater; Campaigns: Saar, Ardennes, Rhineland, Central Europe; Medals and Awards: Distinguished Unit Citation, Bronze Star, Purple Heart, Good Conduct Medal, European Theater with four Battle Stars, World War II Victory Medal, Combat Infantry Badge, and French Legion of Honor. For those of you that are not familiar with the medals and awards, the Purple Heart is awarded for those that are wounded in combat. I give you, Fred M. Whitaker, World War II.

[AUDIENCE MEMBERS GIVE MR. WHITAKER A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Ken Williams: So, I get to say a few personal words and comments about this young gentleman here. I was honored to be his physician for many, many years, and was by the bedside at the loss of his dear wife a few years ago. This is a man who is the literally, the vision, the definition of being an American and loving his country. This man does that, and he teaches that to our kids. Thank you, Fred, for all you've done.

Whitaker: Thank you. [ROUND OF APPLAUSE]

Scott Williams: We anticipated that Ted Tanner would be here, but I don't see Ted in the audience, or Jack Linscott. Jack and Ted are not here, but I'll read their...Jack D. Linscott,

Gunner's Mate First Class, United States Navy; Hunter-Killer Group, 1942 through 1946, World War II. Pacific and Atlantic Theaters; Saipan, Tinian, Guam, Marshall Islands, Battle of the North Atlantic, Good Navy Conduct Medal, Asiatic-Pacific Medal, Occupation Formosa Medal. So, unfortunately, he's not here today. He resides in Newport Beach. In his civilian life, he owned several fast food restaurants in and around Newport Beach and the Balboa area. [ROUND OF APPLAUSE]

Ted Tanner, World War II Veteran, Lieutenant Colonel, United States Air Force, retired. The 312th Bomb Squadron fighter pilot; Active duty dates: 1942 to 1947; Armed conflicts World War II: Korea-Vietnam, Theater of Operations South Pacific-Australia-New Guinea. I always tell the kids they don't realize, they hear about Pearl Harbor. They may remember a little bit about that, but the Japanese swept all the way through China, all the way to Australia and New Guinea. So, Ted has a Distinguished Flying Cross. Air medals: Bronze Star, American Campaign, two Battle Stars, World War II Victory, National Defense. And, his specialty is speaking on combat flying in the South Pacific. Unfortunately, he's not here with us today.

Thank you. [ROUND OF APPLAUSE] And the next group of veterans. I would have been...I'm a 1943 model, so, Cold War, I remember being, I guess eight-years-old in 1950/51, and we had a neighbor who if somebody was lost in combat, they really didn't talk about it. But, the rumor was that one of the neighbors' sons was lost as a pilot over Korea. So before we got to Korea, we were in the Cold War. So, the first veteran, Richard "Dick" M. Grabow, Colonel, please step forward. United States Army, 3rd Infantry Division. U.S. Military Academy at West Point. Airborne Combat Engineer; Active duty 1957 through 1962. Reserve duty from August 1962 through August of 1994.

Decorations and Awards: Legion of Merit Army Achievement Medal in Meritorious Service, First Service Medal, Army Reserve Medal. One of the interesting things about "Dick" Grabow, he taught at West Point. I asked him what he taught. He said thermodynamics. I said what was that? [LAUGHTER] He said, I've told you everything you need to know. [LAUGHTER] So, he later worked in the aviation industry.

[AUDIENCE MEMBERS GIVE MR. GRABOW A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Back in the war...it's interesting. History comes back again, doesn't it? Cold War, the concern where "Dick" was stationed was in Germany to protect the Russians from - what is the gap that they would go through?

Grabow: The Folder Gap.

Scott Williams: The Folder Gap. Today, I think it's the same thing if your kid is over Germany, he's probably an armed mechanized infantry, getting ready to fill that Gap again. I don't think it's going to happen. That's enough said. Okay, the next gentleman, Cold War, Captain, Robert Bernard Olds, Captain, United States Navy, Specialty: Aviator and Ship Captain; Active duty dates: July 1953 through June of 1984; Reserve dates: August of 1957 through November of 1958; Theater of Operations, Cold War Vietnam, Atlantic, Pacific, Mediterranean, Arctic; Campaigns: Six commands – Two air, two sea, and two shore; Decorations and Awards: Legion

of Merit, Meritorious Service Medal, Navy Unit Commendation, National Defense Medal, and Vietnam Service Medal.

If you have a chance to be in a classroom when Bob is speaking, he'll probably tell you about the Cold War when he was flying out of Alaska and tracking the Russian submarines as they traveled up and down the Bering Sea, and under the ice caps, I give you Captain, Robert Olds. Thank you.

[AUDIENCE MEMBERS GIVE MR. OLDS A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Captain Olds is also a graduate of the Mustangs. Cal Poly San Luis Obispo. Our next Cold War warrior is Buck Wall, Staff Sergeant, United States Air Force, Lackland Air Force Base; 324th Training Squadron; Headquarters: Keflavik Airport, Iceland; Tactical and Academic Instructor, August 1954 through August of 1958; Reserve duties: 1958-1962; Conflicts: Cold War; Air Force Good Conduct Medal, Marksman M-1 Carbon, Technical Instructor Ribbon, Overseas Service Duty. Thank you, Buck. Buck Wall.

[AUDIENCE MEMBERS GIVE MR. WALL A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Our Korean War veterans, I have two: Frank Ramirez, I don't see him in the room, and Paul Wilder...I'm sorry, Whittler? I'd like to read Frank Ramirez. Short story about Frank. He came here in his youth. He worked in the fields. He went through sixth grade, I think in the Santa Ana School District. Went to the San Joaquin Valley where he worked there. He was drafted. He became a Staff Sergeant in the United States Army, 2nd Infantry Division, 23rd Regiment. He became a Combat Medic. This is during the Korean War, March 26th, 1951 to December 26th, 1952; Campaigns: Bloody Ridge, Heartbreak Ridge. You can Google those, and you'll find out that a lot of high casualties in this battle taking territory.

He received for his activities, he was a Silver Star recipient, which is just below the Congressional Medal of Honor. He received a Bronze Star. He received a Purple Heart. He was wounded in the action. He received a Good Conduct Medal, Korean Service Medal, and the United Nation Medal, Army Medic Medal. Unfortunately, he's not here today, but I'll make sure he gets the certificate. Thank you. [ROUND OF APPLAUSE] George Joseph Widly was also a Korean War veteran; Avionics Electronic Technician, US Navy; PBX-2...4 Gunner; Aviation Electronics, January 1949-March 1953; Flew 23 missions in the Korean conflict; Decorations and Awards: Air Medal, Good Conduct Medal, United States Service Medal, Korean Medal, National Defense Medal, Korean Service Medal, and South Korean Peace Medal. So, I'll make sure he gets the certificate of achievement. Thank you.

[AUDIENCE MEMBERS GIVE MR. WIDLY A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Now, we get to some of the younger gentlemen that are only in their 70's. [LAUGHTER] First up is Captain Thomas Gorla, United States Navy; Active duty 1966 to 1981; Armed conflicts: Vietnam; Decorations and Awards: The Navy Commendation Medal, Combat Action Medal, Meritorious Unit Commendation, Navy E Ribbon, National Defense Medal,

Vietnam Service Medal, and Vietnam Campaign Medal; Active duty station: Vietnam. Thank you for your service.

[AUDIENCE MEMBERS GIVE MR. GORLA A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Our next veteran is James C. Grimm, Chief Warrant Officer II, United States Army. 29th Assault Helicopter Company, 17th Group, 1st Aviation Brigade. The helicopter was used in Vietnam like the horses were in the Civil War. So, they brought the soldiers into assault, picked them up when they were injured, and took them out of the battle area; provided all kinds of support. Active duty: 1967 to 1971.

He was in the Tet Offensive that we won. 1968-1969, received Air Medal with 28 Oak Leaf Clusters, Vietnam Service Medal, Vietnam Cross of Gallantry, Public of Vietnam Service Medal. After the service, he went to work for the sheriff's department; flew helicopters until he decided he'd rather work in the civilian area and worked as a National Sales Manager for Canon copiers. I give you "Jim" Grimm. Thank you.

[AUDIENCE MEMBERS GIVE MR. GRIMM A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Right...Ronnie Guyer? Ronnie Guyer here? Ronnie, Specialist IV, United States Army. He served in Vietnam. Radioman; Radio Teletype Operator: April 1964 to April 1966; Vietnam, Battle of Ia Drang Valley. Purple Heart, Presidential Citation, Good Conduct Medal. His speaking subject is Vietnam War and We Were Soldiers; the Republic of Vietnam Campaign Medal. So, unfortunately Ronnie's not here, but I'll make sure he gets his certificate. [ROUND OF APPLAUSE] Next up, Vietnam veteran Douglas Alan Milliken, Army Infantry, Sergeant E5. He was in the recon platoon. Recon, they go out and try to find the enemy so that the other soldiers can go after them.

E Company 3rd Battalion, 8th Regiment, 4th Infantry Division. December 1968 to September 1970; Cambodian Invasion- that's something that when you're in class, you want to hear about the Cambodian Invasion from an infantryman's perspective. It's very interesting. Operation Binh Tay I, May 1970. Doug received the Bronze Star Medal with V, Purple Heart, Air Medal, Good Conduct Medal, National Defense Medal, Vietnam Service Medal with three stars, Vietnam Cross of Gallantry with Palm, and Republic of Vietnam Campaign Medal. Thank you Doug.

[AUDIENCE MEMBERS GIVE MR. MILLIKEN A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Ken Williams: When it's time, I'll be honored to read yours.

Scott Williams: Oh, okay.

Ken Williams: I'll come by and I'll read yours.

Scott Williams: Okay. Okay, next infantrymen. Frank L. Pangborn, 1st Lieutenant, United States Army, Three Corps Infantry Officer, April 1968 to September 1971. Armed conflict: Vietnam Theater of Operations, the Cambodian border; Frank was awarded the Bronze Star, Army Commendation Medal with V, Air Medal, Air Combat Action Medal, Combat Action Medal, Vietnam Service Medal, Vietnam Campaign Medal, National Defense Service Medal. His

speaking subject is Grunts in the Vietnam Jungle. He's also the author of a book of the same name. Thank you.

[AUDIENCE MEMBERS GIVE MR. PANGBORN A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: Our next veteran is Timothy Richards. Unfortunately, to make this meeting, we went over to our meeting place that...we have a meeting that begins at Noon. So, he went up to set it up and get it all prepared, and when we finished doing that, Tim was just couldn't make it over here, but I'll make sure he gets his recognition. So, he started as a Private, ended up as a Captain, United States Army, retired; 508th Army Security Agency enlisted, 588 Engineer Battalion Combat. What the combat engineers are our construction folks in the battle area. They will go out and build the five-star battle reinforcements for the special forces, and also build the air runways.

They build these security-they make everything that you live and sleep in and fly into, the bases. He had four campaign medals: Bronze Star for Achievement, Army Commendation Medal with Oak Leaf Clover, I'm sorry, Army Achievement Medal with Oak Leaf Cluster, Good Conduct Medal. His speaking subjects are Enlisted Perspective and Commission Perspective: peacetime Korea, and combat in Vietnam. Thank you, Tim. [ROUND OF APPLAUSE]

Ken Williams: Our next honoree is the good president of the Freedom Committee, Mr. John Scott Williams; no relationship to me. [LAUGHTER]

Scott Williams: Yeah.

Ken Williams: Mr. Williams was a 1st Lieutenant in the US Army, 9th Infantry Division. His specialty was Ordinance. His active-duty dates were from December 1966 to August of 1969. Theater of operations was the Pacific and Vietnam. Decorations and Awards: the Bronze Star, National Defense Ribbon, Campaign Medal Ribbon, Vietnam Service with two Bronze Stars, Vietnam Civil Action, Vietnam Gallantry, and ARCAM. He was, or is, currently speaking on the subjects of Support Maintenance, Wheels, Tracks and Vehicle Recovery. Mr. Williams, will you please come out and receive our plaque?

[AUDIENCE MEMBERS GIVE MR. SCOTT WILLIAMS A STANDING OVATION WHILE RECEIVING AN HONORARY PLAQUE]

Scott Williams: I forgot I have Gary Tegel. Gary Tegel. E8 Senior Chief, US Navy and Navy Reserve; Awards and Decorations: Army Commendation Medal, Navy Achievement with two stars, Army Achievement Medal, Navy Merit Unit Commission, Army Meritorious Unit Commission. He served Cold War, Iraq, and Afghanistan. And, the last is our Marine Dwight Hanson, Corporal, United States Marine Corps. He served in Desert Storm – Saudi Arabia/Desert Shield/Desert Storm; Navy Achievement Medal, Good Conduct Medal, and that's it. So, thank you. [ROUND OF APPLAUSE]

Ken Williams: If we could have all of the veterans come up for a group photo? And then, we'll go into our Memorial Day essay. So, please, gentlemen, if you can come up? We'll get a group photo and the board...

Scott Williams: Yes. We'd also like to recognize...

Gomez: We have one more.

Scott Williams: Sergeant Frank Orzio that spoke earlier today. Vietnam veteran. Recipient Purple Heart, United States Marine Corps, Vietnam. Thank you. [ROUND OF APPLAUSE, THEN THE VETERANS POSITION THEMSELVES NEAR THE DAIS FOR PICTURES, BOTH ALONE AND WITH THE BOARD MEMBERS]

Ken Williams: Ladies and gentlemen, our featured veterans. Laura?

Boyd: She's coming.

Williams: She's coming? Okay, very good. Guests and board, and the good superintendent and staff, during this month we also give out the Jack Hammett Memorial Day Essay Award. As we all remember Jack, he was a leader in Costa Mesa; former mayor and former president of the organization. So, what we did several years ago with the board majority vote, and we have gotten behind this and support it, and the board contributes their own personal money for first, second, third place to our students who win, and give their best essay and describe what Memorial Day means to them.

So, we're going to be introducing our three students here very soon, but I needed to just to give acknowledgement to Mr. Hammett who is dearly beloved by all of us here. And, for his influence upon the students in this good county. Now, I'm going to introduce Laura who will take over the presentations as such.

Strachan: Good morning, President Williams, members of the board and Dr. Mijares. ACCESS deeply appreciates the opportunity to participate in the Jack Hammett Memorial Day contest each year, and we do so with excitement. Students were invited to participate from all of our programs across ACCESS, and we had submissions from all of our nine areas throughout the county. Students here today are being recognized for first, second, and third place, and your essays are in your folders for the board members. I'm going to read the names of the winners one at a time and have them come up and read their essays. And, after that, we will have the students come up for recognition with the board, and then we'll go from there.

So, I'm going to start with our third place winner, Ruby Rodriguez, if you can come up please? [ROUND OF APPLAUSE] Ruby attends our La Habra site and her teacher is Sonia Torres. Ruby actually came down with a sore throat today and asked if I would read her essay for her because she was unable to, but you can stand next to me while I read it because it's your essay. And, I didn't bring my glasses, so I apologize in advance. It says, what does Memorial Day mean to me? Memorial Day is known as a day to remember fallen soldiers. It is a way we celebrate the lives of men and women that died fighting for our country. For many, it's just another day but an individual's respective opinion changes everything. What does it mean to me?

Saturday, April 16, 2016, I was 14. My aunts, uncles and cousins came to visit. My aunt got a call. Teary-eyed, she gave us the news that my cousin died while serving our country, and just like that, what was once a family party turned into chaos. I've never seen my tio, Chuey, cry in real life. He had lost his only son. I was scared, confused, and at a loss for words. The longest day of my life ended not long after, but it was pretty clear that no one would be getting over it any time soon. It took a toll on me, my grades and attendance in school, my friendships and social life. I carried grief and resentment for months. Memorial Day came every year and I

slowly accepted my new reality. The day brought conversation and laughter about memories that we kept.

Seeing everyone reminisce about his life together made me feel, sorry, made me feel a little bit less and the relief a little bit more. Not only have I learned to value spending time with my family, but also how real this is for so many people. The point is not that my cousin's death was scary or that myself, my loved ones had suffered, but instead the importance of this holiday. Typically considered just another day for most, it's sacred for me and others in my situation. Memorial Day is cracking a smile after a night full of worries about your loved ones. Memorial Day is me pouring my heart out and all of my effort into this essay out of respect. Memorial Day is ease, consolation, and burden lifted off my shoulders. [STANDING OVATION]

Williams: He made the greatest sacrifice that one can make. Thank you for that wonderful essay. [LAUGHTER OCCURS BECAUSE RUBY ATTEMPTED TO SIT DOWN AND DR. WILLIAMS TOLD HER NOT YET, BECAUSE HE HAD A CERTIFICATE AND AN ENVELOPE TO GIVE HER. ROUND OF APPLAUSE]

Strachan: Our second place essay is James Ruiz. James, if you can come up, please? [ROUND OF APPLAUSE] James is a student at our Tustin main site and his teacher, Bryan Lin, is here today.

Ruiz: “Without heroes, we are plain people and we don't know how far we can go,” Bernard Malamud. When I was a young boy, I saw a picture of my great-grandfather, Alfonso Ruiz. He was sitting next to his best friend, William. As a kid, I already knew the many faces of pain and distress, the faces and fears that we, too, embody, both mentally and physically. I was told he saved many and left no man behind on the islands of Japan. I looked up at his two Purple Heart medals on the plaque above. You have to be the bravest soul to ever earn those. I look back into his eyes. I see darkness, but at the same time, I'm looking at the eyes of the bravest man to ever step foot on this planet, a man who I'm honored to call my great-grandfather.

I hope his stories will continue to inspire my family for generations to come. Every year, Fairhaven Memorial Center has an annual ceremony for Memorial Day. Before and after the ceremony, we visit my great-grandpa, Alfonso, to give thanks and honor for his courageous acts during the war, and making history not just for the United States, but with our family name. The hot dogs and chips are amazing, but the show they put on each year is what is to be admired. It always reminds me of what Ruiz stands for: powerful. It's what motivates me to become the powerful man I strive to be. There's a lot that goes through my mind on this day. I think of everything and everyone who took part in the past wars, or current wars.

I think of my great-grandparents, my uncles and cousins who all served just to make this world a much safer place for all of us. They did their time and I am forever grateful for that. I am forever grateful, forever thankful for the men and women who have served to earn their place and platform. They will continue to inspire me for as long as I live. So what does Memorial Day mean to me? It means not only to remember, but to be inspired. You, too, can be a hero without a cape, a hero the kids can look up to, someone who will be remembered for generations to come. No matter which branch you join, you are serving your country and that is all that matters. As long as I am still alive, Memorial Day will be something special in mind.

I want to remind those why we observe this day, because of those brave souls that fought for our freedom. I'm not trying to ruin the fun; I'm trying to show people the reality of this world, and why we must pay tribute on this day. I want everyone to know that they can be heroes like the ones I look up to. God bless all. Rest in peace, Christopher Ruiz. [STANDING OVATION THEN FURTHER APPLAUSE WHEN JAMES IS GIVEN A CERTIFICATE AND A CHECK]

Strachan: Our first place winner for the Jack Hammett Memorial Day contest this year is Lakmina Karunaratne. If I can have you come on up here? [ROUND OF APPLAUSE]

Karunaratne: An immigrant perspective on Memorial Day. When I was 12-years-old, I arrived in this country. Before that, I lived in Qatar. I'm originally from Sri Lanka, that's my motherland. Therefore, I have known through experience how important the feeling of freedom is. In every country I have lived in, it has always shown some restrictions to a citizen's basic rights. In Qatar, people have been known to be arrested for taking photos. In my motherland of Sri Lanka, people are not oppressed by a freedom by laws, but by each other; thus, I understand the value of freedom.

Due to this, I value freedom and have built a great respect for all soldiers who have laid down their lives for this country that has become a great symbol of freedom throughout the world. If soldiers didn't protect this country, I would not have been able to experience this freedom. By its very definition, Memorial Day is a day dedicated to remembering those who died protecting this country. This holiday emerged through the years following the American Civil War. This holiday was made official in 1868 by Commander-in-Chief, A. Logan, of the Grand Army of the Republic.

His reasoning was for the purpose of streaming with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, whose bodies now lie in almost every city, village and hamlet churchyard in the land. He brought this federal holiday into existence through...the General Order #11. The holiday is now celebrated on the last Monday of May of every year. We cherish, too, the poppy red that grows on fields where valor led. It seems to signal to the skies that blood of heroes never die; Molina Michael. This poem influenced the people to use a red poppy flower as a symbol of valor to represent those who have shed their blood to protect this beautiful nation.

The red is significant because it symbolizes the blood of the fallen. This shows how people of the past respected the soldiers, and when we compare and contrast how we treat this date in the present, it is extremely different. Many use this day as an extra vacation day from work or school instead of taking time to pay respect. Personally, this is upsetting, as it shows how little people know about the value of freedom. These soldiers fought and died to protect the country. I believe people need to appreciate freedom more by understanding how others are limited with their rights in the majority of other countries. Memorial Day to me is a symbol that shows freedom is something worth fighting for.

We, as a nation, should hold sacred this day and show appreciation in an honorable way by supporting the soldiers serving to protect us right now, and respecting the ones who have fallen. As an immigrant, I would do so as I wear the red poppy flower and remember how grateful I am. Thank you.

[STANDING OVATION AND CONTINUED CLAPPING AS LAKMINA RECEIVES A CERTIFICATE AND A CHECK]

Strachan: Thank you again for letting us participate. I would like to recognize, too, we have a large number of families, and our teachers that work hard to help support our students and this essay contest. And, I want to thank them as well. [ROUND OF APPLAUSE]

Williams: Today is a very special day personally for me. I know I speak for my fellow board members. As you can see, gentlemen, that torch of freedom, that message; it's passed down to that next generation, isn't it? Very moving when we see young individuals, immigrants, people who come from a different background, love the liberties and freedoms that you guys fought for. And again, I thank you from the depths of my heart for what you have done. To our invited guests who are here, we will be having a reception recognizing these individuals and our winners. We'll have that next door. The board will be in closed session from approximately 11:00 a.m. until about 12 p.m.

So again, if I don't see you or talk with you, thank you for being here and on behalf of the board and the good superintendent, thank you for your participation. [ROUND OF APPLAUSE. DR. WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE BREAK AND CLOSED SESSION. UPON RETURN FROM THE CLOSED SESSION, DR. WILLIAMS STRIKES THE GAVEL FOUR TIMES TO CONTINUE THE REGULAR MEETING]

Williams: Thank you for your presence. The board of education is back at our closed session into open session, and we will be reporting out on our closed session decisions and information. Kristen?

Kristin Halsing: Sure. So, the board approved 4-1 the Epstein-Becker-Green invoice for April of 2019.

Williams: Thank you, and then for closed session two, three, and four, Special Interim Counsel, Mr. Greg Rolen, is going to report out.

Rolen: Thank you, Mr. President. As to closed session item number two, the board received information on some matters of pending litigation, and no reportable action was taken. With regard to closed session item number three and the April board meeting, the board received information from counsel and elected by a 5-0 vote to refrain from seeking any further appellate review on the Freedom from Religion Foundation versus Chino Valley matter. As to closed session item number four, the board heard information on a matter of pending litigation and elected to acknowledge a correspondence, and on board letterhead from the board president. Mr. President.

Williams: Thank you, sir.

Rolen: Thank you.

Williams: Okay, I'm going to go back because we missed a few things in our order of the agenda, and we have introductions. Nina, did you have any introductions for us today?

Boyd: No, there are no introductions at this meeting.

Williams: Okay, very good. And, Dr. Bedell, is there?

Bedell: Yes, I would like to, you know, sometimes we have contentious interactions and sometimes things get passed us. There's one thing I'd like to acknowledge. I am blessed to sit next to Trustee Gomez. Now I, given my old age, I've been on a lot of boards and I've been on a lot of commissions; some of them which were enjoyable, but I want to say something about this colleague. She almost eats up her agenda with the details she pays to it, and she takes copious notes when she has her equipment, and I hope she's getting rid of that, and I know I'm going to hear about this in the parking lot, but I don't care.

Something that got by us that we did not acknowledge was her wonderful appointment in a competitive process to be dean in one of colleges in Southern California, that is a premier source of workforce and students in Southern California. And so, I just want to acknowledge you publicly. I know you and I disagree vehemently on many political issues; not true, really, well maybe, but seriously, a wonderful colleague to work with and we should acknowledge what you're doing for the young people of California through your job, and I wanted to say that publicly.

Gomez: Thank you.

Bedell: We don't do it enough. [ROUND OF APPLAUSE]

Gomez: Well, we just went through the Board of Nursing review yesterday with our nursing program, so I'm very happy to be here today. [LAUGHTER]

Bedell: I would imagine.

Williams: Again, congratulations to Trustee Gomez.

Gomez: Thank you.

Williams: Okay, moving on to our session, we're going to jump to a time certain 12 o'clock, and we have public comments, and Nina could you tell us and lead us in that?

Boyd: Sure. We have 13 general public comments, so I'm going to call two names. The first person will go to the podium and the second person line up against the wall. We use a light mechanism, green, yellow and red. So, if you're not familiar, when you get to the podium and start talking, Darou will push the button. It will be green, then it will go to yellow light, and then it goes to red. And, you have about 30 seconds before the buzzer will buzz. If you don't stop talking, I will let you know that your time is up, and we ask that you just finish your sentence. Okay? So, first up is Cyndie Borcoman, followed by Adrian Crawford.

Borcoman: Good afternoon, Superintendent Al Mijares and board. I'm here today to talk about the CTE program. I'm a retired teacher. Oh, I'm sorry. My name is Cyndie Borcoman. I'm a retired teacher with ACCESS program, and I helped to develop CTE classes there for students. As you know, the students benefit from trade schools or, it used to be called the R.O.P program, the Regional Occupation Program, but now it's a CTE program. And, all the money goes to the different districts and they develop a program. Now, if you look at Anaheim Union, Orange Unified, or Huntington or Santa Ana; any of the school districts, you'll see wonderful programs.

Just go on their websites, you'll see what all these classes and a lot of opportunity. And, each one of those classes have a pathway, from there, they can take classes to a secondary college, a community college, and get a degree or certificate. That is how our kids are successful. Not all kids are going to college and getting a college degree. Many go to trade schools. Our students at ACCESS benefit greatly from these programs. The last couple years, it's been destroyed, ever

since Laura Strachan became the assistant superintendent, she's basically destroyed those classes, you can look at it. You can look it up online, the codes for those classes.

I know the classes that I had started at merchandising, which help kids get jobs and they became managers and stuff to schools, those are gone. Okay, the careers with children, those are gone. Every school district would have the benefit for teachers to give them a stipend to get a CTE credential so they could teach those classes. You have to have a CTE credential to teach those classes. Okay, that has not been given to any of the teachers at Orange County Department of Ed. ACCESS, even though it's been recommended. In addition, funds from the Perkins Grant, and also, grants that were for CTE that were given by the state of California, which was millions of dollars, have not been distributed to any of the students of ACCESS.

They don't have them. These classes actually change a student's life. I'm sure you realize that. If you go to any of the graduations now, they proudly have banners that they completed a class, and the kids will tell you that that it just completely changed their lives, especially for kids that are in foster care, kids that just don't have the support at home that they need. I want to say that this is very, very, very important, and Byron Fairchild was a director. He's going to be leaving. He disagreed with Laura Strachan and so he's gone, but he used to help put the money for the budget for those classes, and it's very important that we have those classes, and I would hope as a board that you look into that. Thank you.

Williams: Thank you, Cindy.

Boyd: Adrian Crawford, followed by Shannon Magellarez.

Crawford: Hi. I was here at the last board meeting to talk about the Community Home Education Program, which is shrinking. Due to regulations preventing CHEP from promoting, it dropped from about 1,200 students to only 350 students, which we have today. And, because of that, there's not enough money to sustain the program, but we got permission to go to Imaginology this year, this past month, and we were there. And, at that event we had a booth and there were more than 43,000 children who came through that event. We counted the kids. I was there for all three days: Friday, Saturday, Sunday.

We counted the kids that came to our booth only on Sunday – we should have counted all three days – but we counted on Sunday and we got 750 kids to our booth on just Sunday. Now, if half of those kids who came through our booth for all three days were to come to CHEP, that would bring us back to our 10 years ago numbers, and that would make this program sustainable again. So, we're trying to bring up our numbers to make the program sustainable again. The sites that they're trying to close are the Cypress site and the Anaheim site, West and North. Those are the largest number of students in Chapman. If they close those sites, most of CHEP will be gone because a lot of those parents won't be able to drive the distance to Tustin to keep their kids in CHEP.

And so...that's what we're trying to do. We also have several students, my son included, participating in the Team America Rocketry Challenge, and they send out a team of 10 kids, all from North and West schools. They beat out over 800 other schools and they're going to D.C. next week to represent Orange County. And, if they win that, they go on to Paris to represent internationally. If it wasn't for the North and West sites, these kids would never have met. And,

not only that, if those sites close, some of these kids won't be coming back next year because they don't have a school anymore.

So, we're asking that you try to give us a little bit more time to show that our efforts, our promotion can bear fruit and that we can save our program, because once the West and the North sites close and we shrink down to Tustin, the area and the students at which we're able to help, shrinks, and we'll have a hard time growing and the program will continue to shrink until it becomes unsustainable. And, this is a really good program. There're kids who come from very far away to participate in this. That brings kids into the district.

It keeps them in the district, and these kids, a lot of them, are from bullying situations or from bad situations, but it really is helpful for these kids. The plan is to close it at the end of this month. That's how much time we have left to save this program. If there's anything we can do to preserve it, then that's what we're here for. Thank you.

Boyd: Shannon, followed by Kelsey Meyers.

Magellarez: Hi. My name is Shannon Magellarez, and I'm here to you guys to ask to reconsider to not shut down both North and CHEP school sites. We've all heard that homeschooling is on the rise and with that, the number of options to home school your children are, too. The vast number of these options are charter schools and CHEP is a rare gem that lies within them. This used to be a very well-known fact in the home school community, but without promoting CHEP for the past 10 years, parents have been overwhelmed with so many options that they don't even know what they're missing. I speak for almost every home school parent out there when I say we are not teachers. We do not have a background in teaching, but we know how to teach our kids.

What we do have, though, is a passion for our children and the quality of education. We want what's best for our kids, but without the knowledge of what's available, we cannot provide that to them. This is where CHEP has an edge. With these three different campuses located throughout Orange County, close enough to San Bernardino and LA County, almost everyone living there can get to get help five days a week from fully-credentialed teachers. This is not something to be taken lightly. This is where OCDE needs to place their focus. Families that choose to home school need this support. CHEP is the only program out there that is truly...tailored to do this, and it's largely because they have more than one campus.

At the beginning of this year, I knew that something was wrong with my second-grade daughter, but I didn't have enough experience to figure it out on my own. With the ability to go into the north campus and speak with Mrs. Wilson numerous times about my concerns and frustrations, and after a lengthy IEP process, we were able to figure out that she has just Dysmetric Dyslexia. We politely declined services with OUSD, and instead, continue to work directly with Mrs. Wilson. I'm happy to say that with all the support that we receive, my daughter and I have had an amazing second grade year. This would not have been possible without the ability to go into CHEP-North as often as needed.

Lastly, I'd like to talk to you about something else that's on the rise, which is children's mental health. My oldest daughter suffered from anxiety and depression from years of being bullied in public school. We took her to counseling, and she was on medication. She even shared with me

that she would rather die than continue to go to school, and she had a plan. As you can imagine, I felt helpless. After speaking with her counselor, she suggested trying homeschooling. My battle was that my daughter loves school and learning, and she loved being around other kids, but the environment had also pushed her to the edge.

I had to find something where I could support her very gifted academics and allow her to be around other children on a regular basis, and in a safe and friendly environment. CHEP-North was the answer. Unfortunately, her father didn't agree. We ended up having to fight in court over it and there was even a court-ordered investigation done to see if CHEP was really all that I said it was. Well, I'm happy to say that my oldest daughter is here today alive and healthy, and that she is about to be one of the MC's at her eighth-grade graduation with all of her friends from all three CHEP school sites.

CHEP has not only supported my family through learning differences, but also through life-changing obstacles, and without this program, I can truly say I don't know where we'd be today. So, I ask you from the bottom of my heart to reconsider CHEP-West and CHEP-North from closing down and to see the gem that you have in front of you. Thank you.

Boyd: Kelsey, followed by Debbie Schroeder.

Meyers: Hello, my name is Kelsey and I am in fifth grade. I'd like to talk about the future of CHEP. CHEP-North is my home and it would be horrible if it closed. The people at CHEP are so nice so and I have so many friends there. This year, some of the classes I took were Drama, Choir, Art, Science, Hands-On Equations, and Writing, to name a few. The classes are my favorite part of CHEP. The privilege of going to the classes motivates me to get my schoolwork done at home. Let me tell you about the writing class I took. Diana Chen, or Ms. Diana, taught a spectacular writing class this year.

It was really hard and I sometimes struggled, but Ms. Diana gave me a superb feedback and was really encouraging, plus, we had a super-fun party at the end of the class that we had to earn through our perfected writing assignments. After taking this class, I feel that I'm a better writer. This class also pushed me to become better at typing, since the assignments were required to be turned in through Google Docs. I was planning to continue taking Ms. Diane's writing classes through 8th grade.

I know how important writing skills are for high school, college, and life, and I can't imagine what a great writer I would be after taking Ms. Diana's writing class for four years, but Ms. Diana is currently not scheduled to teach writing classes next year at Central because of the consolidation. More importantly for me, I cannot attend CHEP next year if CHEP-North closes. It's just too far to be a realistic option for our family. I'm heartbroken at the thought of CHEP-North's closing. When you walk through the door, there is a welcoming, happy, and friendly feeling that makes you want to stay there all day.

Unlike any other type of school, the students of all grades, kindergarten through 8th, interact and help each other. I love to visit with the kids my age and older, the younger kids, the parents, and the teachers. We're all friends. CHEP-North is a great place. Please keep CHEP-North open, so that all of us can continue to learn in the place that has become our home. Thank you.

Boyd: Debbie Schroeder? Okay. Michelle Anderson.

Anderson: Good afternoon, Superintendent Mijares, President Williams, honorable board members. My name is Michelle Anderson, and I'm with the California Charter Schools Association. While the charter movement is under attack by forces that really don't understand what it does, or by people who actually want to dismantle it, I'd like to be here today to counter some of those arguments. First of all, there are 31 operational charter schools in Orange County, and 14 of those have been approved by this board. That is 14 schools that were not approved by their original local school districts, yet this board oftentimes unanimously, as well as the previous board, often times unanimously, approved these schools.

So, we're now talking about thousands of kids that have been positively affected by the decisions that you all made, and I want to thank you for that. Those positive things that have happened, we're talking 100% graduation rates. We're talking high percentages of reclassification of ELL learners. We're talking about SPED students that are getting the needs service that they were not previously getting serviced. We're also talking about kids on a pathway to a different type of program that works for them, and in many cases, we're looking at absentee rates that have been diminished because kids now like going to schools.

So, what I want to do is thank you all for the decisions you've made, and asking you to please continue making those good decisions so that more kids can be serviced in this positive way. And, I know that there's some other people today that will talk to you about their positive experiences, and we would like to see all kids having an option to have these kind of continuous, great experiences in their educational path, a public school educational path. Thank you.

Boyd: Jason Askenaze, followed by Karissa Frerichs.

Askenaze: Thank you for this opportunity to speak on what faces charter schools today. I bring a unique perspective to this topic because for the last 16 years, I've been working for Santiago Charter Middle School. We have the distinction of being the first charter in Orange County. We've been pioneering this concept for 24 years. I want to share with you a little bit about what a charter school looks like. This year alone at Santiago, we were recognized as one of only two schools in the nation to receive the P21 Exemplar School Recognition for 21st Century Learning. We received the Civic Learning School of Distinction Award.

We were nominated onto both the state and national schools to watch recipient list, and our middle school just received its WASC accreditation. At the very heart and soul of a charter lies a simple concept, and that is one that the teacher drives the decision-making. They recognize a necessity which is followed by quick action and change. Our charter board members provide the checks and balances while our principal works with the teachers to enact quick and effective change, and fulfill the needs of the students by establishing programs that affect the whole child. The whole child concept has become a cliché, but let me share with you at Santiago what our vision is for that whole child, by sharing with you some of the electives that we offer at our school.

At our school, we have a Culinary Arts pathway. We have a full working wood shop. We have three foreign languages. We offer Orchestra, Band, Guitar, Theater Arts, Public Speaking, Choir,

Drawing, Painting, and Sculpting. We offer Graphic Design, Video Production, Computer Coding, 3-D Modeling, and Animation. At our school, we have a Philosophy elective which students investigate questions about the meaning of life, the purpose of humanity, and the value of knowledge. We have a Marine Science elective where students study problems that not only affect aquatic, but all life. We offer a Spartan Fitness class that makes a traditional P.E. class look like a walk in the park.

Next year, we're launching a competitive Esports program, and we're working with Kevin Brown of the Department of Ed. to put that together. It's our charter that allows these dreams to become reality. I would like to leave you with one final thought, and that is that we know that not all children learn the same way, and we know that these interests of these children are equally diverse. We've also become smart enough to know that a single method of teaching will never reach all children. Charter schools fill that gap. They are meeting the needs of diverse populations of students. Traditional public school systems are essential, just as public charter schools are essential in reaching this shared goal of developing a whole child.

If we're to ensure that all of our students have access to the education that they need and want and deserve, we must work together and not limit or hinder what charter schools are able to offer these students. I want to thank you for the time that you've given me, and I've also brought some of our students to share some of their vision for what they see on a daily basis. Thank you.

Boyd: Karissa Frerichs, followed by Sierra James.

Frerichs: Hi, my name is Karissa Frerichs, and I'm here with Santiago Charter Middle School. I've been in many different types of schools. I've been in public schools, private schools, and now, Santiago Charter Middle School. Santiago has been a great experience and has made so many different opportunities not just for me, but for my friends and my other peers. It gives me the chance to learn three different languages such as Spanish, French, and American Sign Language. It doesn't just help me and provide me things. I can apply this to my everyday life, it gives me a head start in high school.

And, it helps me by not just being able to take Spanish I, but on my freshman year, I'm going to be able to take Spanish II, and be able to be finished with my language early that I need for college. They don't just provide great opportunities, they also provide support, which is a really big thing, and they also provide support in the classroom, after school, and during school. And, I try to do that well in school, but with teacher support, I get free tutoring after school in the library. With the small classroom sizes, I can get one-on-one time with my teachers if I need it.

I can build a relationship with my teachers and really get to know them and be comfortable with going to my teachers for help if I really need it. And, knowing that I have someone by me at all times when I'm not at home, or when I'm not with my friends. I can talk to an adult if I really need to. Charter schools provide so many opportunities on campus and outside of campus. We also have sports teams that we do after school, it's not a time to hang out with your friends, but you have fun and you come together as a team when we work together. And then, show we learn leadership, and we do all these extra clubs and extracurriculars that helps us provide all these great qualities and let us show them on campus throughout the day. Thank you.

Boyd: Sierra, followed by Mikael?

Mikael: Nikiel.

Boyd: Nikiel, thanks.

Iames: Good afternoon, everyone. My name is Sierra Iames, and it is a great pleasure to be able to speak here for all of you. Being at a charter school has provided me with a higher education through accommodating to my needs as a student. My older sister, for example, went from a student receiving c's and d's in elementary school, to being a 4.0 Honor Roll student, because of Santiago. I know that she didn't go into middle school hoping to raise her grades, but being at a charter school makes it easier to assess needs and fix them quickly for the students at that time. And, because of that, she was able to find an environment fit for her specific learning needs.

Of the two years that I've been fortunate enough to attend Santiago, I've had the satisfaction of being a part of ASB, for which I can vouch that we are always trying to find new and creative ways to get students involved on campus, as well as host special events to make school less of a job and more of a second home where they can learn and still have fun. Being at a charter school, though, makes creating and hosting these events way more attainable. We can get permission quickly and get access to materials through school and staff. This all leads to a one-of-a-kind school experience that students wouldn't be able to get anywhere else. And, isn't that what it's all about?

The experience of middle school and creating a place where students can feel safe and be themselves; where staff can identify the needs of their students and can quickly find solutions to help them succeed, like with my sister. These ideal middle school conditions can really only be obtained at a charter school, for independently, they can decide what is best for their campus and what is best for their students. Wait, hang on a second.

They can decide what is best for their students without going through a million other people to make change on their campus, for which it would already be too late for students that needed it. Being a...being at a charter school has helped my sister, myself, and so many other students, and I hope that you take into consideration the wonderful work that Santiago Charter Middle School has done for its students. Thank you, and have a great rest of your day.

Boyd: Nikiel Meeks, followed by Lauren Spitzer.

Meeks: Hi, my name is Nikiel, and I'm from Santiago Charter Middle School. And, Santiago Charter Middle School, we get a ton of opportunities like electives, and we get a lot of clubs. These electives include American Sign Language, Woodshop, and Film class, which...and there's a lot more than that. That's just a few. We also get many clubs like we have a Video Game Club, we have a Debate Club. We have Academic Pentathlon. Yeah, we have a lot of clubs like that, which students can enjoy their lunch, like, with friends; doing things that they like. So, there's also...with all these opportunities, we get so many freedoms to do what we want.

We can be ourselves at school, and because Santiago's a charter school, we're able to do this because our board decides what we want and what our children want. We want...for our students need this, our board will do this, but, if...we weren't a public...charter school, we'd have to get it approved for every single school which have different communities and different student needs.

So, because we're a charter school, we get all these different needs or freedoms to do things that we want. And, that's really what Santiago Charter Middle School is about, all the opportunities that we get, and all the freedoms we get to do during school hours. I hope you guys realize that Santiago Charter Middle School is a great school and charter's a really good way to educate kids. Thank you.

Boyd: Lauren Spitzer, followed by Kristi Meyers.

Spitzer: Hi, my name is Lauren Spitzer, and I'm here to talk on behalf of Santiago Charter Middle School. The great things about a charter middle school is it provides for me and my peers. One thing really different but our school is the benefit that we get to make our own decisions, especially being in an area where it's a mixed class of less fortunate and high fortunate. Having...this year, we've been blessed with devices like computers. This really helps kids learn to their fullest potential, and it really helps kids learn to their fullest potential. Every kid, like every single kid at our school, can run a computer for free that works year-round, and it helps them learn to their fullest potential. Thank you. That's really all I want to say.

Boyd: Kristi Myers, followed by Julianna and Riley Hubbell.

Myers: Hi, my name is Kristi Myers, and I'm speaking on behalf of the CHEP sites that are going to be closed. The parents are mystified that these sites are going to be closed because it's such an incredible program, and we see so much success in our students, and everything that the CHEP sites do is unbelievable. Every event is planned to perfection by the teachers, and the students fulfill whatever responsibilities that they have. We have a petition going that I think has over 300 signatures. And so, please, be rest assured, that there is a concern for this shared by many more than are here today. I just wanted to give you maybe, like I said, I'm mystified, so I just want to kind of give you some, maybe, thoughts, ideas.

One thing that maybe you were thinking, or maybe the people who are deciding this, are thinking that CHEP is competing with public schools, which is absolutely not the case. As a parent, you decide to home school because you feel very strongly about it, and that decision does not come without a lot of tears, and without, as a parent, turning your life completely around. So, once you decide to home school, you look around for your options, and that's when CHEP becomes an option.

So, if we were to go to a public school and put out a table in front and try and recruit people, it doesn't matter how great our program was, if you have a two-income family, or if you have a parent who is filling their day, not just sitting around, which most parents are, going to that CHEP school would be like me finding a fantastic program in San Francisco that I would like my daughter to attend weekly, and signing up for that. It is a huge, huge obstacle. It requires everyone to completely change what they are doing. So, it is not something that a parent of a well-adjusted child in public school is going to even consider. So, it is not at all competing with public schools. It is competing with other home school programs.

So, please do not feel like CHEP staying open is going to decrease enrollment in public schools, because it absolutely is not. The other thing I wanted to bring up is I know that money is an issue. I personally, in my heart, feel like it's not the only issue, but I really don't understand,

again, this decision-making process and why this is happening. But, something that we were talking about last year is promoting, which we have not been allowed to do until this very last Imaginology event.

And, at that time, we didn't even know if we were going to have three sites. So, we were kind of limited in what we would say. Being able to do that, and also, being able to make the site smaller. We have three office spaces at North we could turn into one or two, and at West, we probably can't limit that area, but we could bring in people from other places from OCDE and stop running those spaces...

Boyd: Your time is up.

Myers: ...to make that site smaller. Thank you.

Boyd: Julianna and Riley Hubbell, followed by Marc Ang.

Hubbell: Awesome. Good afternoon. Superintendent Mijares, and board. My name is Julianna Hubbell. I actually work for Citrus Springs Charter School. More than that, though, I am a parent of a charter school student, and I am so thankful that we have had the opportunity for Riley to participate in a high-quality, personalized learning public charter school, where she's able to engage with her interests and light the fire of learning within her. And so, we are continuing to look forward to watching her have the opportunity to grow and flourish in a real-world educational environment, where support and intervention are readily available if needed, and she's able to continue to follow her passions, and is encouraged to do so.

And so, she would like to take a moment to show you the concepts that she's been focusing on this year in kindergarten, if we're able to. [JULIANNA LOOKS TOWARDS RILEY] Do you want to stand out here? Yeah? Come on. [LAUGHTER ENSUES BECAUSE RILEY BECOMES SLIGHTLY EMBARRASSED]. Do you want to talk into the microphone? You can talk in the microphone. Come here let me hold you. Do I get to hold you? [JULIANNA LIFTS RILEY TO THE PODIUM]

Riley Hubbell: I can be like DaVinci if I embrace uncertainty. If I develop my senses one, two, three, four, and five. If I protect my mind and my body. If I question everything and think for myself, I am a DaVinci student. [ROUND OF APPLAUSE]

Julianna Hubble: Thank you very much, and thank you for your continued support of public charter schools here in Orange County.

Boyd: Marc Ang.

Ang: Hello, everyone. I'm Marc Ang. I have an organization, a nonprofit organization, that advocates for the Asian community. We're about 15,000 strong in terms of our mailing list, and every month, we throw events, about 10 events, and each one has about 100 people. So, we reach about 1,000 people in real life, and much more through our marketing. I had some representatives for my organization come here on April 10th, and they had concerns about the State Health Framework. And, they shared some of their thoughts and one of the bigger picture things that's going on is the minorities were, I feel, shut out of the community input process of the new framework, the controversial framework.

And, as you know, that process was between November of last year to January of this year. And today, they're actually voting on the controversial framework up in Sacramento. Even after the

state board casts a vote, I really hope that the county, here, the representatives can recognize that discrimination against some of our constituents. And, the California Department of Education does claim that equity and access is a value of theirs, and a whole chapter, in fact, is dedicated to that, to create more inclusive classrooms, which I completely agree with. So, 1/3 of our state is immigrants. 10...there's about 10 million immigrants here in the state and half of California children have at least one immigrant parent. Asia is the leading source of these immigrants.

In 2016, 58% of our immigrants were from Asia. 28% were Latino. So, I think both our communities have very strong family values, and we definitely feel that we should be part of that process. And, to turn a blind eye on a county-level to a state issue, I think really kind of puts us in a second-class citizen position. So, I encourage the leaders here to take a stand for equality and justice and advocate for minority constituents, and this can be done through filing a complaint against the California Department of Education to the federal Office of Civil Rights. So, I hope you guys can take that action. Thank you so much.

Boyd: That was the last public speaker for general comments.

Williams: Very good. Thank you all for sharing your thoughts with the board. Typically, again, we don't engage in a conversation during public comment. So, if you didn't, or, if you expected us to say something and you didn't see it, that is just our policy. Again, thank you all for being here. Moving on with our meeting. [A WOMAN APPROACHES NINA AND SPEAKS WITH HER BRIEFLY]

Boyd: Excuse me, Ken. She's saying that she wants to speak on general. So, I don't...

Williams: Oh?

Boyd: We know we have a card for her, but I think it was in the wrong pile.

Williams: Oh, okay. Yeah.

Boyd: Ms. Chu? Would you like to go the podium?

Chu: Mr. President, members of the board, Mr. Superintendent. My name is Betty Tom Chu. Now I'm a resident of the County of Orange. I used to be in the County of Los Angeles. For over 10 years, I was the attorney representing the Los Angeles Unified School District, as well as the Los Angeles Community College District. I served under three superintendents and two chancellors. I also was a former mayor of the city of Monterey Park. With that as my background. I am requesting that this board extend rights to minorities beyond Education Code 48980 and 48985, which are the two provisions in the Education Code regarding notification to limited and non-English speaking parents.

Those two Education Code sections only talk about notification to parents of limited and non-English speaking students. But, many of us know that in our families, there are parents who are limited and non-English-speaking who are very concerned about what is happening without their consent, and without their knowledge, and without their input with reference to the California Healthy Youth Act. Sex education and related subjects is a very, very sensitive subject in many of the minority communities, particularly in the Asian culture, of which I am particularly familiar with.

I am in my 80's, and I had that problem with my three children, as well as now, they have these problems with eight of my grandchildren, six of whom are in school, two of whom will be going to school. I am asking you because it's not uncommon in other cultures; religious cultures, as

well as minority cultures. The Asian's is one of the fastest-growing minority groups in the county of Orange. Therefore, notifications not only of your opt-in or opt-out privileges and rights, but it is also material in terms of reviewing the educational materials. And, we need to include the limited, non-English speaking parents, including those of English-speaking students. Another subject is the age-appropriateness...

Boyd: Your time is up.

Chu: ...of the age-appropriateness definition for grade levels below that of seven. That should be defined by rules and regulations of the Board of Education. Thank you.

Williams: Thank you, Mrs. Chu. Okay, moving on with our meeting, the consent calendar number four. May I have a motion for the consent calendar?

Bedell: So moved.

Williams: Moved by Dr. Bedell. Second by?

Barke: Second by Barke.

Williams: Trustee Barke. Approving the diplomas to our kids and the ACCESS programs. All those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? Abstain?

Gomez: Wait a second. Are we doing all those at the same time?

Williams: Yeah. Typically we do.

Gomez: Okay.

Bedell: Consent?

Gomez: This is just consent? I'm sorry. I'm going ahead to board recommendations. My apologies.

Bedell: I'm taking back my nice comments.

Williams: Okay. So...there is some question regarding where we were on our agenda. So, we are on the consent calendar, and we had a motion by Dr. Bedell, second by Dr. Barke. All those in favor of item number four say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? Abstain? Motion passes 5-0. Moving on to board recommendations number five: adopting the Memorial Day resolution.

Bedell: So moved.

Williams: Moved by Dr. Bedell. Seconded?

Sparks: Second.

Williams: By Lisa Sparks. Okay.

Bedell: That was one of the best-written resolutions I've seen in a long time. Congratulations to the executive committee. It was very nice.

Williams: Thank you. We take...

Bedell: Where'd you get it? [LAUGHTER]

Gomez: Who wrote it?

Williams: Okay. Thank you. Thank you, Jack, for that, for those kind words. So, any other comments? It is a resolution. Darou, do you want to poll the board?

Sisavath: Trustee Sparks?

Sparks: Yes.

Sisavath: Trustee Barke?

Barke: Yes.

Sisavath: Trustee Williams?

Williams: Aye.

Sisavath: Trustee Gomez?

Gomez: Aye.

Sisavath: Trustee Bedell?

Sisvath: Yes.

Williams: Very good. Motion passes 5-0. Moving on to number six: registration for the July 2019 National Charter School Conference. May I have a motion? I'll so move. I need a second.

Sparks: Second.

Williams: Second by Lisa Sparks. Motion by myself. Any discussion?

Gomez: Just a quick question.

Williams: Yes, ma'am?

Gomez: I don't remember getting the notification on this content.

Barke: I don't either. Yeah, I was surprised when I saw it on the agenda.

Boyd: We talked about it last meeting, but we sent out something in March when Dr. Bedell first set this up, and it missed the April board meeting, so, we put it on May. So, there may be a gap, but it was sent us an email just to ask if anyone was interested as a result of him bringing it up, but we didn't get any response from any board member.

Gomez: I apparently missed it. [LAUGHTER]

Boyd: It's still open if there's an interest, but...

Gomez: I would just like to look at the agenda...

Boyd: Sure.

Gomez: ...and then, perhaps consider attending.

Boyd: Okay.

Barke: You know what? As long as you're sending out the agenda, I'd love to see it as well.

Boyd: We'll send it to all board members again.

Williams: Question. So, Beckie, you're interested in going?

Gomez: Possibly, depending on dates and content...

Williams: Okay.

Gomez: ...etc. So...

Williams: So, please let us know because we have to have everything on for the next board, June 12th, that meeting then if you want to go, so we can make the formal...

Gomez: Can it be continued as a motion?

Boyd: It can be amended to approve the registration...it's for our board members. It does not say just for Jack. The backup identifies Jack as having responded, but the item itself is inclusive.

Williams: So, if you want to make a subsidiary motion.

Bedell: I move that you delete Bedell. [LAUGHTER]

Boyd: Bedell is just mentioned so that we know who put the item on the...

Williams: Oh, okay. So, help me out. Parliamentary-wise, Nina, do we need a subsidiary motion?

Boyd: No, there was a motion made to approve the registration and travel for board members.

Williams: Okay.

Boyd: Okay?

Gomez: Plural.

Boyd: Plural.

Williams: Okay, and who in the backup if there are additional board members who would like to

Boyd: And so, in the backup, if there additional board members who would like to attend, we can add any additional board member to this.

Williams: Very good, very good. Okay, so, motion and a second. Any other further discussion?

Bedell: I seek your guidance, Mr. Chairman. Now, I was going to abstain because my name was mentioned. Is it necessary that I abstain now?

Williams: No, no, you can vote now.

Bedell: Okay.

Williams: There's no conflict.

Bedell: Okay.

Williams: Okay, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? Abstain? Motion passes 5-0. Moving on to item number seven: the executive summary from the California Healthy Youth Act Forum.

Boyd: We do have public comments...

Williams: We do have public comments? Okay. in there something very good will take the

Boyd: ...on item number seven.

Williams: Very good. We'll take the public comments, then, before we actually do anything.

Boyd: Okay.

Williams: So, go ahead, Nina.

Boyd: And we have seven comments. So, I'll call two names; same format. So, we will use the timer. Kelli Bourne, followed by Peter Levi. Okay, thank you. Then we'll have Peg Corley up next. Peter is not here.

Bourne: Thank you. Good afternoon, trustees and Superintendent Mijares. My name is Kelli Bourne. I reside in Orange County. I'm also a veteran, 13-year public school health teacher here in Orange County. I'm here to state for the record that the executive summary on the California Healthy Youth Act forum held by the board of education on September 26 of 2018, should be rejected due to the anti-LGBT slant and the misinformation about the California Healthy Youth Act and Comprehensive Sex Ed. stated by the forum panel. At this forum, the Board of Education hosted panel "experts" who shared their "evidence-based information" against CHYA and CSE.

I would like to critically analyze the credibility of said experts for the record. Stan Weed is a researcher with the Institute of Research and Evaluation. This is a Salt Lake City, Utah, research firm that centers on abstinence-only education interventions. Their research on abstinence-only programs are limited, some outdated, and the most recent report on Comprehensive Sex Ed. is not peer-reviewed. This increases the possibility for bias, misleading results, and falsified outcomes. I'm also curious as to who funded this person's attendance at the forum. In fact, your executive summary did not include the cost of the forum. O.C. taxpayers should know what they're paying for.

Deborah Reisdorph, a lawyer and anti-bullying advocate, has stated that implementing curricula that is pro-LGBT safety and bullying prevention, downplays other targets of bullying. The disheartening truth is that in Orange County, according to the California Healthy Kids Survey from 2015-2016, LGBT students reported disproportionate bullying, feeling unsafe at school, and missed school days as compared to their non-LGBT peers. It's time for their needs to be met. Nada Higuera is a lawyer with Advocates for Faith and Freedom. Enough said.

Laura Haynes, Ph.D. is a therapist who consults with American College of Pediatricians, a recognized anti-LGBTQ hate group by the Southern Poverty Law Center, promotes that LGBT identities are a mental illness, which has long ago been taken out of the DSM, and endorses Change-Allowing Therapy. This is also known as Conversion Therapy. Your final panelist discussed inclusive schools, but lacked knowledge on what transgender and gender identity actually mean. Therefore, I would hardly consider this person an expert on how to create inclusive schools for all.

Another speaker you had is a physical education teacher and a City of Orange School Board trustee, not a medical expert and therefore, this person should not be considered a medical information expert as it relates to CHYA and approved curricula. As someone with a background in research, having strong credentials, beliefs and religious convictions does not constitute credible evidence-based information. Also, let it be noted that others invited to participate in the forum, once understanding the heavy religious ideology and intended anti-LGBT slant...

Boyd: Your time is up.

Bourne: ...removed themselves from participating all together. These individuals knew exactly what they would be walking into and the transcript of the special board meeting on your website reveals it all. Thank you.

Williams: Thank you, Kelli. [PRESIDENT WILLIAMS STRIKES THE GAVEL THREE TIMES]

Boyd: If you all could not applaud then I can get the next people up, please. Peg Corley, followed by Laura Kanter. Peg not here? Okay, then after Laura will be Susan Meyer.

Kanter: Hi, good afternoon. I'm Laura Kanter, the director of policy advocacy and youth programs for the LGBT Center in Orange County. I actually would just like to reiterate everything that Kelly said. That was brilliant, and I am not really here to oppose whether you approve this executive summary or not. It's clearly meaningless. It has no legal impact and like the forum basically reflects the ongoing attempts by some school board members to confuse and misinform parents in the community. So, the inclusion of only part of a sentence from a statement by counsel, Ron Wenkart, for example, followed by dot, dot, dot, on an executive summary, is an example of where clarifying and vital information is left out.

I also do hope the records reflect the credible experts who declined to participate because they understood the motivating nature of this forum, and because they did not want to be identified with junk scientists and representatives of hate groups. That's just not something that professional experts want to do. The ongoing campaign that has disregarded the existence and needs of LGBTQ youth has to stop, and we need to provide education and support for those students, for the teachers, and for their parents. And, this board of education owes the parents

and the students of Orange County the truth, and a discussion and education where they can actually learn what CHYA is.

Luckily, because the state board of education today is going to vote on and approve the framework, the new Health Education Framework, there will be some guidance that might help those who need some help understanding what the Health Framework should look like, and how CHYA should be implemented in our schools, and, we will be looking forward to making sure that happens across Orange County and that this school board takes responsibility for some of the anti-LGBT, anti-Gender Diverse actions and behaviors that it has participated in. Thank you very much.

Boyd: Susan Meyer, followed by Anna Zeng.

Meyer: Hello, board, Dr. Williams and board. So, I'm here to talk about item number seven, whether you will accept the executive secretary forum on the California Healthy Youth Act. I reside in the Newport-Mesa Unified School District. I'm a parent, a proud parent, of a child who's still in high school and will graduate this year. My question is, what happens if you do not approve the summary? What happens? But, if you do approve the summary, how will you use the taxpayers money? I believe you spent something like \$6,000. However, the summary does not contain any budget information. So, the public does not know exactly how much money was spent.

So, I want to know how you will use the money to ensure that the school districts throughout orange school will comply with the California Healthy Youth Act? So, I want to know that as a taxpayer here, I want to know how you're going to use that money to ensure that the school districts follow the law. And, I request that you agendize this item and disclose how you will use this money that was spent to ensure that this law is followed by the school districts. Thank you very much.

Boyd: Anna Zeng, followed by Skye Wagoner.

Zeng: Hello, my name is Anna Zeng, and I'm a student here in Orange County. And, I've pretty much been a student here for my entire life. I am here to implore you to vote against adopting this executive summary because it is harmful. I am here today because many of my friends are not. In high school, I was president of my Gender Sexuality Alliance where I witnessed firsthand the horrors of being a student in the Orange County School system. Did you guys know that about 50% of LGBTQ+ identifying students attempt suicide? I was unfortunate enough to be part of that percentage, and to also hold my friends as they tried to do this to themselves.

And, this is all because of the violent rhetoric that has been put out by the panel of experts that you guys had for the forum. While I respect the work that many of you have done to better our school systems, I implore you to please look at this and take it seriously, because in high school, I was the one teaching sex ed. to my younger peers, and I was also in high school. I was the one teaching them how to do safe sex. I was teaching them about sexuality.

Every word of this executive summary can be debunked by basically any Google search, and any credible organization can and will debunk almost all of what your panel of experts has said. So, if not for just morality reasons, and the reasons my friends have stated, I'm hoping you vote

against it because I have friends who are not here because they did not have this education, and they didn't feel like they fit in. And so, please, if not for me, then for them. Thank you.

Boyd: Skye Wagoner.

Wagoner: Hello, board. Thank you for hearing me speak today. My name is Skye. I'm a recent 2015 graduate of Huntington Beach High School. I currently attend Cal State Long Beach, and here to also implore you to not adopt this executive summary, even though it has no teeth and no actual legislative meaning behind it, the rhetoric and what you're putting out into our community around Orange County's LGBT youth, is just one of pure hate. And, one that's going to inspire and enable more people bullying these students, driving up suicide rates, which is what you should be really looking into and spending taxpayer dollars on. Then, you know, spending my taxpayer dollars on pulling in so-called experts that go so far as to still believe in Conversion Therapy.

I mean, bringing someone like that into a panel, sure, you want to have varying opinions, but someone that still believes in that, in torture? What that means to someone like me who considers themselves part of the LGBT community, I'm really ashamed that this is what the board has come to. And, it really breaks my heart when I work with youth across Orange County. I work with youth like Anna, and seeing what suicide is doing to our community, and especially to LGBT youth. It's a disservice to the community and although, again, passing this and putting it, you know, out there into our community won't actually legislatively do anything.

The rhetoric that it will bring and the enabling it will give towards both students and adults to continue bullying the youth and harming them, rather than actually creating a healthy environment, which is what you're all here to do, is create healthy and safe environments for our youth. I'd be very ashamed and disappointed to see that that would be the action taken here today. So, at the very least, even if you don't vote it down, maybe put it off another while longer until we get more information, even as much information about taxpayer dollars and what money will be going to be used towards after the fact. Thank you very much for your time.

Boyd: That was the last speaker on item seven.

Williams: That was the last speaker? Very good. Okay, so, may I have a motion for item seven?

Bedell: Mr. Chairman, parliamentary-wise...

Williams: Yes?

Bedell: ...the motion to accept is very different than a motion to receive. Was the intent of this motion to accept this, to adopt the substance of it, or was it to acknowledge receipt of it? You see my point? There's a huge difference.

Williams: I'll give it to you.

Sparks: My task from Ken was just to summarize, just provide a brief summary of what occurred that evening. So, like a journalist would do, so I just reported, you know, a very, very brief summary of what that evening entailed.

Bedell: Right.

Sparks: So, it's not meant to adopt or to take any stand on anything.

Bedell: Okay, thank you, I appreciate that.

Sparks: Yeah. I just was doing what I was told to do.

Bedell: If I go back to the bottom of the page, the primary purpose of the forum, Trustee Sparks, did we do that? I'm not being funny here. The primary purpose of the forum: Provide clear guidelines, explain how to provide with prevent bullying, discuss subject in a scholarly manner. That may have been the purpose of the forum, and I think you're accurate theoretically.

I don't see that as the outcome. So, I guess that's where I, by the way, it is beautifully written. I can tell your background. So, I just think there was, for me, there was a disconnect. Okay, that was the forum. That was the purpose. I don't remember too many positive speakers about it because many of them wouldn't come. Isn't that right?

Sparks: I can't comment on, I mean, that's why I provided the links...

Bedell: Yeah.

Sparks: ...to the actual forum so that, you know, constituents...

Bedell: Right.

Sparks: ...who asked us to have the forum, and constituents who preferred not to have the forum, people can just see for themselves what it entailed.

Bedell: Right.

Sparks: Because the purpose was as stated. What transpired is what transpired. I, you know...

Bedell: Yeah.

Sparks: ...with the event.

Bedell: That...

Sparks: With us in terms of us and our responsibility. Our responsibility was to answer to the constituents wanting more information.

Bedell: I really appreciate your comments because it helps clarify, there was an abyss there.

Sparks: So, it is a big difference. I'm glad you brought that up.

Bedell: Yeah.

Barke: Well, on your final little comment, too, there it states that this brief summary is generated from the official board typewritten transcripts and audio. The public statements by expert testimony does not necessarily reflect the board approval or disapproval.

Sparks: Yeah, and I feel very strongly about that. But, you know, just being objective.

Bedell: So, following Trustee Barke's comments, it would be appropriate to receive, which is not an endorsement, it's just to acknowledge it's been written and submitted for the record. That is a common parliamentary procedure; receive it. So, we could say at the bottom, submitted by Trustee Sparks on behalf of the executive committee, or something. That also would fit it. Because then, you have no endorsement per se.

Sparks: I'm not endorsing anything. I'm just summarizing what occurred that evening.

Williams: Jack, I'm not as smart as you, but I don't know the difference between accept and receive.

Bedell: Okay. Receive means it was submitted.

Williams: Technically, we've done these before.

Boyd: You just take it.

Bedell: Receive, it was submitted to the board on May the 8th. Accepted means you agree with the content.

Sparks: Yeah. I don't want to...yeah, I understand.

Williams: So, is it accepting the content of the summary, or the content of the forum itself?

Bedell: If you say...well, what's written here. You're accepting what's written here.

Williams: Right, and...okay, I see what you're saying.

Bedell: See what I'm saying?

Williams: I see. So...

Bedell: But, I think Trustee Sparks has accurately stated it, this is not a zing. Coldly analytical biography of the evening.

Sparks: Completely.

Bedell: Right. Now, you're not asking us to endorse it. You're actually...

Sparks: I'm not even asking myself to endorse it. I just, you know, summarized the evening. I summarized the evening of what occurred like a journalist would, you know, or a researcher.

Bedell: Yeah. Thank you.

Williams: So, the board dialogue is up in here so please, be respectful that this is board business. We heard from public comments and appreciate your public comments. So, help me out here from a parliamentary perspective, whether we receive it or accept it. We can make a subsidiary motion that we would receive it, just to take care of the technical aspects.

Boyd: As a subsidiary motion, yes. The question would be in receiving it, I don't know what the board intends to do with the document. If you're just receiving it, it's in the file, and we have it if anyone ever wants to go back to it or look at information and so forth. So, I don't know if that's what you intend to do.

Williams: Right.

Boyd: I guess the question is, once you receive it or accept it, what happens next?

Williams: Got you. So, I think part of the discussion occurred last fall, what we would do when we're done. The questions were asked, and it was mentioned that executive summary would be done. And, for a lot of reasons, this didn't get done right away, and it just was supposed to be put on last month, but we did prolong because of the time that Ms. Sparks, or Dr. Sparks would not be here. So, we were going to put it alongside the documents that we have on our website with the summary. I think we have some statements on our website now.

Boyd: Related to that, I'm not sure that we have anything related to...there were things on the website when you were having the event where...is that what you're saying? Going back to September...

Williams: Right.

Boyd: ...when you posted the information...

Williams: Exactly.

Boyd: ...then the summary would be posted next to that?

Williams: Correct.

Boyd: I'm not sure that the public...unless they were going back historically to look at it, but they wouldn't know that it was even there.

Williams: So, this is a good question. Do you anticipate that this would go on our website, or just more of we're going to receive this then, as a public document?

Sparks: I mean, the public requested to have the forum. We answered to that request. We summarized what happened. So, I mean, to me, the public needs to be able to click on the transcripts and the minutes of what happened that evening, so the public who couldn't come, or the ones that were outside, or, you know, who couldn't come in would be able to listen.

Gomez: But isn't that?

Boyd: The transcript is already there. It's already posted.

Gomez: The transcript is already there.

Sparks: Okay, so we to jet set up...just to summarize what the...to lead into the transcripts, but it's really a...I mean...

Williams: So, don't you think that some sort of finality should be put on public website, telling us that this is what the summary is? There's nothing in here that says other than going to the transcripts, but it provides an executive summary.

Bedell: See, my primary...

Williams: It's very general statements, nothing specific.

Bedell: ...my problem is not with having something like this. My problem is the various meanings of the word, accept, because that gets into...

Gomez: It's a different thing.

Bedell: ...a whole variety...

Sparks: My only thing, and I don't know if before the links, is to, you know, the statement about the public statements by expert testimony does not reflect board approval or disapproval. I think it's important that that leads into those minutes, because we did our job in terms of holding the forum, because community members wanted us to, and not everyone, but many, many wanted us to. So, we did our job with that, but, I think to have that line leading up to it, that's important to me.

Bedell: Yeah.

Williams: Puts things in context.

Sparks: Because it puts it in context that we were just doing our job as public servants. We don't endorse, you know, approval or disapproval.

Williams: [PRESIDENT WILLIAMS STRIKES THE GAVEL THREE TIMES] You're out of order, ma'am, and if I ask you again, you will be removed according to Penal Code 403. Thank you very much. Susan, please, please. Yes?

Gomez: Can I make a couple comments? I think one of the concerns that I had the night of the forum and in our discussions about who was going to be our expert panel, we have no physicians. We have no nurses. No physician assistants, no nurse practitioners that would have more of a medical bent on this, and I think that's where I was really concerned. And, I know we had, you know, I don't know that we even knew all the people that you asked to participate, and I know you and I had a brief conversation and you had indicated to me that you would ask a number of people. I didn't know their credentials.

We didn't get into that detail, but I think that was important, and I know that there's a statement here that says there were a number of additional people that were invited. And that, you know, that may give the public some comfort, but what we ultimately ended up with, I don't believe were people that had objective advice on this or objective information. Because even the titles of this, and I don't remember if this is what we wrote or what they provided, but saying like, I'm looking under Ms. Lebsack, and it says, "state approved curricula and inaccurate medical information."

Well, as soon as you say inaccurate, you're already making a judgment about what's being provided. The same thing with Dr. Haynes, "When age-inappropriate curricula." So, I think that's why I'm saying. Lisa, I don't know if you recall this or not, but is that what their title was?

Boyd: I...

Gomez: Or, was that what they said?

Sparks: That's what I was given. Those were the titles that I was given. I don't know.

Gomez: That you were given, or that they stated?

Sparks: I think they had it on there.

Gomez: Okay. Well see, right there, that implies some bias right there.

Sparks: I think they created their titles, I think.

Gomez: Yeah, and I think that creates some bias right there. When you say something's inappropriate before you even -you're not objective at that point. If you say, you know, appropriate, and then it's up to their testimony or their information for the public or us to decide, you know, it's your personal opinion whether something is appropriate or inappropriate. But, when you lay it out there saying it's inappropriate, that's why I'm questioning whether or not that's what they said. If that's what they said, that's what they said.

Sparks: That's what they...

Gomez: Yeah.

Sparks: ...I mean, that is their title that they had...I don't know how they came up...I have no idea.

Gomez: Yeah. I just don't remember them saying that in that way.

Barke: I feel like it was part of their bio or something...

Sparks: Yeah.

Barke: ...but I can't really remember. I feel like that was part of their bio that night, or...

Gomez: Yeah.

Barke: ...I'm not sure. It's been a while now.

Sparks: I think that's how they introduced themselves.

Barke: Yeah.

Sparks: That each person introduced themselves, because it was in the transcript.

Gomez: That was in the transcript?

Barke: Yes.

Gomez: ...the way that they did it? Okay. That was my question, because right then it doesn't say that you're objective at that point. If you were to make any judgment.

Sparks: No, but that's why at the beginning it says expert panel participants. There's a statement there that numerous experts were invited, you know, to...

Gomez: Provide information.

Sparks: ...explain that we did, you know, Ken did his due diligence in terms of inviting an array of experts, including from the categories you're talking about, and it's just some people canceled, some people, you know, I don't know. I didn't organize it.

Gomez: Right, right, and we're all looking at this...

Sparks: Yeah.

Gomez: ...six months later, what do we remember about that? Yeah. I just have some problems with the content and it's not what you necessarily wrote. It's just the way that it's presented.

Bedell: Mr. Chairman? I'm sorry, are you done?

Gomez: Go ahead, go ahead.

Williams: I just have a real quick question. Is there a motion on the table?

Bedell: No.

Williams: ...to discuss this?

Bedell: No.

Williams: Okay. So we really need to make a motion...

Bedell: That was my...

Gomez: I thought we did.

Boyd: We moved right into public comment. So, there was no...

Williams: And Jack asked a question, and that's how we got off. So, I'll make the motion to receive the executive summary as submitted by Trustee Sparks. I need a second.

Barke: I will second to receive it.

Williams: Okay, we have a motion and a second. Any further discussion?

Bedell: So...

Gomez: What was? Oh, go ahead.

Bedell: I wonder if you would accept a subsidiary, I guess it's an amendment, that receiving does not imply endorsement.

Barke: I don't think it does by definition.

Bedell: So, you're safe with that?

Barke: Yeah, I mean, we said we would be receiving it.

Williams: Well, it already says that on the document, Jack.

Barke: Yeah. Yeah, there's a disclaimer right on the document. We're just receiving a document with a disclaimer. So, we're not endorsing it.

Bedell: Is there a disclaimer on the transcript?

Barke: This brief executive summary...

Williams: That's why the executive summary is created to add more context to the meeting.

Barke: Right above the links, there's a disclaimer there that just clearly says that we're not approving it or disapproving it. We're simply accepting it.

Boyd: What I thought I heard Lisa say, though, that it was important to have that at the beginning, as opposed to at this...

Sparks: Well, I think if you want to post this, it's whatever you guys want to do. I think if we don't post it, I think, we're just going to have the links that are already up, which I haven't seen. I haven't, had, like had time to go, you know, revisit, but to have that line that the public statements by expert testimony does not reflect board approval or disapproval, before leading into those links. Maybe you have that up already, I don't know, but if you don't, I think that would be important. I would like that.

Gomez: I don't think we summarize any board meeting though.

Boyd: No.

Sparks: Right, right. Well, you're right.

Williams: Well, this is a special forum, it's not a board meeting.

Sparks: So, that's why, you know...

Gomez: No, but it is a special board meeting. So, we don't...

Sparks: Yeah, it is a special board meeting. Yeah, right.

Williams: It's a forum.

Gomez: We don't summarize in any meeting. So...

Sparks: Whether we approve or disapprove?

Gomez: Right.

Sparks: Yeah, but this is kind of a unique situation, you know? It's a unique, I don't know. It's unique since we've [MOTIONS TO HERSELF AND TRUSTEE BARKE] been on the board. It

seems unique to me.

Williams: Okay.

Gomez: What's the intent? And so, are you saying that this is going to go on the website? Is that what the intent is?

Williams: To give context to the current links that are there, yeah.

Gomez: So, under that folder for that meeting, we're going to post this?

Williams: Correct. So, there's context. The transcripts are the transcripts. This is something formal.

Sparks: Now, I would be comfortable amending this, given this discussion, given that we have the full transcripts, I'd be comfortable amending this part that says the final expert panel and the list of the people there, we could omit that part, so, there's just the basic summary. And then, people who want to listen can listen.

Williams: What would...

Sparks: If you wanted to do that...

Williams: I have...

Sparks: I'd be comfortable with that.

Williams: ...yeah, I have problems with that because it doesn't give context to the tapes, as well as the transcripts.

Sparks: Well, still...

Williams: We don't know who these...

Sparks: No, I know that.

Williams: ...don't know who's going to look at this.

Sparks: No, I hear what you're saying. But, still, not limiting the paragraph. The paragraph says that people from numerous experts from various angles were invited. So, that's clear in that paragraph. So, keep that, but then...

Boyd: See, because the panelists already introduced themselves in the transcript...

Sparks: So, they introduced themselves...

Boyd: ...so, they gave their bios and introduced themselves.

Sparks: ...because Beckie's point is, with the titles that they chose might lead to, you know...

Gomez: It leads to some bias, I think.

Sparks: It leads to some, yeah.

Bedell: It leads to an implied endorsement on our part.

Sparks: Well, that was their title. I don't know...

Bedell: No. but I'm still...one could deduce...

Sparks: ...I don't think so if we show the line that says...

Bedell: ...once we are...

Sparks: ...we don't approve or disapprove. But nonetheless, I think that's a good point. That was their title, you know, so you could either have just listed their names, or you could just say, see the transcript, here it is like we have it, and just...

Gomez: Well, I just have a problem with the word, expert [APPLAUSE], but these were the panelists. These weren't necessarily experts because we weeded through quite a few of them. Right, Ken? I mean you, you asked a number of people, and I don't know all the folks that you invited. But again, my issue is that, you know, coming from the medical field, I don't see these folks as experts on health education.

Williams: Not all of them are...

Gomez: Exactly.

Williams: ...on health education. They all had different areas there...

Gomez: Right.

Williams: ...that they define. One was a lawyer. One was somebody who promoted safe schools. Stan Weed is a recognized expert in his field. Brenda Lebsack talked about particularly Teen Talk, because it was presented in her school district, and she talked to and got many letters from children's hospital employees.

Sparks: I'm sorry to interrupt, or, you could just say the final panel included the following, colon, and just list their names and not their titles, or something like that. I don't know. You know, I'm just trying to summarize the evening and just whatever.

Bedell: No good deed goes unpunished.

Sparks: I'm not trying to hide anything. I'm trying to be, you know...

Barke: They're not going to be happy.

Williams: Okay, hey. please, and we're...just very kindly. This is a board discussion. We appreciate your thoughts...

Bedell: Dr. Williams?

Williams: ...and we heard public comments. Yes?

Bedell: If you could just help me understand what is lost if we don't do this. If this just agenda item goes away, and, help me, what is going to be helped for the sake of children, if we have this summary? Do you see what I'm saying?

Williams: Well, remember the parents who came and wanted to have this forum, wanted to have the open discussion. That's what led to this. Yes, there was about 10 individuals from both sides of the academic debate, but because of a very strong effort by individuals and groups, the effort to gain a diverse opinion was hurt, and we didn't achieve what we wanted to do. We didn't achieve what we talked about in that original meeting. I believe it was in July when we decided for this. And so, what this does, I think it brings finality. We talked about this document; executive summary. Executive summary is just to summarize.

I think this document says that the board takes no position, so that would help those who don't want to take position. It gives a link. It helps in the context of the transcripts and the audio portion that is currently up there on our website. I can see, okay, we can remove the description of the specialists. I don't see any problems with that, removing what was their topic, but I think the overall summary is important to give context to those people who go that website to understand what happened, how'd we get there, why did this occur? And, that's all this is doing is historically documenting that.

Gomez: Maybe what we could do is just provide an even shorter summary so we don't look as though we're trying to sway this whole situation a certain way, and just indicate that there was a special meeting. So, looking at paragraph one, two three, four, or maybe we continue this to maybe work at it a little bit more and try to take out some of the bias.

Sparks: Well, I do think it's important to say the purpose of the forum, because you don't want that to be twisted either, because that was the purpose of the forum.

Gomez: Right. I agree. I just had gotten that far yet.

Sparks: Sorry.

Gomez: But, I'm just saying that the context is that the trustees, you know, heard information, heard the public. We decided to have this forum. What the purpose was, the outcome wasn't what

we had hoped. That was obvious if you were there, or if you listen to this, but, you know, that was our intent.

Sparks: I think that's important.

Williams: Is there anything academically wrong or incorrect outside of the discussion about whether we call it an expert panel and their topic matter that they discussed? Is there anything that is wrong or incorrect?

Bedell: I personally did not find that.

Williams: Okay. I'm trying to get this thing done so we can move on and come to a consensus here. So, we have a motion and a second. So, we're in the discussion phase, so this is still an open discussion. But, if I can give some thoughts on this, I don't see any problems, if on the second page it says expert. I don't have any problems with taking that out. I think that point is well made, and with removing the content or the subject material that they discussed, I don't have any problems in removing that. I think Beckie makes a valid point on that.

Boyd: You mean, their titles instead?

Williams: Yeah, well, yeah...

Boyd: Their created titles?

Williams: Yeah, so, I don't see any problems with that, but I think the entire document is important to give context and historical perspective. Any thoughts on this?

Barke: I would make a revised motion to take out...

Williams: A subsidiary.

Barke: ...subsidiary. Second page, take out the first expert, then after that first paragraph, take out expert and panel...

Sparks: Yeah.

Barke: ...and then leave the names, delete the comments after their name, and go with that. That would be my subsidiary motion. Okay, so, the first page leave as is. Second page, take out the first expert, then take out, before the second paragraph, take out expert and panel. Then, take out any anything after their names and just leave the names. Oh, and I'm sorry...

Boyd: And their full background.

Barke: I'm sorry. Take out, yeah. Just say the final panel of participants, colon, and then just list the one, two, three, the six names, and I don't think there'd be anything controversial about that.

Boyd: So, within that paragraph, you have the word expert mentioned multiple times. Would you want to change that to panel participants, or would you still leave expert in there?

Barke: Where are they?

Williams: Yeah.

Boyd: The second, or the first sentence: invited numerous experts from inside and outside the community to provide expert testimony...

Barke: All right, so, why don't we say numerous individuals, in the first line, to provide testimony, in the second line, just get rid of the expert. Then, note "additional individuals."

Change experts to individuals down there by the asterisk note. Have we got rid of

all of the experts?

Boyd: So, you took out experts after "OCBE invited." That fourth sentence.

Barke: Yes, yes, that became individuals.

Boyd: Okay.

Barke: Oh, yeah.

Boyd: The fourth sentence, it's mentioned again.

Barke: Yes, sorry. Yes. Yes, individuals; just replace experts with individuals if that's okay with everyone?

Sparks: Or panelists.

Barke: Yeah. Panelists.

Boyd: Well, you all just tell us how it is because we're going to...

Sparks: Do the first word "individual" and the second one "panelist" so you're not repeating in the same paragraph. I think that's fair.

Williams: Okay, so are you going to make that a subsidiary motion?

Barke: That is my subsidiary motion.

Williams: Okay, I need a second for that.

Bedell: Second.

Williams: Second. Okay, any further discussion? Okay.

Gomez: I would just like to see all the corrections made before I vote on this, because there's all kinds of changes that were made. So...

Sparks: Do you want me to fix it, or do you want to fix it? Nina, do you have it?

Bedell: Do you want to postpone?

Boyd: We have it...

Sparks: Okay.

Boyd: ...since we printed it.

Williams: So if I can help the board out, just because I want to put this behind us and move on. We have a lot to do. I think the general concept, removing the expert and putting individuals, is what we're agreeing to here. Other than that, in making those removal of the self-appointed topic and expertise in the subject material that they discussed, I would like to see that we vote on this, move it on. I don't need to see the final document.

Barke: If you find any other "experts" anywhere, just let us know.

Gomez: Well, I have some concerns about the third paragraph where we cite a legal opinion and we don't provide any context to that legal opinion, whether in whole or part, or reference it. So, if somebody wants to call for the vote, you can call for the vote. I just have some issues with this.

Gomez: So, if you want to call for the vote or table it if you need to move on, then let's do that.

Williams: Okay, so we have a motion, a second, a subsidiary motion to make those edits and changes. All those in favor say, "aye".

[ALL BOARD MEMBERS EXCEPT TRUSTEE GOMEZ SAY, "AYE"]

Williams: Oppose?

Gomez: Oppose.

Williams: Abstain? Subsidiary motion passes 4-1 to include the changes in the wording. Thank you very much, board. I will get to the main motion, which is to receive the executive summary. Any further discussion on that? Otherwise, all those in favor say, "aye".

[ALL BOARD MEMBERS EXCEPT TRUSTEE GOMEZ SAY, "AYE"]

Williams: Oppose?

Gomez: Oppose.

Williams: Motion passes 4-1. Moving on to item number eight: approving the material vision for additional grades in seven and eight, for the fall of 2020, Samueli Academy charter petition. So, I will need a motion.

Bedell: So moved.

Barke: Second.

Williams: Okay, so we have a motion by Barke, second by Dr. Bedell to approve the material revision. Any discussion on this item? Barring that there's none, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? Abstain? Motion passes 5-0. I assume you were...

Gomez: Getting annoyed a little bit, yeah. I just didn't say yes. [LAUGHTER]

Boyd: Thank you.

Williams: Okay, moving on with item nine: acceptance of the Williams Uniform Complaints for the third quarter. May I have a motion?

Gomez: I'll move it.

Williams: Moved by...

Bedell: Second.

Williams: ...and second...

Sparks: Second.

Williams: Okay. Actually, second by Trustee Gomez. Any questions, thoughts, comments?

Boyd: Trustee Gomez made the motion, and Lisa Sparks made the second.

Williams: Oh, I thought Jack did. Okay. Okay, so...

Gomez: I'm starting to sound like Jack?

Bedell: I'm starting to sound like Beckie?

Williams: Okay.

Boyd: Just for the record, why don't you correct that?

Sparks: You're scaring me. We've been here too long.

Williams: We've been going five hours. Okay...

Gomez: Our voices start changing.

Williams: ...so, we have a motion by Trustee Gomez and a second by Trustee Sparks. Okay, any further discussion? Barring that there's none, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Abstain? Oppose? Motion passes 5-0. Moving on to staff recommendation number 10, which is the investment policy. I need a motion to get us started.

Gomez: I'll move it. That is me, not Jack.

Williams: Moved by Trustee Gomez, and a second by? I'll do it. Okay, any questions?

Bedell: Mr. Chairman?

Williams: Yes, sir?

Bedell: I'm drawing a blank on this, but I understand there's a huge controversy within PERS about a certain kind of investment. And, I know state university faculty and UC faculty administration are concerned about where the new leader of PERS is taking PERS on the basis of some kind of investments. Does that ring a bell?

Williams: Please introduce yourself.

West: So, I'm Dean West, the associate superintendent of business services for OCDE. So, the Treasurer of Orange County does all of our investments. So, they do all the purchases related to treasury. Now the PERS, they've hired somebody that used to do the, I guess, investment for the People's Republic of China, but they tend to have some political issues to where they won't make investments or withdraw from certain investments based on maybe a political stance. That doesn't really affect our relationship, I think, related to the treasure or the investments. We don't we don't tell the treasure what to invest in.

The treasurer invests in the pool of educational participants, so that includes all the community colleges and all the K-12 school districts, and all those funds are in educational pool. The county treasurer invests those funds along with all the county government funds for all their departments divisions. They have separate pools but all that money is invested, primarily the same investments are made for the County of Orange as are for the educational pool. So, even though they're separate pools, the investments that the treasurer makes on behalf, and they have professional investment advisors buying those notes, buying those treasuries.

It doesn't necessarily correspond with the PERS, the CalPERS investments that they make. They are investing for CalPERS. You'll notice one of the revisions of history is for LAIF. LAIF invests as part of local agencies as well, that a lot of cities will deposit to LAIF. But, they all make similar returns or buying US government securities, very low-level security purchases. Where the PERS may have a lot more investments in real estate or other REIT's and other things like that that are a lot more looking at long-term investments where our treasurer is doing short-term. Most of everything that they do is short-term, buying 90-day overnight notes, you know, two years maybe at the max.

Bedell: Thank you.

Williams: So, the document that we have in front of us, the changes in the current policy are highlighted in the light blue.

West: Yes, there are minor changes mostly recommended by the treasurer. LAIF, if we chose to invest in LAIF, which we don't really have any intention to, is the maximum, which was usually put at 100% for that was what is allowed in code, but LAIF itself has a \$65 million limitation. So, the treasurer recommended that we note that in there and they update their policy as well as all organizations annually, and so, she recommended that limit. And so, we had a discussion with the treasurer.

Williams: Okay. So basically we're going to update a policy we've had for some time, and the blue indicates the recommended language by the Orange County Treasurer?

West: Yes.

Williams: Okay. So that individual participated in the creation of this document?

West: Yeah, not normally, not necessarily. I mean, this board has in the past. We would revise your documents.

Williams: Sure.

West: The same policy has pretty much been in place. This year, for some reason, during our interactions, she had the policy out; said she had some interaction with the board and so, she made some comments and said something about the policy. So, I followed up with her and said

what in the policy that you have an issue with? Is there anything there? And so, during that period of time, just makes any modifications that she thought were just normal.

Williams: Okay, very good. That's very comforting to know that she participated in those. She's a very smart woman. Very knowledgeable about...

Bedell: She is.

Williams: ...the process.

Sparks: So, I recommend we adopt it.

Williams: Okay, so I have a motion by Gomez, seconded by me. We're at that point where we're discussing. Any further, questions, comments? Barring none, all those in favor of numbered item 10 say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? Abstain? Motion passes 5-0. Okay, moving on with our meeting, let me get a consensus of the board. It's now 2 o'clock. I didn't get to have any lunch. Want to take a five-minute break?

Bedell: I move we adjourn.

Williams: I like your humor, sir.

Bedell: Who's joking? [LAUGHTER]

Williams: Who's joking? We still have unfinished business, Dr. Bedell, so we cannot adjourn. So, is there an indication of consensus by my fellow board members what they'd like to do, take a little five-minute break?

Bedell: I've seen you when you're hungry and it's not pretty, so I would strongly recommend that we take maybe a six-minute break.

Williams: A six-minute break.

Sparks: How about seven, just to be generous?

Williams: Okay, so it's now 10 to 2. We will for sure be back at 2 o'clock to finish up our meeting. The board will be in recession for 10 minutes.

[DR. WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE 10-MINUTE RECESSION. UPON RETURN FROM THE BREAK, DR. WILLIAMS STRIKES THE GAVEL THREE TIMES TO SIGNAL THE CONTINUATION OF THE MEETING]

Williams: Okay, the board of education is back in session. It is 2:03 and we're up to number 11: charter submissions.

Boyd: We have no charter submissions.

Williams: Very good.

Boyd: At this meeting.

Williams: Okay.

Barke: Number 11.

Williams: Very good. We're up to our good superintendent, Dr. Mijares. You're up, sir.

Mijares: Thank you, Mr. President, members of the board. Good to be here today. A lot of exciting things going on. I want to just call your attention to a few things very specifically, as you know, we did our Teacher of the Year finalist announcements this past week, which is

always a marvelous opportunity for us. If you ever want to go with us, let us know. We take a bus and we go unannounced, and we show up on them.

Gomez: Nice picture in The Register, by the way.

Mijares: So, just quickly, you'll hear so much more about them, because we'll celebrate with them in November at the Disneyland Hotel.

Bedell: Do we have that date?

Mijares: The date. Who's...Nina, you probably don't have it.

Gomez: They can give it to us.

Mijares: We'll give it to you. I think it's like the first Tuesday of November, but I'll get that date. So, Gavin Ehlers from Marina High School in Huntington Beach; Melinda Moen: Western High School, Anaheim; Melissa Brennan: Maxwell Elementary, Magnolia; Aline Gregorio from Fullerton Community College; and De'Anna Moore from Crescent High School, in Orange. One more: Mandy Kelly from Trabuco Elementary in Saddleback. Those were the finalists, and it was an amazing experience, because they are exemplary teachers, outstanding teachers, and the pool that they competed against was like 65 teachers. So, we whittle it down and go through a very arduous process, and finally make the selection. So, that was very great.

Boyd: And, that date is Friday, November 1st.

Mijares: Okay.

Boyd: We'll be sending some information out to the board just in case it changes. But right now, that's the date that we have on board.

Barke: So, do you have to go on the bus...

Mijares: Yeah.

Barke: ...and visit each teacher?

Mijares: Yeah.

Barke: Oh, how cool.

Mijares: Yeah.

Barke: All in one day?

Mijares: All in one day. You start very early in the morning and we just make the trek. We eat on the bus and the whole thing. So, that's a lot of fun. That was just the tip, quite frankly, before we get there. There have been multiple days, and visits and detailed applications. And, by the way, these teachers on the K-12 system, they will compete for the State Teacher of the Year. And then, after that process, it becomes the National Teacher of the Year.

Williams: Wow.

Mijares: So, you have 50 candidates that are competing among themselves...

Williams: Wow.

Mijares: Finally, only one is selected to represent the United States, and that person probably will become an ambassador for two years, and they'll travel the globe...

Williams: Wow.

Mijares: ...representing the United States as a teacher.

Williams: Wow.

Mijares: It's a very tough process to become the number one and when that happens, your life is taken away from you, pretty much. Okay, so that was one thing. I wanted to give a shout out to Sherry Kropp, Dr. Kropp, the superintendent from Los Alamitos School District, who retired after many, many years of service, and left a mark, indelible mark, on that school system, and she had a very nice retirement celebration on the 30th of April. We had over 600 people attend our Know My Name, Face and Story: Saving Our Most Vulnerable Boys and Young Men Conference at the DoubleTree Hotel in Orange last Thursday.

We had to close off the attendance because we just didn't have any more room, but it was a great opportunity for us to talk about the boys in our world who are struggling. And, incidentally, the research will show – and Dr. Bedell is a sociologist who'll know this, and all of us should know it – that women, girls and women, are advancing so much quicker than men today, and getting into medical schools and law schools; schools of engineering, much faster and in larger numbers than men, which has, historically, those have been male-dominated industries.

So, while we salute and praise our women for the accomplishments we're making, sociologists are now saying that the pendulum has swung in an astonishing manner to the other side. So, you know, you're always trying to find how do we moderate this so we can meet the needs of all of our kids? And, right now, we're finding that the boys, particularly those of color...

Bedell: Color.

Mijares: They're getting incarcerated at higher rates. They're disconnecting from school, dropping out, and many of them are dying prematurely, because there's a correlation between education and the mortality rate.

Bedell: Sure.

Mijares: That's how important our work is.

Sparks: And, those trends are playing out in college admissions level as well.

Mijares: Yes.

Sparks: Kind of tricky.

Mijares: Yeah.

Sparks: In all fields, but especially those fields.

Mijares: Right, and you know what admissions counselors are telling us? They are saying, and this is one of the reasons why some of the courses of rigor have been recalibrated, like the AP exam, that it isn't the cognitive skills that make them fail. It's those what we used to call, soft skills, where they can't navigate a university life. So, like for, example AP Capstone, teaches you in a class that's called AP Seminar. How do you manage yourself when you get to the university? So, anyway, that was a great opportunity. Yesterday, I participated in the Boys and Girl Scouts, that shouldn't say, "Scouts." It should say, "the Boys and Girls Club" O.C. groundbreaking that took place in Costa Mesa.

The Boys and Girls Clubs today are changing to a more regional model. Robert Santillan, who runs the Santa Ana Club, is now running clubs and six different cities, same administration, six different cities. He's also running the one in Costa Mesa. There's been huge gifts given to totally refurbish the entire club, and I think it's going to be to the tune of like \$8-\$9 million they're putting into that property. We do a lot of work with the clubs now, in terms of continuing the education process beyond the normal school day. I also wanted to thank Dr. Hittenberger for his

participation in the VSA Awards at Main Place. This is a great opportunity that we do every year to recognize our special needs kids, and we honor them.

We give them awards of distinction and it's amazing how brilliant they are, despite the fact that they have an area in their life that they struggle in. They sure do teach us a lot about life, don't they, Jeff, in so many other areas? So, thank you, Jeff, for doing that. I wanted to just say, as my last item, that we on the 4th of April, sponsored a Civic Learning Partnership. It was a kickoff. I want to say at least a half a dozen judges in that room, right here in our boardroom, and it's a partnership that we have with the courts and it's all about the humanities and civics. A big part of that is civility; civility in the classroom; civility in public discourse, both local and national, and it's helping our young people to understand the power of our Constitution, and how can we use this incredible document to help us be united, not divided.

It's a great opportunity and much of that will cascade into the classroom, too. I'm just impressed with our judges, because not only do they do a tremendous job in interpreting the law and issuing wisdom in terms of their judgments, but they care, and they really want to help students way beyond the courtroom experience, and that's what we saw that day. So, thank you, Dr. Hittenberger, who also helped with that. Also, Dennis Cole, who works under Dr. Hittenberger, and Dr. Olmstead. I saw her earlier. She also had a big hand in that. So, those are my reports, Mr. President.

Williams: Very good. Thank you, sir. Associate superintendent.

Boyd: Just as a reminder. The next board meeting is June 12th at 10 o'clock. Submission deadline is Wednesday, May 29th. We sent some information out with regards to Sunburst graduation, which will be Saturday, June 8th at 9:45, and we have Beckie and Mari who have confirmed that they will be attending The National Charter Schools Conference. We'll send you all some more information on that so if you all will get back to us in the next couple of weeks, we can get you registered if anyone's planning to attend, besides Jack.

Because of hotel space and caps that they might have, the sooner the better that you all respond would be great. We also sent you some information that was requested with regards to a couple of the charter schools to update you on status. Hopefully, you received that information, and Renee has an update on Esplanade.

Hendrick: In your packet, you have the last quarter results for Esplanade. You can see we're still on target. We had budgeted to receive \$2 million in revenue. As of the third quarter, we're at \$1.9 (million), so we're obviously a little above where we're going to be. We probably will not have most of the expenditures in this current year. We're still waiting for the one tenant to vacate the premises. That should be probably June 30th, which means it will probably hit this year, but we are looking at some major tenant improvements once they vacate, to get it back to an occupied state. We are still in a fixed-rate mode at 3.5.

We'll be talking in the next few months because in December, probably before December, we will have to decide whether we go to another fixed-rate. I think some of you've been through that process before, so we locked it in for a 5-year-fixed rate. We will look to see what our available options are for that. The way it's set up is we can renew it into another fixed-rate if we'd like. We

will normally do that to try and get a better rate if possible. Everything looks the same. Our occupancy rate is at 98.2%. It's very high, and the only offices really open are inside offices that are really small, so they've done a really good job keeping that up.

Bedell: Renee?

Hendrick: Yes?

Bedell: Why don't we just pay that off? It's \$12 million, isn't it?

Hendrick: Yeah, it's at \$12 million. If we do that, because we're in financial hardship for the property, we actually will be going to state allocation board in June to receive our funding request for that property. If we were to use money to pay that off, they would take that away from any money they'd give us for the project. Basically, we wouldn't get any money for the project, because you can't be financial hardship and use general dollars to pay...

Gomez: That's extra money to pay off.

Hendrick: So, we're kind of in a catch-22 right now; yeah.

Williams: The same thing for selling it?

Hendrick: Same thing for selling it, and if we sold it, all the money would basically be referred to the state. So...

Bedell: Really?

Hendrick: Yes. Yeah, so unfortunately, we can't, but we probably will be making a larger prepayment by June, because we have some excess and we want to have that included in this project and not taken away from our project for the other school. We'll probably be making our regular principal payment plus a little bit of a prepayment on it also.

Bedell: Just the fact that we have such a high filled rate mean that our rents are too low?

Hendrick: I think it's because we have what they call mixed use, so, we have both office space and industrial space, which is uncommon. I think that's part of it, and our rates are competitive. I think for the type of buildings we have, we're at a good rate. We have increases in every lease going forward, though, so, they all were increasing them as we go forward, but we have a good location, and I think that for the type of property we have, you know, we're not what they call Class A, so we don't have really high level rents. We're just a good basic...

Bedell: Okay.

Hendrick: ...tenant. So, we have been a little stricter on some of the tenants we're bringing in, though, as far as if they can't show good financials and things like that, you know, when the economy was worse, we might have been more flexible, and we're not as flexible today. We don't need to be.

Bedell: Thank you.

Williams: Very good. Renee, if you could stay up there because we want to finish the budget study.

Hendrick: Let me get my binder, then.

Williams: The good Trustee Sparks has a few more questions, and perhaps my other board members may have some, too.

Sparks: Just quickly. If you turn to I guess, let's see, page 42, it says page seven on the bottom, and 42. I don't know. It starts with that certificated salaries. Okay, under the Employee Benefits

section, the bottom there, it says, “Other Employee Benefits.” And, I'm seeing crazy numbers there and a) I'm wondering what the other employee benefits are, and b) I'm wondering why we moved from the approved operating budget of \$1.33 up to \$3 million in terms of your projected year totals?

Hendrick: So normally, our other employee benefits is Long-Term Disability Plans.

Sparks: Okay.

Hendrick: And, we have a Long-Term Disability, and a group term insurance is there. The reason why the projected is there was a reclassification, I think, from the last budget. Remember, this is that - Patty's not back right now – we have the Early Retirement Incentive for last year.

Sparks: Okay.

Hendrick: And, they made us put it in here, it was a different line item in the last budget.

Sparks: Okay.

Hendrick: It will be paid over five years.

Sparks: So...I mean, so you're going to be like where's that going to go?

Hendrick: In the prior budget, it was in a 5000 and we've moved it up to a 3000. So...

Sparks: Oh, per...

Hendrick: We got a statement from the state saying...

Sparks: Okay.

Hendrick: ...you need to reclassify that...

Sparks: Okay.

Hendrick: ...or our auditors; one or the other.

Sparks: So, once it's reclassified, is it going to be reconciled here? Because right now, it looks like a terrible number.

Hendrick: It'll still be that number, but I think on the last budget, if I go back to the narrative. Actually, if you look under the Budget Summary on page 33, we'd actually talked about it there, and we'd showed you that it increased by the \$2.9 million, and it previously had been a 5800. So, normally in this type of environment is where I'm going to explain to you why things change the way they did, so that summary explains it there.

Sparks: Okay.

Hendrick: So, we increase it there, decrease in the 5800's.

Sparks: Okay.

Hendrick: Okay?

Sparks: I know because I see things in various places and then, someplace it'll pop up. And, I'm like, what's happening? Okay, and then, on that same page under “Services and Operating Expenditures” under 5100, 5200, and 5300. Those numbers are also increasing a bit. Is it just that you have more sub-agreements for services or, what's?

Hendrick: Yeah, probably. So, the sub-agreements, a lot of that was I think the MTSS was the majority...

Sparks: Okay.

Hendrick: ...of what that was, or maybe some increase in transportation. So, as those increase for each budget cycle or decrease, whatever happens, you'll see those changes.

Sparks: But, those are going to go back to normal after the MTSS?

Hendrick: Yeah.

Sparks: ...is...

Hendrick: Yeah. We may get a new grant that goes in there.

Sparks: Yeah, right, right.

Hendrick: But, right.

Sparks: But just, you know...

Hendrick: Yeah.

Sparks: ...it's just the weird numbers. Okay, there's one more, and then I'm done.

Hendrick: Okay.

Sparks: We all want to go home. Is on number 5865, the object 5865.

Williams: What page?

Sparks: I don't know if you have this part of it? Beckie and I have it. In the Object Code Summary Report.

Hendrick: Okay.

Sparks: It's about "Other Service Contracts, Miscellaneous Services", and there's a balance of negative\$778,000 and it's 119% used. So, it went from...[MS. HENDRICK APPROACHES TRUSTEE SPARKS' AT THE DAIS] yeah, here, just look at it. Just look at it.

Hendrick: I know some numbers, but not all of them.

Sparks: Yeah, I know.

Hendrick: Okay, so this one...

Williams: The mic.

Boyd: You have to go to the mic.

Hendrick: Sorry.

Sparks: Oh, yeah.

Hendrick: What it shows, it shows the budget was \$4 million, right? We have spent \$4.2 million and we've encumbered another \$613,000. It's saying we're negative.

Sparks: Right.

Hendrick: And so, what you would normally see is a budget adjustment...

Sparks: Yeah.

Hendrick: ...for that also, and the next one. And so...

Sparks: So, where does that come from, that budget adjustment?

Hendrick: It depends on what it is, but a lot of times it could come from our fund balance is going to be reducing that, or it could be that maybe the encumbrance, we're not going to spend it. So...

Sparks: Okay.

Hendrick: ...whenever we do a purchase order, it's...

Sparks: Okay.

Hendrick: ...going to encumber those funds.

Sparks: Yes.

Hendrick: We don't spend them.

Sparks: Yes.

Hendrick: It'll come back.

Sparks: Okay. I figured. I just, you know, I'm just trying to do my due diligence. Okay, I'm done with my questions. Thank you. Do you guys have any additional questions?

Williams: Mari? Okay, yes, I do. So, on object...

Barke: What page?

Williams: ...page 25, object code 5210, 5220 and 5230. If we can just have a little bit more information on that, more of the details? We don't need to see the receipt, but just more

what...where did the money go, what was spent? And then, moving on, I'd like to see that for our next meeting.

Hendrick: I'm sorry. Can I clarify and make good notes? So, page 25. So, you have 5210 and 5220, the detail below right there is by division, is looking at what those were by division. Are you wanting to see that in a different methodology?

Williams: Hmm, that's a good question. So, let me just kind of follow up with other questions.

Hendrick: Okay.

Williams: So, what we're looking at here in the summary is code 5210. Is that what that is?

Hendrick: The 5210 is mostly for mileage, so that's going to be for our individuals who are traveling between sites, except for cabinet members and above. They actually don't get reimbursed for mileage, but like our principals have multiple sites, so when they're driving between sites, or if we have employees attending a conference, they drive to their reimburse. So, that 5210 is mostly just mileage. 5220 is when it's going to be traveling for an overnight stay, or if I fly to Sacramento for one day, it's still in that 5220.

Williams: Where is the flight?

Hendrick: The flights will be that 5220.

Williams: In 5220.

Hendrick: It would be airfare, lodging, any type of expenditures that goes with that- meals.

Williams: I'd like to know what conferences we have gone to, who has gone there?

Hendrick: We have 1,400 employees. Are you looking for detail? I can give you a lot of detail. It will be probably close to 500 pages.

Gomez: You mean by department or something?

Hendrick: By department. I mean, that's why I'm trying to get an idea.

Williams: Yeah.

Barke: Do you mean administrative, or something like that?

Williams: Yeah, so breaking it down to yeah, we don't need 500 or so pages. That would be too much, but more to administrative, the executive staff, cabinet, board members, travel, expenses, conferences; that type of detail. A question regarding the travel and conference; your expenditures; could you help me understand the difference between unrestricted and restricted, and how did we come to? I can understand restricted, because they're probably grants that we have to use for certain travel.

Hendrick: Right.

Williams: But unrestricted, how did we come up with these numbers, and have they changed over the years?

Hendrick: They've probably gone up and down over the years, so, right now due to some of the statewide programs we have, the travel could be higher, so, that could be like Dr. Olmstead's team from Education Services are doing a lot of trainings. I know that's with the differentiated assistance, our teams are actually outside of the area. They may be traveling to Sacramento for that. A large majority of our meetings are in Sacramento because it's a central base for the state. Those with economies better like it is right now, people tend to have more meetings. You know, I would say in 2008/09, we didn't travel unless it was absolutely necessary. We still have fairly tight guidelines, though, on travel. Just so you're aware, our policy reads that we cannot go out of

state without the superintendent's approval.

Williams: Okay.

Hendrick: And normally, if there's a large training in Boston, we're not going to send 10 people. We will send one or two and do a train-the-trainer instead. We're fairly conservative and, I mean, if you were to look at our total travel conferences compared to a normal school district, I would think we'd be about the same, and that's unusual based on how much work we actually do traveling. We do hold pretty tight guidelines on that.

Williams: Okay. I still would like to see it. Who is our workers comp. insurance carrier?

Hendrick: For workers comp., we have a Joint Powers Authority, so we are self-insured for that.

Williams: Okay.

Hendrick: We use a third party to administer some of it.

Williams: Okay, okay. So, it's a JPA, and it's about \$1.8 million?

Hendrick: Yeah, \$1.8.

Williams: Something, something.

Hendrick: Yes.

Williams: Okay. You don't have to give me all the details.

Hendrick: I don't know them all of the top of my head.

Williams: Under "Professional Services", what object code is that?

Hendrick: It's going to be within the 5800's, but it will depend.

Williams: I see.

Hendrick: There's a wide range in there.

Williams: Okay. You know, I'd like to see that definitely in detail. I don't know how many pages it is.

Hendrick: Well, if you did it by program, I think that was something that Lisa and Beckie had received was the 5800's in like a program summary. So, it showed each program, what they had, and by object code, because this is a major object code. So, we'll sub object codes underneath that. That maybe something that would be helpful for you.

Williams: Yeah.

Sparks: Do you guys get the same chunk of money for your 5220: air, lodging, meals? Do you get the same amount allocated every year? Does it increase every year? Is there a trend?

Hendrick: It will depend on what that person is doing. I'll pick on Dr. Olmstead, because she's, oh, she is here. [LAUGHTER] So, this last year she was the chair of a statewide committee. Her travel was increased because she had to attend a lot more meetings as a chair of that committee. We really look at a case by case basis. We don't give them more, just because. There has to be a significant reason. It's variable, but each division head can look at that and want to adjust some of them, we set money aside for professional development for certain areas. They may say I want to increase this. They'll normally decrease something else in their budget to pay for that, though.

Sparks: Right. I mean...

Hendrick: Yeah.

Gomez: But some of that can be grant-funded though, right? If we have some grants that...

Hendrick: A lot of those are grant or contract funded. Yes.

Bedell: Reimbursed.

Gomez: Yeah, reimbursed through them.

Hendrick: Reimbursed through the grant too, yes. Or, some of us sit on other organizations or boards. And so, those boards reimburse us

Sparks: Yeah.

Hendrick: ...for those seats; for that travel, also. You may see the travel once it's reimbursed at a later date.

Williams: So, what category would the lobbyists that we have, who are they? Jeffrey Frost, and we have somebody in Washington, DC?

Hendrick: We have Bob Canavan for Washington, DC. And then, is it Ball and Frost?

Mijares: Frost-Ball.

Hendrick: I actually think they have a different name right now. Ball, Frost-Ball?

Mijares: Yeah.

Hendrick: ...is the lobbyist for the organization.

Williams: Can we see that information detail put on here?

Hendrick: We could.

Williams: I would greatly appreciate that, and getting to more sensitive subject materials dealing with the litigation costs that are ongoing here, and the future cost to pay for our special interim counsel that we've hired. Where is that coming into the budget? Where is that coming into play?

Hendrick: It's usually under 5875, but I will tell you that will be mixed with other legal costs we may have. Besides the litigation costs with the board and things like that. We also have personnel issues and other Special Ed. hearings and stuff like that that are included in those costs. There's multiple pieces to that.

Williams: That's where I'd like to see the detail. Do we have that actually in the budget that we're talking about adopting, that there'll be funds; they're assigned for...

Hendrick: There are dollars assigned...

Williams: ...litigation?...

Hendrick: ...for legal costs.

Williams: How much are those dollars?

Hendrick: I think right now it's over \$1 million, I believe. But, like I said...

Sparks: It started...

Hendrick: ...that could be various...

Sparks: ...it started with \$950 and then, there's some encumbrances there, and the balance right now is \$461, is what I see here on Hearings and Legal Costs, under 5875.

Hendrick: For the total?

Sparks: So, it's about 50% used.

Williams: For the litigation?

Sparks: If that's where it's coming from; legal.

Hendrick: It's for legal costs. The majority of that is for litigation, yes. There's also some litigation, remember, for our OSERS litigation that we had was included in that same category, which is complete now.

Williams: OSERS is done and the Anaheim Union School District that's...

Hendrick: We didn't...yeah...

Williams: ...we're done with that.

Hendrick: We didn't...have any costs, really, for that. And, we did...

Gomez: They were minimal.

Hendrick: Yeah. it was very little. But, I have to look kind of the detail.

Sparks: But, that's where that comes from.

Hendrick: That's where that comes from, yeah. So, there is money allocated.

Williams: Okay. Can we see that in the budget? I'd like to see more details on the, you know, until this is complete, the fees for our special interim counsel. Are those fees included in there or anticipated?

Hendrick: There's money allocated for legal fees.

Williams: But, not specifically.

Hendrick: I just budget a total amount for legal fees. I don't...

Sparks: It looks like it's lumped together. There's encumbered \$109,200 odd something encumbered; some held. And then, the actual to-date left that, I guess, you're anticipating, is \$378 (thousand) something? So, there's a balance there in that account of \$461. So, just under half a million.

Hendrick: But remember, it could be that, you know, payments haven't been made...

Sparks: Right.

Hendrick: ...for some lines...

Sparks: No, I know.

Hendrick: ...also...

Sparks: Yeah.

Hendrick: ...in there.

Sparks: So, the encumbered ones are already held back, or, you know...

Gomez: They're accounted for.

Sparks: Accounted for; just to give you a ballpark.

Williams: Because...

Sparks: But, because we have what, two months, a month left? What do we have left?

Hendrick: You just approved March's or April's?

Sparks: April.

Hendrick: April, so, yeah. So, April's not included in there.

Sparks: Okay. Okay, so, two months...

Gomez: May and June.

Hendrick: May and June.

Sparks: Three months with 50% left, it's a good, decent number for this time of year.

Williams: So, can we change that if necessary on the interim report? If it gets low, or it gets more expensive?

Hendrick: Usually the interim report, we're looking at encumbrances and actuals, and seeing if we need to make adjustments for all categories, during that time.

Williams: So, we could do that at that point.

Mijares: Can I make a comment, Mr. President?

Williams: Yes, yes.

Mijares: So, in this budget development process, we go largely on, like, historical memory, what we've done the year prior, but we don't know what we're going to get into, I mean, as we sit here, we don't know what tomorrow will bring, whether it's in the area of HR, Personnel or whatever. Renee will budget a certain amount of money, but don't believe that that is it and then it's done; we can't do any more. No, if it turns out that we need more money, we transfer more money in and make an amendment to the budget.

Williams: Because we have enough in the unrestricted reserves...

Mijares: Correct.

Williams: ...to do that.

Hendrick: Right.

Mijares: Right.

Williams: Okay, okay. Very good. I have no more questions. To my right.

Gomez: No, I'm good, I'm good.

Hendrick: Thank you.

Gomez: I got all my questions answered already.

Williams: Okay, very good. Thank you, Renee. Moving on to our agenda, we're almost done. Board member comments? Any board member comments? Barring none, I will say my comments. I approached our good Chief Academic Officer, Dr. Hittenberger, this morning, regarding the memo of the closing of the CHEP programs. I shared with him that, you know, CHEP is very dear to this board. Dating back to when I first started in 1996, that was a very important program that played a great role in Orange County at that time for many families. I'm one that really loves that program. I think it's had a great impact and I'm concerned about the closing, as I shared with you, Jeff.

I'm also very concerned that the board really didn't participate in that process. It was mentioned at a board meeting last month, but we really didn't articulate or get into detail, or get the opinion or get input from the board on those closures. We weren't able to ask questions. We were just told this is what's going to happen. It's kind of a difficult situation. I'm trying to be a diplomat and demonstrate boardsmanship on that, but I would like to see the board not be marginalized, and on these big items, include us in the discussion. I think that would be important from a diplomatic standpoint, and to really be able to look at the education codes. We have a role. Everyone has a role. We have unique roles.

It's diplomacy, courtesy, and even State Education Codes. I think what would mandate us to include the board in the discussion. I know we have some CHEP families here and thank you for your advocacy for the CHEP program. It is truly a wonderful program. Moving on to executive committee report. Just real quick, you know, it was raised by the public regarding the cost of the executive summary of CHYA. There was no taxpayer cost. It was all done on personal effort by Trustee Sparks and myself, so that's to put that issue on the record. The executive committee also is offering and talking about and previewing to the board, different board policies.

In anticipation of this meeting and the first initial discussion with Renee on the board budgetary issues, I went to our board policy to see what we have, just out of curiosity. And, our board policy really wasn't mentioning or indicating any specifics on the budget adoption process. If it did, it was very, very nominal. What I did, the executive committee and myself, we talked and worked on this document that you have in front of you. It provides historical perspective on how the budget gets adopted. The fact that the department became fiscally independent in 1976 and then, it goes into great detail, all based upon the California School Board Association, the handbook on the adoption of the budget process.

We did a little bit of work on this looking at the education codes and we created this document. I've asked Renee to help participate in some of the language, and make sure everything's historically accurate. I'm presenting this to you just so you're aware of it, number one. No action

is going to be taking on it. This is kind of a first preview. I'd love to get your thoughts just like the charter school preview that we talked about last month. I got a lot of good ideas and I'd like to have my fellow board members' thoughts on this board policy. Barring that there's none. [LAUGHTER] No...one?

Gomez: Well, we're just getting this. So, I really don't feel like I can comment without taking some additional look at it.

Williams: Where did you get this?

Gomez: It was in our red folder, I thought.

Barke: No, it was in the notebook.

Gomez: Okay.

Barke: We've had it since Friday, I guess.

Williams: Yeah, I was going to say we made special...

Gomez: I was busy looking at the budget, like, Lisa. I must have missed that. I think it was behind something else.

Williams: That's okay. Again, it's just a preview. I'm going to be presenting this at the next meeting to get more input.

Gomez: Okay.

Williams: So, I'd love to have your input. I highly appreciate my board's thoughts, their comments. As you know, I'm very particular that we agree as a board on certain things. We may not agree on all public policy positions and issues, but it's important that we get consensus and everyone gets to iterate their thoughts and perspectives. Moving on, I talked about last time about getting a charter subcommittee to make the process less adversarial, less complex, more simple. That document, Darou and I, we're trying to find, but I was unable to put it on the meeting, but I still want to throw it out there, because I really do think that stakeholders in the charter adoption process all need to sit down and listen to one another.

There'll be nothing that I gave on this because we're still trying to find that document that I presented last month. Lastly, version three of the charter school policy; the adoption. I listened to a lot about Jack, what you said, and I changed that here. This is version two, and I still would like to get your input on this document. If you have any, now is the time?

Bedell: I don't have that with me. I didn't bring that.

Williams: Okay, this was given in our packet, correct?

Bedell: Yeah, but I have not touched it.

Williams: You have not touched it? Okay, any thoughts from my left?

Barke: None.

Williams: Okay, and in the policy is created with a thought that it's going to make it a lot easier with the board's involvement in the charter school adoption process, and it's not meant to – and it's very important – it's not meant to displace anybody in our staff on this issue. We do not want to get rid of anybody. We do not want to have anybody laid off. Our staff are good folks that are well-intended. I think there needs to be a little bit of healing with relationships, but I think a little bit more detail as to the process and to make the executive committee more involved in the adoption process is important.

Right now, the executive committee up until the actual vote that we have here in board meetings, it's not what I would hope that we would have. I would think that we can have a little bit more involvement in that process. That's what this is suggesting here in revising our board policy. Again, I present that as just no action item, just for review and getting input from my board members.

Sparks: Appreciate you going to all that trouble.

Williams: Yeah, and by the way...

Sparks: ...and research.

Williams: ...it doesn't cost any one or the taxpayers any money. I created this all by myself. I have nothing to do in life, but to sit here and recreate documents to make better public policy. There's no taxpayers money that went to work here. This is all secondary to the executive committee. Charter school outsourcing: I still would like to get together and things were just too busy this last month. I'd like to get together with the good superintendent and talk about the process, get together with staff, help everybody understand that there are concerns out there. And, that we could possibly outsource to reduce staff demand and staff work effort. That's something that is still being contemplated and discussed. Again, I would appreciate any input from my board members.

Bedell: Ken, I wonder if you could help me with that?

Williams: Okay.

Bedell: Because this board has approved, what, 99% of the charters that have come before it, and the people in the charter community are upset that they're not getting treated well when they have that kind of approval, right? I guess I'm missing something and I'm not being cheeky there.

Williams: No, no, no.

Bedell: And, I'm really not being cheeky. It seems to me, it's statewide now that this board approves every charter that comes before it. I can tell you that. All right, I'm not saying I agree with it. I get that from other county board members around the state.

Williams: Yeah.

Bedell: Also, how this board behaves regarding charter vote is part of being used in the campaign to hurt charters. This is a prima facie evidence case of that charters had controlling the board. I'm being very candid here. Therefore, I am just perplexed as what is all this crying about the poor charter proposers? I'm not being funny with that. They're getting everything they want. They even had one get extended to five years.

Williams: I think there's a...

Bedell: Help me with that. I'm not trying to be cheeky.

Williams: No, no. This is a very sincere conversation and I appreciate it. I think in the process of the adoption after the initial petition submission, going through all those months, I mean, it's about three months before it actually gets to the final vote. There's a lot that happens. From my understanding, my private conversations with individuals, it could be easier. I think there's some suggestions that it could be easier. It could be less adversarial. Again, I think our staff is good folk, but sometimes because of the position of the staff in relationship to the charter, the charter folks are saying they don't get, really, to be heard. Or, they're afraid to say things. They're afraid

to request things. Again, I don't want to give away any of the private conversation...

Bedell: Well, I appreciate that.

Williams: ...because they asked me to keep it private and confidential until something more formal is created, but, they're intimidated. They're afraid to ask for things for fear of the difficulty and challenges of getting what they feel they need. I think when you talk to the charter people, they're very happy. Yes, they're very happy. They get approved and, I mean, your comments about- it's well known in the state that this board approves charters. We also don't approve charters. As you know, there's been a few charters that we have denied based upon various factors, I don't know if I would agree. We adopt good charters. The folks in the state have great oversight, and to say that they bought this board, I think is incorrect.

It's false and misleading. I mean, my philosophy is increasing educational choice for parents. That's my political governance philosophy. It's my political philosophy. I also have a lot of other philosophies that we're not going to get into, but you know about them for all these years that we've served together. There's a lot of rhetoric that is out there. You know, that's a little sad that people are saying that, this board is bought and parceled by a particular political action group. I think everything that we do is based upon political governance philosophy, and the people voted for us and elected us for that philosophy. And, they may un-elect us, too. It may be that, you know, I may not be here this time next year.

Bedell: That makes two of us.

Williams: I mean, things like that happen., so these are the political battles and dialogues. I certainly don't want to have that adversarial discussion with people. Let's talk about school choice. Let's not talk about the political aspects. Let's talk about school choice and what we're doing. We've heard lots of examples today of what we're doing for our citizens of Orange County. All the schools that we created, all those opportunities for kids. They came in and they extolled charter schools. I don't want to be mean or upset, but I'm a little offended when people say that about this board.

Bedell: When you have people tell you that representatives of organizations think they have a seat at this table as quoted from one of those organizations; when you have three different people tell you that from around the state, it sort of focuses ones sinuses. That said, what I'm concerned about is on my years on the board- 14, I don't come close to you. I've never had as many negative comments from districts about how this board has been treating them. What I'm saying is, any policy that we have with this conversation has to be, for me, we want to be sensitive to everybody who's in this process. That's all I'm saying.

Williams: Absolutely. We want to be sensitive to everybody...

Sparks: But, in the years past, there haven't been as many charter schools approved, which is my understanding. In years past, there haven't...

Bedell: Right.

Sparks: ...been as many charter schools approved.

Bedell: Right.

Boyd: They haven't been brought forward.

Sparks: Yeah.

Boyd: So, they weren't here to approve.

Sparks: They haven't been brought forward or approved.

Boyd: Right.

Sparks: Exactly.

Bedell: That doesn't mean we won't do it.

Sparks: Except now, you didn't hear this stuff before.

Gomez: Well, I don't want to belabor this, but I think that one of the things that that we need to consider is that we hear from the charter schools, and they come in front of us, that our staff is very professional, they're very collegial, they work well together. I'm kind of with Jack on this. Why are we doing this? I think that you've perceived that there are some adversity when they're discussing these things. In a way, okay, so coming from the medical environment, right? When we go through accreditation, they are always going to be pushing our buttons, right?

They're going to be pushing us to do better, and I think that that's what our charter school unit does, is try to make sure that that charter is sound, because we have to be worried about our students. I don't see it as being really adversarial, but to push us to be the best that we can be. So, when they do submit, it's strong, we feel comfortable with that curriculum. That's all I wanted to say with that.

Williams: Thank you, and I agree. We don't want to compromise any of the integrity of these school's curriculum. We don't want to compromise educational experience. There are small, little issues that have come up in the past, that we have seen as an executive committee; staff recommending if, you know, for instance, certain certification by the principal in a certain area that wasn't required by the State Education Codes, as one example.

One of the examples that I have is the executive committee felt that these charters should be five years, and instead of the three. The idea and concept of this policy is that the board has a greater input into the adoption process, and it's not just a staff-driven model. Again, we have excellent staff and we don't want them to compromise the process, but we also don't want the staff dictating things that the board disagrees with.

Gomez: But that's sort of the process, though, of any government agency. You do rely on your staff because they are the experts in the charter unit. I won't claim that I'm an expert in the charter area, nor will I claim I know everything about education. I think we're elected and we're not necessarily, I mean, some of us come from education, but I don't know that we would be experts in all aspects of policy.

Williams: Right.

Gomez: So, I think we do need to rely on staff. We're going to look towards them to give us some feedback on particular issues.

Williams: Absolutely. We do need the expertise of the staff on these matters. We do very importantly need the oversight by the staff for our current charters. We've talked about this past about charters that we've approved that we're very concerned about. That is a very essential element of our staff.

Boyd: Can I make a comment?

Williams: Yes.

Boyd: Thank you. I think it might be also helpful for the board as a whole to understand what the charter schools unit does at petition review. When the petitions first come before us, because I think, there's some maybe misinformation, maybe not enough information for all of you. I think you all know we review the petitions, but I don't think that you know all that we do to do that. As you're having this discussion, I would ask that the staff be allowed to at least provide the board information, so that there is clarity? I know you're hearing things from different sources. As you talk with those that have been authorized, you talk to, you know, Charter School Association, you talk to others; that, at least hearing from us, what we're telling you our process is.

I think your examples are right spot on, but as we've dialogued, part of our dilemma is we represent the staff's review and perspective, and we're presenting it to the board. We don't have a stake in the game as I've said publicly over and over again. This board makes all decisions and we know our role. All we're doing is trying to provide you enough information so that you can make a sound decision, one way or the other. Unfortunately, the code section, in my opinion, as you're saying, makes it adversarial, because if what we're presenting to you is not necessary, and you go a different direction, there's going to be criticism, you know, from the public, from the charter school, depending on which direction you go.

There's always going to be a level of adversity just based on the nature of what needs to occur; but I think it's really important that everyone understands what everyone's respective role is. We understand what our role is to review the petition and provide you information. We give you a recommendation, but whether you take it or not is really up to you. Our recommendation is based on the information that we've gathered. It may be supportive or it may say, "we've got some real concerns here."

Williams: Sure.

Boyd: The other part of it is because we dialogue with each of you individually outside of the meeting, we can't talk to you as a body. As you said, the executive committee, because you two are dialoguing, and it may be different next year, the year after, so forth, the executive committee changes. It's two people, so when the executive committee is saying well, the executive committee would like to see this in your recommendation, and I've got three other board members who are not the executive committee who are saying something different. Then, it's not a board decision. The board decision will come at your board meeting.

What goes in the document is, we've left it as, this is what we're bringing forward, you all have that conversation. If it changes to the executive committee, or it changes to these three verses, those three, whatever, that's really up to the board. But, I think the challenge is that, you know, one, the public doesn't understand or know process, our districts don't understand or know the process. Those who are coming before you as petitioners understand because we have that meeting. I think one of the things that I'm really proud of our staff and what we do is have that clarification meeting face-to-face, so that we can bring everybody together.

We can ask questions, we can dialogue about things that we see, and I know that we have helped many of the charters that have been approved because we've pointed out things, or we've questioned things that they were able to have clarity to be able to answer the questions that were going to come from the board. We anticipate knowing the things that you all typically ask of the petitioners. We try to front load them as much as possible, because we want to make sure that students and families are successful. Whatever happens, that's always our objective.

I say that, you know, in its entirety just to go back to the fact that I think it's really important for the board to understand what the charter school staff is doing when we meet with people. If there are things, and Ken and I have talked, if there are things out there that people have concerns about and so forth, we want to fix those. If we've got the wrong personalities working together we want to fix that. There are ways that we believe that, you know, no one's perfect. I think we do an exceptional job, but could we be better? Always, I think we're always striving to be better.

Williams: The fact that we're having this conversation is very healthy and thank you for contributing to it. That's very important. Yeah, so there's a lot more to talk about and that's why we talked about creating the subcommittee, getting staff, getting stakeholders, getting a school district that has charters; kind of understand each other. What could be improved upon? And, I think, by listening in a little smaller environment would be more ideal. So again, I'll throw that for conversation. We can talk about the good superintendent, or you, Nina, but I'm happy about the dialogue. I think we're all on the same page. I think we all share the same passion and want to see the same outcome.

There's just a little hiccup in between the beginning and the end, and it's not difficult to say that this ISSAC charter was very difficult. That's the one that gives a lot of heartache and bad memories and I think it could have been a little bit easier to have done the process, but it is a very political process and what happens is at the very end, people say, oh, the board went against what the staff recommended. They clearly didn't care what the staff recommended. That's the political fallout if we're not on the same page. That's what I'm referring to, the process needs to be less adversarial, more simple, less complex.

Boyd: But, when we support a charter and the board supports that, then the districts say the same thing, that the staff and the board didn't listen to the district. I mean, so, they just use the conversation differently. So, I think it really, you know, comes down to depending on where you are and where you sit, you know, everybody's going to have an opinion. So...

Barke: And, I think it's sometimes it's perceptions, too. I know I've heard a comment once or twice where whomever is chatting, they think, like, everything's in order, and then they come to the meeting and, you know, no, it's not in order, you know, we're recommending no, or whatever. I think sometimes it's in the perception or the communication isn't really clear.

Boyd: We have a position that we don't blind side. Anything that we have conversation with, we let the petitioners know ahead of time. We're not blindsiding them any way, shape or form, because we've heard from them also, and even from their attorneys, that we left that meeting and it was just wonderful, and it was. It was great information, great dialogue...

Barke: Right.

Boyd: ...but these are the gaps. This is the information we didn't get. This is what we all felt good. We all, you know, we're respectful and so forth. Hopefully that's the conversation in the meeting that you do have, but the fact that there's still some holes or gaps in terms of how do we do this when you're saying you don't have a methodology, or, you didn't consider this, or maybe you're going to go back and fix it? Then, give us the information beforehand and, you know, and sometimes there's time to correct and sometimes there isn't. Sometimes, you know, there are things that get approved and then we're working on the back end once it's approved to help get them where they need to be so they can be successful.

Otherwise, they're not going to be, so you know, it's a double-edged sword. Once you approve them, we're working with them. We're not saying, okay board, we're saying, okay we got kids and families that need to be supported through this process, because they're authorized. I want to make sure that that's understood.

Williams: And, I think Trustee Gomez said it best, we're not trying to compromise the process. We're trying to strengthen and improve these charters to be better, and I totally agree with that and we're not going to compromise. We're not going to weaken these charters. We want them to be the best. We want them to be able to provide the needs for all the kids that go there.

Bedell: Thank you very much for this, Mr. Chairman, because I really appreciate that we're sensitive to our 27 school districts as well.

Williams: Absolutely.

Bedell: I am very, very concerned that the Newport-Mesa ISSAC situation could become a mirror image, and I think there's for the other districts, and it's in the children's best interest or the district's best interest, and, you know, its kind of funny people saying, oh, this is anti-Hispanic. The superintendent is Hispanic. I mean, so, there's all silliness going around. I think this board is in a unique place that we have to be very careful.

And, for my opinion, just where I'm sitting, that we don't aggravate, and so, maybe the adversarial piece is better handled. It's going bigger, going macro, then what could be a terrible county, district re-macro of 27 situation, and I worry about that because we need our districts, our districts need us, to cooperate, to provide services for the kids; for the kids. That's what I think we should be about. I'm really, really worried about that.

Williams: Yeah, the political situation with ISSAC is a time bomb, a keg, a powder keg that's dry that could go off, and I totally agree. They know that charter is our charter, and when Newport-Mesa doesn't help that charter, or assist it in getting better and stronger, then it affects us.

Bedell: Right.

Williams: And so, we have to be able to reach out and say, you're our charter and we're going to do everything we can. Good members of the Newport-Mesa Unified School District please help and do whatever you can to get the school facilities, or Prop 39 funds, or whatever it may be. I don't know if you want to continue, Lisa or Mari, if you have any comments?

Sparks: Well, that's where we need to work with the city's, you know, planning commission type people in those positions, which I have done in the community to help. You have, too. And, we all need to be aware of that. That's another place where they're not getting help.

Williams: Yeah. Okay, are we have we done here?

Gomez: Yes.

Williams: Okay, very good. Nina, you're going to have to help me on this public board comments, 100.5. There is some discussion that we had regarding changing that policy.

Boyd: Right. We talked about the executive committee and I had a conversation about public comments, and there was a concern with the fact that, you know, where public comments are and how much time, and the fact that you all continue to have a discussion on are you going to take all the speakers? Should the time be removed? So forth. I mention that it's in your board policy that you would have 30 minutes, and then 15 minutes, for a total of 45 minutes. It would need to come back to this body to make that change, if in fact, there's an interest to make the change.

Another was a conversation added to that, are there other areas within that policy that also might need to be looked at since we're going to look at the time change? Ken asked us to put it on under the discussion, so that we could start the discussion and you all could weigh in on what your thoughts are since there's been so much conversation over the last couple of months. You're getting a lot more public interest in terms of comments from the general public.

Williams: So, with that, thank you, Nina, and that gives good backup. So, today, for instance, Martha Floor, our good colleague there in Newport-Mesa, was saying that our policy was not consistent with the Brown Act. I know that Ron, when we adopted this policy, I think you were here...

Bedell: I think so.

Williams: ...when we did that...

Boyd: It's not the policy. It's the changes that you all made in terms of the placement on the agenda.

Williams: Right. I think Ron clearly put in that we're lawful and we're doing...

Boyd: Right.

Williams: ...fine.

Boyd: The policy itself is, but...

Gomez: It's the placement on the agenda.

Boyd: ...it's the placement on the agenda is what's in question.

Williams: And because Martha brought that up, that we're in Brown Act violation, so I get a consensus here, I'm going to have Mr. Rolan...

Bedell: Absolutely.

Williams: ...give us some feedback on that at the next meeting to make sure that our policy is consistent with the Brown Act.

Bedell: I would also recommend that if we have been out of conformity that the next agenda reflect what it should be.

Gomez: Yeah.

Bedell: Do you see what I'm saying?

Gomez: The public comment has to be in the front, because the public has the ability to weigh in on any item on the agenda, and they should do that before we do any action.

Williams: Yeah, so as a general rule, yes, like today, Martha wanted to talk about the agenda, so, we put her up there. Someone wanted to talk about...

Gomez: Well, another item.

Williams: ...another item, we would always, as a general rule, default to it, that you can come up and talk before that.

Gomez: No, but that is the law that you have to be able to do that, but the point is, is that if you have public comment at Noon, and there are people that want to come to talk about, you know, the closed session items, you're disenfranchising those people. Martha knows how this works, so, she knew she could come and do that, but the general public doesn't know that. We should always have public comments at the beginning. That's just to protect ourselves, as well as make sure that the public, you know, we're...

Williams: Sure.

Gomez: ...transparent to the public.

Williams: And, that's a great point, and hopefully Mr. Rolan will give us direction on that, and we'll report at the next meeting on that. I want to validate everything you just said, because if it is best to put it at the first that'll be fine. Just so you understand the executive committee and how we came up with today, was because we knew the awards was going to be an hour, we knew that the budget study session was going to be an hour, we knew that closed session was going to be an hour. There was a lot of people who called me and said they wanted to come and talk. They didn't show up today, but they said they want to come and talk, but they want to know a for sure time because they don't want to wait.

As you know, in the past, sometimes we'll have public comments on there first, but we'll get involved in other debates, now we're an hour behind where they thought they would be able to speak at 9. Now, it's 10-10:30, so we thought, as an executive committee, that it would be easier and that it would help everyone feel better coordinating their schedules and taking off work, or whatever they had to do to be here at a certain time that we would hear that was kind of the thought...

Gomez: Well, I understand that...

Williams: ...and spirit behind it.

Gomez: ...from a logistics standpoint, but we're not in compliance with the Brown Act if we...

Williams: Don't...

Gomez: ...do it that way.

Williams: ...I don't know that.

Gomez: ...well, I do from my other experience, and perhaps what we need to do is get the information, the previous opinion, and the previous policy all in front of us...

Williams: Sure.

Gomez: ...so we all understand, because some of us may not have been here...

Williams: Sure.

Gomez: ...when Ron Wenkart did that other...

Williams: And...

Gomez: ...opinion. So...

Williams: ...maybe Mr. Rolan, you can give us a five-minute presentation at the next meeting. Is...

Gomez: That's fine.

Williams: ...that okay, a consensus with the board?

Barke: That's fine.

Williams: ...on this? Okay.

Bedell: But, if his conclusion is it should be changed for that meeting, then it should be changed

for that meeting. You see what I'm saying?

Williams: For...

Boyd: If I could just interject, you all have always had public comments at the beginning of the meeting. It's only been the last several months that you've adjusted the agenda around different things. We've always made adjustments on the agenda with regards to special presentations or recognitions, especially if we had students or minors so that we took them before the public presentations so that they could go back to school. If they were adults, you didn't do that so much.

Gomez: Who wants to go back to school? [LAUGHTER]

Boyd: But you did do that. We're making it sound like, this practice has been long, and it hasn't really. It's only been over the last six months that changes to the agenda, in terms of where the public comments would be and so forth. But, the other part that the board is being challenged on, is not just the time that's being put on there in terms of a time certain, because Ken is accurate. Some people have asked, if I knew when, I'd come, but then, what we as staff are getting comments, because people are making two trips, because it says it's 30 minutes.

They come at the beginning of the meeting because they know we'll open the doors 15 minutes before. They'll fill out the card and then they leave with the intention to come back. Then they're complaining that now that's two trips. Then others just come at the time, and then, they put it in because they think, then others just don't show up even though they said they were coming. So, you've got a combination of a variety of things happening. More importantly, it's not just the time and the placement, but it's also whether or not it's open to however many speakers? Or should there be a set time, and so forth? So, it's a lot more in terms of your discussion and probably what you'll be weighing in on the conversation.

Williams: So, it's a conversation we'll have next meeting.

Gomez: That's fine.

William: We'll get some information and yeah, we want to be compliant with the law and there's absolutely. We also have the pragmatic perspective of doing the business of the board. If it does require us that the law says very specifically it has to be at the first part of the meeting, first item, we'll do it, absolutely.

Sparks: And, if it's at the first part, you know, maybe we'll want to revisit the amount of time each person gets, so more people can be heard during that first time. I don't know.

Williams: Are you talking about the three minutes that we give?

Sparks: Uh-huh.

Williams: I mean, yeah, I mean, we...

Boyd: That's part of the conversation.

Williams: ...part of the conversation.

Sparks: Just throwing it out there, yeah.

Williams: Okay, so...

Gomez: That horse is dead. [LAUGHTER]

Sparks: Is it?

Barke: I know it is until next meeting. It's just taking a little nap. [LAUGHTER]

Williams: Okay, you're going to love this. The next item on the agenda is public comments. Do

we have any public comments? [LAUGHTER].

Boyd: I have no additional cards.

Williams: No additional cards. Wonderful. Okay, we're at the end of our meeting. Thank you all again very much. Just for the record, I only have one month left, so you don't get me much longer. So, anyway, it's a pleasure, and I will adjourn if I get a motion.

Bedell: So moved.

Williams: So moved. We're adjourned.

[DR. WILLIAMS STRIKES THE GAVEL ONCE TO CONCLUDE THE BOARD MEETING]