

BOARD MEETING 6-17-2020 TRANSCRIPTION

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE BOARD MEETING]

Barke: Welcome to the meeting, everyone. So nice to see everyone, finally. We're sorry that we kept you so long. I'm sad to say that Bishop Oliver had to leave for Bible study. I thought the third time was going to be a charm. Last meeting, his mother was gravely ill and passed away the next day. He was going to join us tonight, but I think Linda Cone will come speak a few words in his place.

Cone: Please bow your heads with me. Lord, we thank you for what you are. We are so blessed to live in this country. We are so blessed that we have the freedoms that we have. We are so blessed that we can participate as citizens in this process here tonight. We are so blessed that even in times of turmoil, sickness, unrest, we know you are in charge. We are so grateful for that. I come here honored by the opportunity to give public prayer to you and ask for your blessing on all of us here.

Bless this Board. Give them the courage, the wisdom and the strength to make wise decisions. Bless all the members of the department who are also here and give them that same courage and strength and wisdom. Bless the rest of us who are here to serve and to speak our strong feelings about difficult issues. Give us courage, wisdom and strength as well. We ask all of this in your name. Amen.

Barke: Amen. Thank you. Thank you so much. Dr. Williams, would you like to meet us in the Pledge?

Williams: Absolutely. If you want to stand, please join me in the Pledge of Allegiance to the greatest nation in the world. We're not perfect, but we are the best.

Board, Williams and 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.

Barke: Thank you. Nina, do we have any comment cards?

Boyd: We do have comment cards. Lorrie Kaylor?

Kaylor: My name is Laura Kaylor. As a mother, teacher and citizen, I'm deeply concerned about the physical and emotional wellbeing of our young people in schools and the great harm that the California Comprehensive Sexual Education Program will cause. According to the CSE medical accuracy fact sheet, the safety of abortion is supported by a large body of scientific-esque research. However, this conveniently ignores the largest study conducted in the world. The 2011 British Surgery Journal of Psychiatry meta study on abortion's effects on mental health comprised of 22 published studies and 877,181 participants. This meta study presents a body of peer reviewed research showing that abortion increases the likelihood of depression, anxiety, alcoholism, drug use, and suicide.

The conclusion of this study is as follows: This review offers the largest quantitative estimate of mental health risks associated with abortion available in the world. The results revealed a moderate to highly increased risk of mental health problems after abortion. Consistent with the tenants of evidence-based medicine, this information should inform the delivery of abortion services. The Mayo Clinic discloses that studies suggest a possible link between pregnancy termination and an increased risk of premature birth and low birth weight. Dr. Roger W. Harms, M.D., a Mayo Clinic obstetrician and medical editor in chief has written a new fact sheet admitting that abortions harm women. He says, "Abortions can cause women problems with subsequent pregnancies."

I have friends who have agonized over the physical and emotional pain of that decision. One has never been able to have children. According to Pregnant Teen Help, teenagers are more apt to get a late term abortion. It's not true that abortion is safe and has no negative effects. Abortion does indeed harm women. The later the stage in the pregnancy that the abortion occurs, the greater the risks. Also, multiple proportions increase the risk of infertility. Abortion is not a topic that should be presented to our children as a healthy and safe procedure. At these meetings, I have heard the message. We must follow the state guidelines. My grandfather was a paratrooper in World War II. He liberated a Nazi death camp. He saw with his own eyes the atrocities done to fellow human beings by good soldiers of the state. I plead with you do not be a good soldier of the state. Be a hero to the students in the Orange County schools to protect their health, safety, and innocence. Be a hero to the parents who love these children and trust you to make the right decisions for them. Thank you.

Boyd: Brenda Lebsack. I'm sorry. It says, "at the end," so I will move her to the end. Chloe New? No? Okay. I have a number that we received by email yesterday. I'll begin with that. The first one is from Andrea Schmidt. "O.C. Board of Education. I am writing to state my support for continued comprehensive sexual health education through the California Healthy Youth Act. During this pandemic, it is critical that we continue to educate our students on how to live healthy lifestyles, now more than ever. I applaud Trustee Beckie Gomez for truly understanding the importance of this issue and standing strong. Thank you for your time."

Boyd: The next is from Carol Calderon. "Hello Board of Trustees. My name is Carol, and I'm a health educator in Orange County. Please continue to support the California Healthy Youth Act implementation in all public and charter schools throughout Orange County as mandated. As a health educator, I have seen many positive things come out of providing health education in the classroom. Students always share how competent and empowered they feel to take care of their overall health and educate their family and friends after receiving health education. They also mention how no one ever speaks to them about topics such as reproductive health and healthy relationships.

If students do not receive accurate health education and resources, they will seek them on their own and are more likely to come across the wrong information, which could be harmful to their wellbeing. The information that CHYA provides to the students is essential education that will help improve people's overall quality of life. Therefore, I highly recommend that students continue to get CHYA compliant education. Thank you."

Boyd: The next is from Natalie Thach. “Orange County Board of Education. I am writing to state my support for continued comprehensive sexual health education through the California Healthy Youth Act. During this pandemic, it is critical that we continue to educate our students on how to live healthy lifestyles. I applaud Trustee Beckie Gomez for truly understanding the importance of this issue. Thank you for your time.”

Boyd: The next is from Dorilyn Toledo. “Hi. I am emailing in support of the California Healthy Youth Act (CHYA). My name is Dorilyn Toledo. I am 19 years old, and I have lived in Orange County all my life - Anaheim, Irvine, and now Santa Ana. Education should not be defunded, especially in the case of sexual health education. While I am here. I will advocate for an ethnic studies requirement following Santa Ana Unified School District’s lead. Please, do better, and be on the right side of history.”

Boyd: The next is from Christine Nguyen. “Orange County Board of Education, I am writing to state my support for continued comprehensive sexual health education through the California Healthy Youth Act. During this pandemic, it is critical that we continue to educate our students on how to live healthy lifestyles now more than ever. I applaud Trustee Beckie Gomez for truly understanding the importance of this issue and standing strong. Thank you for your time.”

Boyd: “Orange County Board of Education.” This next one is from Maureene Sobremisana. believe. “Orange County Board of Ed., I am writing to state my support for continued comprehensive sexual health education through the California Healthy Youth Act. During this pandemic, it is critical that we continue to educate our students on how to live healthy lifestyles now more than ever. I applaud Trustee Beckie Gomez for truly understanding the importance of this issue and standing strong. Thank you for your time.”

Boyd: The next is from Ashley Rajamin. Public comment to be read on the record. “Dear Orange County Board of Education. I am a mother and a member of Moms for Social Justice writing you today because of the education of our kids is under attack. Studies compiled by Research Institute after government organization have shown that comprehensive sex education is crucial to delaying sex until students are older, reduction in number of partners, lowering teen pregnancy rates, lowering SDIs and increasing positive outcomes in adulthood, such as college attendance and obtaining of degrees. We must teach our students about their bodies and consent as the National Sexual Violence Research Center states that one in four girls and one in six boys will be sexually assaulted before age 18.

We must teach our children about inclusivity as 12% of U.S. high school students recognize themselves as LGBTQ and 34% of those students have experienced bullying on campuses because of their status. We must arm our children with the knowledge to protect themselves, and it begins with your decision today. Protect our kids' futures. Keep sex education. Thank you. Ashley Rajamin.”

Boyd: The next is from Lisa Dooley, and this is the same comment as the previous. For the record, Lisa Dooley has stated the same comment.

Boyd: The next is from Juan Moreno. As an educator who has four years, excuse me, who has years of experience in teaching comprehensive and inclusive sexual health to youth, it is absolutely imperative that we, as a community, advocate for our youth to continue to receive this education. I have seen firsthand the consequences that result when youth do not have access to medically accurate, unbiased and comprehensive health education. We would be doing our youth a grave injustice and depriving them of this education that is crucial to healthy adolescent development. When youth know that they have trusted adults in their life who are willing to have honest, caring and unbiased conversations, no matter how uncomfortable those may be, youth are a lot less likely to engage in risky behaviors.

They are more likely to come to us, trusted adults, when they inevitably have questions about adolescent development or relationships. We want our youth to be receiving this education from the right sources so that they can engage in healthy relationships and safer behaviors. Our youth need this information now more than ever. Thank you for listening. I hope you all take these words into consideration and continue to support CHYA.”

Boyd: The next is from Barbara Schulman. “I am a school board member from Saddleback Valley Unified School District. California state law, also known as the California Healthy Youth Act, requires that comprehensive sexual health education once in middle school and junior high school and once in high school. I believe a strong part of instruction must encourage students to communicate with parents, guardians, or other trusted adults about these topics. What a wonderful opportunity for the family unity to have this time and are structured to discuss serious and important content. Parents have the right to request in writing that their child not attend all or part of the instruction. Seems fair to me, even though I believe all students should receive this information, but understand parental rights. I believe we must follow state law as well as teach our students. That is my goal as a board member. Barbara Schulman.”

Boyd: The next is from Priya Shah. “Dear Orange County Board of Education Trustees, I and my husband are writing to once again state our full support for the implementation of AB 329, the California Healthy Youth Act. As parents of an elementary and middle school student in the Placentia-Yorba Linda Unified School District, we believe that our children and others need to be provided with comprehensive and inclusive education about sexual health, sexual orientation, and gender identity in order to make healthy decisions about their bodies, behaviors, and identities. In fact, here in Placentia-Yorba Linda School District, we have already seen the implementation of CHYA in the middle schools and are happy with the way it is being handled. My husband and I urge you to move forward and give districts the resources they need for full implementation. Sincerely Dr. Priya Shah and Dr. Jasprit S. Brier.”

Boyd: The next is from Angela Bishop. Public comment to be read on the record. “Dear Orange County Board of Education. I am a mom of four children in Orange County schools from elementary through high school, a vocal supporter of our schools and children, and a member of Moms for Social Justice, southern California. I am writing this email because it's clear that the education of our children is under attack by loud and uninformed voices. It has proved over and over again that comprehensive sex education is crucial to delaying sex until students are older. Reducing the numbers of partners in young adults, lowering teen pregnancy rates, lowering STIs, and increasing positive outcomes and adulthood such as college attendance and obtaining of

degrees. The National Sexual Violence Research Center States that one in four girls and one in six boys will be sexually assaulted before age 18. We must teach our children about their bodies before someone else does it the wrong way. We must also teach them about inclusivity as 12% of U.S. high school students recognize themselves as LGBTQ and 34% of those students have experienced bullying on campus because of their status. Our education system needs to be a place where all students can thrive. We must arm our children with the knowledge to protect themselves and it begins with your decision today. Protect our kids' futures. Keep sex education.”

Boyd: The next is from Dharma Nguyen. This writer stated the same statement that I previously read.

Boyd: Wendi Evans is the next. “Dear Orange County Board of Education Trustees, as a mother from the LGBTQ community, I am writing to show my full support for the implementation of AB329, the California Healthy Youth Act. As a parent of two high school students going to Fountain Valley High School in the Huntington Beach Unified School District. I believe that my children, as well as all children are in need and would benefit greatly from comprehensive and inclusive education about sexual health, sexual orientation, and gender identity in order to make healthy decisions about their behaviors, bodies, and relationships. Some school districts have already started implementation of CHYA and have had success in how it was handled. I urge you all to please move forward and give districts the resources they need for full implementation of AB329.”

Boyd: The next is from Angel Fonseca-Flora. Her public comment is one that has already been read into the record.

Boyd: The next is Tobias Vasquez. “Hello. The LGBTQ Center Orange County and Youth First Orange County stands with and supports the full implementation of CHYA. Without CHYA, youth are vulnerable to abuse and developmental disadvantages. LGBTQ and all youth deserve to be represented in their health education curricula. Thank you.”

Boyd: The next is from Faviola Mercado, and this also has already previously been read into the record, their support of CHYA.

Boyd: Stephanie Camacho-Van-Dyke. “Dear Orange County Board of Education. I hope this message finds you well. My name is Stephanie Camacho-Van-Dyke, and I'm the director of advocacy and education at the LGBTQ Center Orange County. I'm writing in support of the California Healthy Youth Act, CHYA, which requires California school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education. Comprehensive and inclusive education plays an essential role in empowering students and to improve their overall health and academic success. It serves as an opportunity to bridge differences and to create supportive learning spaces for all students, including students who are lesbian, gay, bisexual, transgender, queer, and questioning LGBTQ.

Students should be able to see their identities positively reflected in sexual health education and give them the opportunity to develop the knowledge and skills necessary to make healthy and

informed decisions about their health. We must stand for all students in providing accessible and inclusive education. Let's do the right thing.”

Boyd: The next is from Libby Vince. “I am writing in support of the California Healthy Youth Act (CHYA). Please ensure all students under your care are properly educated in the matters of sexual education in accordance with CHYA. The more our students are taught scientifically and medically accurate inclusive information with regards to sex, the lower our teen pregnancy, suicide and AIDS rates. It makes no sense to hide this information from our students. Please follow California law and ensure that students are taught in accordance with CHYA. Thank you.”

Boyd: The next is from N. Stemberger. “The CHYA is an important and greatly needed framework to ensure school districts are teaching our children about important health topics like mental health, sexual health, alcohol and drug abuse. All households are different, and we can't assume all children are getting correct and proper information at home about things like contraception, STDs, and healthy relationships. We owe it to all of our children that they get education that allows them to make healthy decisions.”

Boyd: The next is from Rebecca Ruiz. “Hello. I am writing to show my support of the California Healthy Youth Act. Young people deserve comprehensive, medically accurate sexual health education. Having this education will lead to healthier lives and relationships with themselves as well as others. Thank you.”

Boyd: The next is from Katherine Arthur. “To whom it may concern. I'm 100% in support of adopting the CHYA framework for our kids. It is an important step forward in educating our kids on healthy lifestyles.”

Boyd: The next is from Cheryl Kitchner. “I am in full support of CHYA in providing education on current topics to our children to enable them to make of utmost importance safety and effectiveness of contraceptive methods, sexually transmitted diseases, gender identity, sexual orientation, and healthy relationships.”

Boyd: The next is from Jil Wexler. This is the same statement as the previous one.

Boyd: The next is from Susan Lew. “As a public health practitioner and parent of two teens, I want to express my strong support of California Healthy Youth Act (CHYA). Part of the education of any child is to make sure she is ready for all aspects of adulthood, which includes how to lead a healthy life, how to take care of oneself and how to take care of others. CHYA provides an essential framework for developing the whole child, and I think the state of California is leading the way in raising a healthy young generation by implementing CHYA.”

Boyd: The next is from Courtney Bramstedt. “My name is Courtney, and I am an educator and a lifelong resident of Orange County who attended public schools here throughout my entire childhood education. I wanted to write in support of the California Healthy Youth Act in general, but especially right now. Quality and comprehensive health education gives students the information they need to make informed choices throughout their lives and prepares them to

conversations vital to healthy development with trusted adults. It also prevents violence and gives resources to those in need.

As an early childhood survivor of sexual abuse, education about my body, consent and my rights empowered me to speak up against what I experienced and seek resources. I know there are hundreds of youth out there just like me, who need those same resources and education that CHYA-mandated education provides, maybe during this pandemic more than ever. Please ensure that youth continue to receive this education as it has lifelong positive impacts when it comes to promoting positive health outcomes and preventing unhealthy or abusive relationships. Thank you for your time.”

Boyd: The next is from Brit Cervantes, and this is the last one during this public comment period. “Before I begin, I do want to highlight that much of the statistics and information from so-called research presented by those in opposition of CHYA has been collected from the American College of Pediatricians, which has been categorized by the Southern Poverty Law Center as a fringe, anti-LGBTQ hate group that masquerades itself as an organization committed to science. As adults and those committed to education, we must provide information from sources that are reputable and driven by science in order to advance the health and wellness of our community.

The American Academy of Pediatrics states that we must provide support and care to LGBTQ young people to support their overall emotional and physical health. I am speaking as an LGBTQ identified person that attended school within Orange County and as a current medical professional. It is absolutely imperative the sexual health education is inclusive of LGBTQ identities and experiences. The attempt to exclude LGBTQ people from sexual education is erasure and leaves students vulnerable to bullying, stigma and discrimination. LGBTQ students exist, and they sit in classrooms across this country and yes, within Orange County, every single year. Education should be tools that can be used by young people on their journey to learning about themselves and how they navigate the world. Human identity is complex and expansive. Their sexual health education should demonstrate this. Best regards.”

Boyd: I'm sorry, I can't...

Barke: I think you were holding a public comment for Brenda? She's here.

Boyd: Right. She wanted to be at the end though.

Barke: Oh, I thought you said -

Boyd: I read it by mistake.

Barke: Oh.

Boyd: I have a number of these that had requested to be at the end of the meeting.

Barke: Oh. You mean the end of the meeting, not the end of this portion?

Boyd: No, the end of the last public comment period.

Barke: Got it. Okay.

Boyd: That's my interpretation. Am I okay? I just want to make sure.

Barke: Can I get a motion to approve the Minutes?

Williams: I make the motion to approve the Minutes.

Barke: I think you're muted.

Williams: I so make the motion to approve the Minutes from the June 3 meeting.

Sparks: I'll second that.

Barke: All right. Can we have a vote? Any discussion? Jack? Nina, I think we're ready for a vote.

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: And Vice President Williams?

Williams: Yes.

Barke; Okay. Can I have a motion to approve the Consent Calendar?

Bedell: I so move.

Williams: I so move. Second.

Barke: Okay. Any discussion? I think we're ready for our roll call.

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: Vice President Williams?

Williams: Yes.

Barke: Okay. Charter schools. Do we have any charter submissions?

Boyd: We do not have any charter submissions at this time.

Barke: Okay. Dr. Williams, I have a note here to calling you for comment.

Williams: Yes. The reason I wanted to put this on is, and I've had conversations with staff. I was assured that there was no communications of private information that is being communicated from our staff to some of the districts that are intimately involved in our charter schools. I just wanted to bring it to the attention of the Board to get their feeling put on record regarding the relationship with our charters and with the superintendent, staff and communication with the school districts that may be interested in more pertinent information of how these charter schools run. At the last meeting, we learned that there were several PRA requests by Dr. Fred Navarro from Newport-Mesa.

As we know, Newport-Mesa no longer has any role in the functioning of our charter schools. Yet the PR requests that were sent by Dr. Navarro are very bullying, intimidating and harassing in nature, and the type of information that is requested is quite unusual and breathtaking. Those PRA requests are available if anyone wants to look at them. The bottom line is that in some of these communications with Mr. Lee-Sung at the last meeting said there was a direct correlation that the staff here communicated with Newport-Mesa and gave them information. In in a letter

dated January 6, 2020, from Dr. Navarro from Newport-Mesa, he actually did state that in here that our staff did communicate information about ISAAC to Newport-Mesa.

Short of making a policy on these, I just wanted to get the input. Maybe we can even extend the conversation to our good superintendent. Maybe he can provide us with some sort of legal advice or an opinion on this, because I do feel that our charter schools are our charter schools. They belong to us. The school district that originally denied the charter petition, for those that are still wanting to know information, they should not get it from this Board and/or from this department. Everything that occurs we need to protect the privileged information, the proprietary nature of our communications with our charter school partners. I'll ask the question to our good superintendent here. Can you give us your thoughts on how we can provide greater confidentiality and protect some of this privileged information regarding our charter schools?

Mijares: Yes, Dr. Williams, members of the Board. Good to be with you tonight. I'm not aware of the specifics with regards to Newport-Mesa Unified School District and any communication with the superintendent nor the deputy superintendent. I, for one, have not had any communication with them. I don't have those documents in front of me that you referenced earlier, but in general, our quest is to engage our charters as though they were any other public school in this county. I believe they're serving our students.

They're serving residents, for the most part, of Orange County, and they're entitled to a free and appropriate and high-quality education. I think the record will show that we've been very engaging with our charters. We've kept them posted on the pandemic, on the budget. We've had regular conversations with them. I don't believe there's any effort on our part to undermine them. I don't know. Nina Boyd also may want to chime in, because she oversees that Unit.

Williams: The whole purpose of putting it on the Agenda is just because of the tremendous amount of pressure that has been put upon ISAAC by the Newport-Mesa Unified School District in sending out these PRA requests. As you know, PRA requests requires a lot of time, attention and administrative efforts. It requires hiring an attorney to answer them, to get all of the information. When I read in the communication with Dr. Navarro and Mrs. Renee Williams, who was the principal at the time, Fred, Dr. Navarro quotes, actually, he received information from our department.

Again, I don't want to bring any of our good staff and name names, but I really hope that we can protect the confidentiality and the communications between our charters and us. We've really got to support them. When I see this, I don't want to cast any disparaging thoughts, but I would like us to protect our charters and coming from you, because you're the one who is the employer for the staff, I think that would be important.

Mijares: Yes, absolutely. You have my definite support on the matter. The experience that I've had with our staff, Dr. Williams, is that they have been very professional. I don't know exactly what was transported to the district. I'm not even sure when that was dated. I know that early on, there was concerns raised by both parties, the charter and the district when you held public hearings and fleshed that out. The Board made a decision to approve the charter. From that

moment on, they've belonged to us. I'd be very concerned if we were trying to undermine them, or we're making statements to them that were unfair.

Williams: I think some time in the core, I think sometimes – I don't know if I'm muted.

Barke: You're not.

Williams: I'm not. Sometimes in the course of human interactions and communication, we say things to people that are inadvertent, that we didn't think was of any clinical or – excuse me. I'm speaking like a physician now – the social significance, but yet what the other person heard is quite significant. They wanted that information and they got the information that I think could be confidential. That's what I think happened here in this particular instance. I don't think there was anything that was intentional or malicious as far as staff, because our staff are great folk. They really are wonderful people, but I just want to raise that.

As a physician to HIPAA laws, primary in how we operate. When patients sign in, we can't even have other patients look at the table when they signed in. We can't talk even to family about the patient's health. That level of confidentiality, I don't think the HIPAA law would apply here. Maybe it will. Maybe that's something, Jeff, you can give us as a Board. I'd like to understand what type of application of confidentiality we owe to our charter schools. It's a public conversation, and I appreciate your words of comfort and assurance.

Mijares: Yes. HIPAA, all those laws. We do everything we can to respect them and to assure that all student and staff data is protected, whether it be hard copy or online. I know the principal of that school. I've personally talked to her as of late regarding ways to help them. Comments she has made, for example, a WebEx call when we were talking about the budget and the pandemic and personal protective equipment for staff. It does surprise me a little bit. They are public schools like any of our public schools. Members of the public can get information if they seek something just as you all of you know that the public record requests could be made of anyone at any time, because we're public schools. However, to conspire and to try to do it in a mean-spirited way, that has not been my experience. If that happened here –

Boyd: That didn't happen here.

Mijares: - we'll do our best to not allow it to continue. Nina?

Boyd: Thank you, Dr. Mijares. I had this conversation with Dr. Williams and with President Barke. For the benefit of the full Board to hear and full disclosure, I appreciate Vice President William's concerns and questions around this issue. As Dr. Mijares said, the charter staff does report to me, and we do trainings, and we do have conversations about appropriate conversations and relationships. Our team has worked tirelessly to establish great relationships with those charter schools that have been authorized by this Board to the degree that we want them to be successful, because they're serving students in this county that are our students. With regards to district requests for information, our staff does not share any information with districts or any member of the public that is requesting information that has not already been discussed in public.

I think some of the things that were mentioned in the communications that came from both Russell Lee-Sung and Dr. Navarro are related to things that either as they follow the public

meetings that the charter school held, then they would seek follow up from our staff. Our staff would redirect them back to the charter school. In some cases, it was simply a verification. Have you received this? Are you aware of this? Some of the conversations are around what they were seeking from the charter school. We are not privy. We don't ask the charter schools to share all of their public records requests. It's really up to them. In working with them, many of them will share right away, because they'll say we have to, because they don't know.

Sometimes we'll refer them to their legal counsel, because we don't want them to think that we're taking a position one way or the other. I can assure this Board and the public that there has not been any confidential information shared with anyone. We take that very seriously and staff is concerned about their own reputations, and their integrity in terms of working both with districts and with charter schools. They don't want the perception on either side that there would be disclosures that would be inappropriate. I do understand based on some of the communications, I know that in the conversation with Dr. Williams and President Barke, we dialogued about the fact that in one meeting, one reference was made to staff confirmed something.

In the next meeting, they reiterated the confirmation of something. Again, it was a yes or no question related to direction that this Board gave to staff. Did the staff receive documents that the Board requested that they get, because the Board had also directed the charter school to follow up on their PRA's and make sure they were doing what they were supposed to be doing and follow the law. Our answer was no. At that time, we had not received any documents. That's not a confidential conversation. That's an answer to a question, but by perception, certainly someone could misconstrue that in whatever term if they want to. I don't think that what was done by the district.

I think the district was just being honest, that they were trying to make a point, and not looking at how that might be perceived by this Board or any other person. I just feel very strongly. I want the Board to have trust and faith in our staff, but more importantly, you can talk to any of the charter schools. Their executive directors and the folks that we've worked with. I have met with them. I typically meet with all of the leads at least once a year to just make sure that there's a right fit. If in fact, for whatever reason, there's a breakdown or that there's a perception, or that maybe they don't feel confident in the person that's supporting them, then I have the ability to make changes.

If they're not getting resources or they don't feel that there's help there, then we want to correct that. If there are things that they have knowledge of that we can share with other charters, we pass that information along and try to make sure because there are a lot of things that are being done within districts and within charters that are good for all of them to know about. We try to share that information as resources and information.

Barke: Thank you for the responses. Thank you for the question, Ken. We will now move on to Board Recommendation #15.

Williams: For the purpose of conversation, I'd like to make the motion to adopt item #15 here.

Barke: I will second it.

Williams: Very good. As the maker of the motion, the reason why I mention that it would be for discussion only is, I think this may be a better item to talk about at our organizational meeting July 1. That way we can talk about the entire budget and whether we're going to allot \$10,000. There's been a lot said about the budget and the fact that perhaps we may need to reduce it a little bit, and this may be one of those areas. That's my thought for now.

Barke: Can I just ask one question to be clear? When I hear, and I think that I heard. I just ask one question just for people to think about. Is there somebody that wants to take on that position? We can discuss it next month, but that would be pertinent to the discussion, right? If somebody wants to take that on?

Williams: That is my thoughts, too. Renee? What Object Code does this follow under? Do you know off hand?

Hendrick: If it's dues, probably. That would be 5340, I believe, for conferences, which would be 5230. Right. I believe this would be for travel. It would be 5220 and 5230.

Bedell: Can I comment here?

Barke: Yes. Please comment, Jack.

Bedell: Thank you very much, Madam President. It should not read CCBE Executive Committee. It should read CCBE Board of Directors and Delegate Assembly.

Williams: Jack? Hi, this is Ken. The reality is this is for approval for the Board of Directors for the California County Board Association. Is that correct?

Barke: Yes.

Williams: Okay. It's not Executive Committee?

Bedell: No, it's not.

Williams: Okay. I know this has been your belly wig for the last 15 years, and you've done a most marvelous job.

Bedell: Thank you. That Executive Committee is elected, Ken, by the membership, the delegated assembly. We had nothing to do with the Executive Committee unless one of us is elected to it. It's the Board of Directors and the delegates [inaudible].

Gomez: They may not be the same.

Bedell: They're two different organizations.

Barke: To clarify that, if you are not voted part of the Executive Committee, is there less travel?

Bedell: There would be. Yes.

Barke: Okay.

Williams: Jack. Is the Board of Directors, is that something that somebody from this Board automatically gets appointed to?

Bedell: That's a great question, Ken. CCBE is divided by regions. We're Region 15, I think, and we have one rep. I was it. You appointed me after several years.

Williams: Right. That's been something you've been doing. There's no guarantee that come July 1, a new year, that we're going to have somebody from this Board on that Board of Directors. Is that correct?

Bedell: No. We always have somebody on the Board of Directors.

Barke: Just not as an executive. Just not on the Executive Committee.

Bedell: Not on the Executive Committee, but you have to run to be elected to the Executive Committee.

Barke: I remember that was what we never got to vote on that I was so upset about.

Williams: Okay.

Gomez: It could be a position, but they may not necessarily be an Executive Board Member at this point.

Bedell: Yes.

Barke: If they are not an Executive Board Member, is there any travel other than to the CCBE annual meeting?

Bedell: No.

Barke: Okay.

Williams: This position, the Board of Directors, has no required meetings where you fly to and spend a couple of nights.

Bedell: Oh, yes, it does.

Williams: It does?

Bedell: It does, but it's not on the Executive Committee. I misunderstood the question. The Board of Directors meets three to four times a year. They're usually paired with the California School Board Association meetings.

Barke: Okay. Here it says a total of five meetings. Could it be five, even if you're not an Executive Committee member?

Bedell: Yes.

Barke: Okay. It's five.

Bedell: That's about right, Mari. You're right.

Barke: Okay.

Bedell: They're not very expensive meetings. They usually meet in Sacramento, or they'll meet wherever the convention is. Last year, it was in San Diego. This year it was virtual. The year before that I think it was San Francisco.

Williams: What type of things do you do on the Board of Directors, Jack? What have you been doing the last decade and a half?

Bedell: That's a great question. I can tell you, you have a much better charter than you're ever going to get, because the CCBE swung into action. Remember when a charter bill took us out of approval of charters? It was directly because of Dean Dana who works very closely with a couple of legislators [inaudible] from Long Beach [inaudible] Donnelley, I think it is. It was CCBE, no exaggeration, who was at the forefront of keeping the role for the county boards in the whole charter conversation. Prior to that, we were out.

They got it back in, which is very hard. That's the type of thing. Lobbying, Ken, for special ed. All counties are really hurting for special ed. IDEA. Lobbying for the forestry money which is on tonight's Agenda. Lobbying for working closely with legislators and then legislation. We have representatives on the CSBA Leg. Committee to be sure that the county is protected. It's a very good value for the money if you think of what you're paying. I don't have that in front of me.

Williams: It's about \$10,000.

Bedell: That's chump change. If for no other reason, Ken, the last five years, what they did with the charter bill paid for it, what we wanted to have. When I was on the year before, CSBA took out charters, and I had to fight to get charters back in the county the year before. The next thing you know, again from [inaudible] who was listened to by an angry board member, frankly, of a local district. The bottom line is CCBE [inaudible] hyperbole, it's [inaudible] New York,

whatever. CCBE stepped up to protect county boards and charters. I don't know if Al knows anything to add to that, but that's it.

Barke: Okay. We can still table it until the next meeting, but at least we have some background from Jack.

Williams: That's very important what Jack said. The proper parliamentary step would be to lay it on the table. I want to give Beckie the opportunity. I'm sure you want to say a few words on this also on this matter?

Gomez: Sure. I think it is important that we have a seat at the table. I agree with Jack. It's really not that much money in the big scheme of things. Quite honestly, if things keep going the way that they are, there will be virtual meetings. There won't be any travel.

Barke: Looking at this, it looks like the travel is Anaheim and Sacramento. I'm guessing we wouldn't hit that \$10,000 anyway. That would be my guess. Anaheim, we don't need lodging. We don't need flights.

Gomez: That might be a question for Renee to ask if that's already been taken into consideration, in that \$10,000. That's just normal.

Barke: I feel like it's over budget. Okay. Lisa, did you have any comments?

Sparks: Yes. I'm just curious. Is it coming out of the travel numbers, the 5220, 5230, or the dues of 5340?

Barke: I think partially both. It looks like it's travel. That \$10,000.

Sparks: Okay.

Hendrick: It would be 5220 and 5230.

Sparks: Why are they different?

Hendrick: The travel is 5220 would be for the airfare, lodging, things like that. The actual conference registration is 5230. It's actually the Board had requested those to be split out a couple of times.

Sparks: Got it.

Williams: Just for the records for the situation and historical, we have over budgeted this item from 2018. We budgeted \$2800, but we only spent \$900, so we've been under budget traditionally and historically.

Hendrick: For the majority of our budget, that is how it works, because you're going to want a maximum. You don't want to have misappropriation. Usually, you're going to get a maximum appropriation.

Williams: In the budget, you can always make the motion that they increase [inaudible].

Hendrick: If it was something with the Board, yes, they could.

Williams: Okay.

Barke: Okay. Anybody else? Questions or comments?

Williams: I'd like to make a subsidiary motion to lay this on the table until the organizational meeting July 1 to make that decision at that time when we have everyone on board. That will require [inaudible]

Gomez: Would you consider a friendly amendment to what we already talked about instead of saying the Executive Committee to Board of Directors?

Williams: That is a friendly amendment. Thank you. Yes. They can do that as an Executive Committee, the change.

Barke: Okay.

Gomez: I'll second it.

Barke: Okay.

Williams: Roll call now.

Barke: No more discussion? Ready to vote? Okay. I think we need a roll call.

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: Vice President Williams?

Williams: Yes.

Barke: Okay. Moving on to No. 16, I would now call for a motion for discussion.

Williams: I'll make the motion for the purpose of the discussion on this item, because this is a very important item when looking at the entire budget. You need a second.

Barke: I'll second it, and then I have a couple of questions. Renee, we discussed it. Sorry, I could hear myself. Renee, I know we discussed this item sort of at length. Were you able to find out if we can break out the CCBE or if we have to take the whole package?

Hendrick: In order to do the CCBE you have to do the CSBA and Legal Alliance, you could opt out of, but I did do a little research to kind of what has been the major things. They support statewide initiatives. You remember there's been a couple of lawsuits of school districts against the state, the CDE, or the governor about funding. Some of that is held by the Alliance. They're the ones who do some of that. Also, if you're a member, Ken Williams may be the only one who remembers this, but Ron Wenkart, when he was in our office, helped draft a legislation about Diastat medication for students. That was working with Legal Alliance to try and get that through. That small amount actually is their statewide effort, and that's why it's under CSBA.

Williams: What you just said is we have to stay with CSBA, but the educational Legal Alliance gives us an option.

Hendrick: Yes. That's my understanding. I haven't gotten confirmation, but it sounds like it is.

Williams: Okay.

Barke: In order to attend the conferences, do we have to be members? I specifically asked, well, actually for all of them, that's the question. To attend CSBA, do we have to be a member? To attend the CCBE, would we have to be a member and same question for the NSBA?

Hendrick: You do not have to be a member. You would just pay a higher cost if you weren't a member.

Barke: With the NSBA, it's almost \$13,000 to join. I'm guessing if one or two of us went to the conference, the higher cost would be \$13,000. Is that a good guess?

Hendrick: That's a good guess.

Barke: Okay. We can talk more. We have to discuss if the value of what they're doing is worth it. With NSBA, I don't know. We can discuss that too. That's open to everyone. Do you think we're getting the value? We're spending a total of \$33,000 on these memberships. Almost 19,000

of it is on the CSBA related, including the CCBE. The NSBA on its own is almost 13,000. Do we feel like we're getting the value for that?

Williams: Question on the ACSA. Is that a Board related membership? Question, Renee or Nina. The ACSA educational institution service, is that a Board membership?

Hendrick: At one time, we have for actually many years had a Board membership for ACSA, which is the administrators. It's just something that the Board has had for quite few years. I think that you got some periodicals and things like that from it, but I'm not sure if you've seen the value of that, I guess.

Williams: Got it. That's not something that's required for any sort of function. You get a good journal, maybe throw in a good magazine, but we don't attend any meetings or anything like that. It's an administration organization, right?

Hendrick: You could still attend their meetings if you chose to. Maybe at one point years ago, Board members did, and that's why you had a membership.

Williams: Got it.

Hendrick: You could still attend them. Anybody is welcome.

Williams: Right. Part of what we're doing is having a conversation. I think we should continue this to July 1 - the value of all these memberships. What we want to do is reduce the budget this year, a decrease in funding. I kind of think the Orange County School Board Association, it's not very much. It's a local entity. That may be of value. The PTA membership is really not significant. The only ones that I see that we have to look at are this administrator education service for \$880 and the National School Board Association, which is around \$13,000. We're getting close to \$14,000 that we could possibly reduce for Board membership to help save on the budget. Anyway, that's just my two cents on the issue.

Gomez: I think that when you look at Board memberships or any kind of membership, you need to look at what your cost savings would be. Number one, if you attend a conference, what kind of journals you're getting and what kind of resources you get. They may have a website where you can go in and look at policies or look for information. Maybe you can chime in on this and maybe give us some feedback as to these are quarterly journals, and this is what we would save if we went to the workshop or the conferences, what the differences would be. Also, what resources they provide to us. I think that would help educate our decision as to which memberships would be most valuable.

Sparks: Yes. I'm looking at the average number of conferences attended and what the differential would be in terms of advantages or disadvantages of maintaining the membership and/or going to the conferences without the membership intact.

Barke: The other thought is we could take a year off and if it's horrible and we miss it, we can go back. That's the other thought, too but yes, let's get some more information and decide if we think there's value and then decide if we want to pass for a year on any of them. You made a motion to discuss.

Williams: To discuss and a second. I just wanted to make sure everybody gets the opportunity to express their thoughts on the matter, because I think these are good discussions that we need as a Board as to whether we need these memberships and what we can do to save the taxpayers some money. Has everyone said what they want to say?

Gomez: I think we can get some feedback from Renee that would be helpful for us to make these decisions. If we could have that for the next meeting? That way we could -

Williams: July 1.

Gomez: That's fine.

Williams: I would like to make a subsidiary motion as I said moments ago to lay this particular item to come back at the organizational meeting July 1st.

Barke: I'll second that. Any more discussion? Okay, so vote.

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Gomez: He's still on mute.

Bedell: Yes.

Boyd: I'm on mute, too, so he didn't hear me.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: And Vice President Williams?

Williams: Yes.

Boyd: Just for the record, President Barke said yes, and Trustee Bedell said yes. That will come back on July 1.

Barke: Okay. Moving on to item No. 17. I would like to call for a motion for discussion.

Williams: I'll second it.

Barke: I called for a motion.

Williams: Oh, you called for a motion?

Barke: I'll make the motion to have a discussion, and Dr. Williams is seconding that.

Williams: It's late. We've been here for a while working hard, and the mind can only tolerate what the rear end can achieve. It's been a long time sitting. As far as this item and same discussions and same rationale, these are a lot of conferences that we really need to look at. The CUBE Annual Virtual Conference. Is there really a need for that? The CCBE virtual conference, I think that's a good one. The NCSC Annual National Charter Schools. That may be something we're interested in. That comes up on July 16. Is that a typo where it says 16, 23, 30?

Barke: I had the same question. Is it three different days? A few hours each day?

Gomez: Probably if it's virtual, because you cannot sit through eight hours of this. Look it up. We can't even do that right now.

Barke: They're each a week apart.

Williams: When do we need to make a decision about the National Charter School Virtual Conference? Can we make it July 1, in other words?

Boyd: Registration is still open. As long as the virtual class is not closed, I don't know what their capacity is. Yes, you could make a decision up until they're at capacity.

Barke: If one person was really excited about any of these, we could sign them up, and they can share with the Board. We can have a little workshop. Just a thought.

Gomez: Honestly, I think that any of us that travel should at least provide a short report -

Barke: I agree.

Gomez: - about what they learned, because not everybody can travel every time. I think that's a good use of taxpayer dollars if we come back and report.

Barke: Absolutely. I agree. Do we want to just leave that as an open item? Are we approving that? Is that what we're doing?

Williams: No. You made a motion and second. We had discussion. In the spirit of the preceding motion that we made for item 16, 17, I'd like to lay this on the table until the July 1 organizational meeting. We can talk about in more detail about whether we want to participate in any of these conferences.

Gomez: You almost have to, because we don't know if the costs are going to change if we decide not to be a Board member.

Barke: Right.

Gomez: It would make sense to just leave it for July..

Barke: I would also just encourage people to look at the list. Check your calendar, and see if you want something. Put your name by it, and maybe we can spread the wealth and do something like that. That's all I would ask is a little homework to decide what you might want to consider signing up for.

Williams: For a little bit of backdrop for Beckie, Lisa and Jack, the Executive Committee, typically these would just be put on the Consent Calendar. We make one vote and they're gone and voted upon, but we decided because of this year of deficits and problems associated with a decreased state reimbursement for what we do here. We just take a little bit tighter look at the budget. That's why we put it up for discussion here so that we can all have an input into it. We thought we put it onto our organizational meeting to have a final discussion. With that as a backdrop, I'll make this subsidiary motion again to put it on for July 1.

Barke: I will second that. More discussion? Call for the vote, please.

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: And Vice President Williams?

Williams: Yes.

Barke: All right. To keep things moving, I will make a motion to discuss item No. 18. I will start the discussion by saying, I think it's a no brainer to pre-approve an advance if somebody going on a trip, but I'd like to open it up for discussion. If anybody...I made a motion to discuss and oh, okay. Sorry.

Williams: I second.

Barke: I guess I could use a second. I'm trying to move really quickly here. My thoughts are I think it's kind of a no brainer. If we're going to travel, we might as well be entitled to a cash advance. Any thoughts or discussion?

Boyd: Did you get a second on that?

Barke: I did.

Boyd: Thank you. I missed it.

Barke: That's all right.

Williams: I think it's important [inaudible]

Boyd: Ken, you need to unmute.

Williams: It's a recurring problem. It's my Alzheimer's. I can't remember when to unmute myself. Again, with the same vein of thought on these, it's important discussion items for us. Normally these are on Consent Calendar, but Mari and I thought that we would bring it up for discussion amongst ourselves to make those decisions.

Barke: Does anybody have issues with that, because that isn't really changing? Any discussion on that? Doing the cash advance, it isn't really changing the cost of it. If we make the decision to travel, we're okaying that the person's entitled to a 75% cash advance. Anybody have any concerns about that?

Gomez: I have no issue with it.

Williams: For the record, we've been doing this for a while, and the question is, is that what we want to do?

Boyd: It's discretionary. If you want to, you're following the same department policy that we afford to staff in terms of the Board being able to get that. Jack, you need to mute. Certainly, in terms of many districts get cash advances. Many public entities give cash. It's not unusual. Typically, there's a policy that states how it's being done. In this case, there's a departmental policy. All you all are doing is following the same.

Williams: That's what I wanted to hear; make sure we're following the right thing.

Barke: I will make a new motion to vote to approve No. 18.

Gomez: I'll second.

Barke: We have a motion and we have a second.

Williams: Wait, hold on.

Boyd: You just made a subsidiary motion.

Williams: I'm a parliamentarian type of guy.

Gomez: You have to withdraw. You have to withdraw.

Williams: Yes.

Barke: Oh, sorry.

Williams: You made the motion. I seconded it, so we can just take the vote.

Barke: Which vote?

Gomez: Or just withdraw it. Just withdraw it and replace it.

Barke: I'm withdrawing my original motion to have a discussion. My new motion is to vote to approve No. 18.

Boyd: And Beckie -

Gomez: I'll second.

Barke: Beckie seconds that motion. Would anybody like to have any more discussion? Hearing none -

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: And Vice President Williams?

Williams: Yes.

Boyd: Passes 5-0.

Barke: Okay. Dr. Williams, I'll leave 19 to you. I've been talking too much.

Boyd: Unmute, Ken.

Williams: I'd like to make the motion for approval of our format and the experts. I'll give a little background in discussion

Barke: I'll second it.

Williams: Okay. I'll continue with the discussion. As we know, at the June 3 meeting, we voted to approve the special board meeting, a public forum on opening Orange County schools. What I have been working on is getting all the good people to come to this. I'll go over that in just a second. The format is on page 28 here in our Board packets. Basically, it's the same format that we had for the School Work, the public forum we had 20 years ago, the Common Core one and the California Healthy Youth Act. It's following the same vein of thought that we're going to have a facilitator. I asked Mr. Williams Swaim, who has very good speaking skills, very articulate and smart to be the facilitator.

We have the expert panel that I'll go into in a second here, but they would get their opening remarks. Then, we get the Board with the questions. Then we're going to change it up a little bit and have maybe public questions if the public had questions about opening schools. They could type it into the Zoom capacity or capability that we have here who has questions and answers. Then, of course, the closing remarks. Getting to the expert panel, and again, as I said, last time, if anybody else has anybody that they'd be interested in, I'd be willing to...I think it's a good time to do it. Let me tell you who I have. The invitations went out a couple weeks ago, and I think I just have one person who has not said they would be here.

The first one is Don Wagner. Don Wagner has agreed to actually be here in person. This is something of great concern for him. We have a community pediatrician who's on staff at HOAG. He will give us a pediatrics perspective on the COVID-19 virus and how it affects and impacts the morbidity and mortality of our kids. We have a very interesting person and I have been introduced to her. Her name is Dr. Simone Gold. She's a physician as well as an attorney. Her main focus is that of health policy. Again, her residency and training formally is as an emergency medicine specialist. Then from a public policy perspective, we have Larry Sand who has been around for quite some time with the nonprofit California Teachers Empowerment Network. He's going to talk from a public policy perspective on opening schools.

I also asked Dr. Sherry Kropp. She's a former superintendent there in Los Alamitos and she's been a stellar star in our education community for the last couple of decades. I've asked her to give her perspective as a superintendent on how to open schools. Then we have more of an academic type person, Dr. Michael Shires. He's an associate professor at Pepperdine University, and he's from the school of public policy. It's important that as this is, again, unprecedented and

unparalleled times that we are involved in with this COVID-19 virus. This has never happened to us closing down the economy, closing down schools for an extended period of time. He's going to help us with public policy.

Barke: Ken? Just to add, I believe he's helping L.A. as well.

Williams: He's involved in L.A.?

Barke: Yes. He's involved in Los Angeles as well.

Williams: He's a very smart guy. Now, I have on this pending, but I'm happy to say that Dr. Clayton Chau, I just talked with his office on the way over here. He's going to be participating. He will not be here in person. He will be on the Zoom, but we'll get Dr. Clayton Shaw. For those who do not know Dr. Chow, he is now the interim acting public health person here in Orange County. He was a member of the Orange County mental health agency here. He was that person. He took over from the individual who is there who had to retire or resign because of a lot of stress in her life. Then we have a couple other specialists here. I'm happy to say that a pulmonologist, a hospitalist who has been treating lots of active COVID-19 patients during this pandemic phase of the Wuhan virus, Dr. Michael Eilbert. He'll be here.

He does have a political role in that he is the president elect of the Orange County Medical Association, and he's on the board of directors for Orange County Medical Association. As a physician, he has a lot of public policy, politics information and wisdom to share with us. Dr. Michael Fitzgibbons, he's my dear friend. I've known him for...I've been in practice for 34 years. He is an incredible person. He's the only person that really hasn't given his yes or no, but I think he'll be coming here. He's from the Georgetown Medical School. He's a mister everything here in Orange County. He's a delegate to the California Medical Association. He's been very active in public policy on medical issues within the state and county medical association.

Finally, Joel Kotkin. He is an urban studies professor at your husband's school there - Chapman University. Again, his expertise is that of urban life communities, people. I know him personally. He supported me in my reelection campaign. He is very insightful to public policy, to families and to community. Basically, everybody who is on here has, since this was printed, has said that they'd be here except for Dr. Michael Fitzgibbons, and I can twist his arm to make sure he's here. I don't know if he'll be here in person or whether he'll be here on Zoom. So far, we have two of our experts that will be here on Zoom. Dr. Ebert, he'll be here in Zoom, and of course, Dr. Chow. I think the rest of them will be here in person.

Barke: I think Michael Shires is going to also Zoom.

Williams: Is he going to be on Zoom? Okay.

Barke: Yes. I'm pretty sure Michael Shires will be on Zoom.

Williams: I will make those phone calls to get who's going to be here in person, because that's important for Nina with setting up the tables. Then we have to get all the information out to them as far as the Zoom meeting ID and when to call in and all that. This is going to be a little bit of work on my part. That's it as far as a report for the public forum.

Barke: Is there any discussion? If not, I would make a motion to vote to approve No. 19, but I'm open for discussion.

Williams: I think I made the motion.

Barke: To approve it or just to discuss it? I thought you made the motion to discuss it.

Williams: I think I made a motion to approve it.

Barke: Okay. Then I will second it if nobody did.

Williams: I think you did.

Barke: Oh, I did? Okay. Any discussion?

Gomez: I would just like us to maybe rework the Agenda, because you have 10 people on this panel. If you're going to give them five minutes a piece, we're not going to be able to stay to this timeline. That time needs to be worked a little bit if you truly have 10. Otherwise, we'll be here until midnight, and we won't be processing anything at that point.

Williams: Good point. Maybe we need to review this.

Gomez: I'm just saying we just need to rework this to make it a little bit more reasonable.

Barke: No, I agree. I think that we have had a lot more RSVP's than we intended. We thought if we invited a dozen, we would get six, seven or eight. I think we've got 10 or maybe 11.

Sparks: I would give them three minutes, because they're likely to go a little bit over the three minutes.

Barke: Sure. I think it's a good idea. I agree. I like three minutes.

Williams: I'm excited for this. I haven't received so many emails from people I don't know on this subject.

Barke: I do like the three minutes and that way it's consistent. Three minutes opening, three minutes closing. I like the three minutes.

Williams: I think three minutes gives us flexibility and options.

Barke: Okay. All right. Any more discussion?

Gomez: Also, just where it says five minutes per trustee, we need to make sure that when we ask the question that our presenters...respond more concisely so that we can ask more than one question.

Barke: We can ask that, too, when we phrase it to them.

Gomez: That might be part of the prep, Ken, when you talk to them.

Williams: Right.

Barke: Concise responses.

Williams: Right.

Barke: Okay.

Williams: Motion, second.

Barke: Any more discussion?

Boyd: I'd like to pose a question to the Board. Previously in conversations with Dr. Williams, he said that none of the executive staff needed to be here, but I just wanted to find out in terms of your time mirrors and who's tracking? Are one of you going to do that, or are you wanting -

Barke: You mean to introduce it?

Williams: No, to track the time.

Barke: We could probably just get somebody. I can get my husband to come. If you guys want to be here, great, but if you don't, I can probably get my husband or some attendee to do that for us.

Boyd: I just wanted to know if you were planning on doing it yourself. If not, then I'll work with what you're doing. I was just respecting what you had said initially.

Williams: Right. [inaudible]

Barke: Oh, okay.

Williams: Let's just say staff.

Boyd: Some of us will be here on site, and that's why I'm asking the question. We can through that detail. I just wanted to bring it up.

Williams: We'll be talking about that.

Barke: Any more discussion? Yes, Jack. Please.

Bedell: Thank you. I'm confused as to how to articulate, if at all, the superintendent school closure group. Will that have membership or anything?

Barke: I'm sorry. I didn't understand the question.

Bedell: The superintendent has a group on school closure, right?

Boyd: Reopening.

Barke: Reopening, you mean?

Bedell: Yes, reopening. I'm sorry. How does this articulate with that?

Barke: My understanding is the superintendent's committee is going to make recommendations based on their meetings. I had asked to be part of that, but I was excluded. We came up with our own, and we also will make recommendations. I think the districts can listen to whomever or everybody. I think it's just another transparent meeting to provide some suggestions from some leaders in the field.

Bedell: Okay. Thank you.

Barke: You're welcome. Anything else? All right. Shall we call in a vote?

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: Abstain.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: And Vice President Williams?

Williams: Yes.

Barke: Okay. Moving on to No. 20.

Williams: I make the motion to begin the discussion on the [inaudible] budget.

Barke: I will second your motion.

Williams: Since I'm the maker of the motion, I'll get the discussion started here.

Boyd: Who seconded?

Barke: I did.

Boyd: Thank you.

Williams: As the maker of this motion, I'll get started on the discussion. Hopefully, we have a vigorous discussion as a Board on this very important issue of our Annual County School Service Fund Budget, formerly known as the Orange County Department of Education Budget. To begin, I want to give all of the kudos and words of appreciation to our staff and to the good Superintendent, and Renee and Nina for working with us on this budget. We have spent many, many hours trying to understand all of the details of this budget.

It is an amazing experience to learn. I also want to give credit to the Superintendent who made some decisions to cut the budget, and we need to say thank you for that. In the discussion that we're going to have here, there are some other issues that came out in our research for the budget. We'll have that discussion here. What was given to us by the county superintendents of the budget may not be necessarily what we adopt as we get into more of the discussion here. You will see why.

Barke: I also want to thank Renee and Nina, because you guys spent long phone calls with us, long Zoom calls. You have answered lots of questions via email. Thank you, because I know you guys are busy. I appreciate all the time. Shall I start with an Object Code? Are you going to start, Ken?

Williams: No, you can go ahead and start.

Barke: Okay. Why don't I start with.

Williams: It goes up to object code 4300.

Barke: Okay. 4300 going to B-32 of the budget. Looking at number eight here, my recommendation would be to pull out four million of that and move it to the reserve for economic uncertainties, which is...do I have to know that code. You know what that code is. That would be my feeling.

Williams: That particular code is 9789.

Barke: Okay.

Williams: Okay. The thought behind this, the \$4 million represents monies that have not been specifically allocated to a particular program from our understanding. Please help me, Renee, if I'm incorrect. Please let me know.

Hendrick: That is incorrect. There is some to that. A lot of it, we have the program already. We just haven't allocated it, whether it's in salaries or other expenses. Normally, if it's in that code, it's waiting to be moved someplace else. The concern is we may have programs where it [inaudible] from that now cannot be allocated. My question is, because we do have more than adequate reserves, I'm not sure what the purpose would be to move the funds from the reserves. If it's not spent, it is going to move under reserves.

Williams: The understanding of this money in our earlier discussion was that this was not spent, and it has not been determined how much money is going to be allocated here. Please tell me if I'm wrong.

Renee: Right. What I said is, we have to allocate that into other resources. I don't know if it's going to go into salaries, or if it will go into services, or where it's going to go. That's why it sits in that account. It's waiting to be moved someplace. It's not that it's not allocated. It's just that we don't know where to put it yet. That's why it's in a holding account. Each time we'll do the budget, you're going to see it maybe come out of that holding account into other accounts.

Williams: What was the other thing? There's something about that when we had our conversation that you mentioned that money was being put in there to be spent at a later time. We understand that, but there's been nothing that has been dedicated to be spent on. Is that correct?

Hendrick: What I said was, I didn't know where we're going to put it yet. That was what my

comment was.

Williams: Right.

Hendrick: You misunderstood that. I said I hold it there, because I don't calculate indirect on it. Depending on where it gets spent, I don't want to generate an indirect cost that we may not get. That's what I was trying to explain. Sorry if I wasn't clear.

Williams: I thought that you also said, Mari, tell me if I'm wrong and tell me if what you meant is different, that was put in there just so there's money there so the unions and the collective bargaining wouldn't go after it.

Hendrick: No, I'm sorry. I was not clear on that. I said we have that there. We don't allocate it in salaries, because we don't know exactly what position it is. I don't want to overstate that, because that's something we need to look at very closely. That's why it's in that holding account. They can only see what's in that account.

Williams: The money is in that account, but it hasn't been determined where it's going to be spent. This is just an increase one time, this \$4 million?

Hendrick: What's going to happen is through the year as we figure out where those funds are going to be, they're going to be allocated into salaries or services or whatever that's going to be. This account will decrease as that time goes.

Williams: Can we add an interim budget change and adopt it at that time?

Hendrick: There's a time period between now and December.

Sparks: Isn't the purpose of a budget to know where it's going to go, not to guess where it's going to go? That's why we have a budget.

Hendrick: Yes. That's why it's put in as an expense. That's what the purpose is. At this point, we may not have some of the information that says these are the exact deliverables. We know we're going to get X amount of money for this program, but they may still be working on our MOU with the agency and being that instead, we want you to hire two people, three people, or they may just say, we want you to use materials. It's different for every single program. We know we have the revenue recognized. You don't want to not show an expense because it would be –

Sparks: The purpose of asking for enhancements is to budget out for a certain year is to know where that's going to go. Not to have it sort of sitting. It may go here or it may go there.

Hendrick: You're forecasting, right now, a budget for an entire year. You don't have all those details right now. It would be irresponsible for me to put revenue in and not put an expense.

Williams: Are we going to have \$4 million worth of books and supplies?

Hendrick: It's not books and supplies as I've explained. That \$4 million is holding, waiting to see where it's going to go.

Williams: What object code is that?

Hendrick: 4399.

Williams: 43 -

Hendrick: 99. It's a holding account.

Williams: The 4300 is a holding account?

Hendrick: Yes.

Williams: [Inaudible]

Hendrick: I can't hear you. I'm sorry.

Williams: Wouldn't it be more clean to transfer it to the object code 9789, which is reserved for economic uncertainties since we don't know where we're going to spend it? Then we can go into

that money when we know we're going to spend it?

Hendrick: That would be a very different philosophy for this Board. In the past, you've always not wanted to see a deficit and you wanted to see money set aside for things. That's a different philosophy than this Board has had in the past.

Williams: I thought the Board doesn't pass a budget. That's what we've been told. That's why we're in litigation, right? It's always the superintendent that's been giving us the budget.

Hendrick: That's incorrect, Ken, and you now -

Williams: No, that's not true at all, because that's why we're in litigation because of this. If the Board has the authority to make changes in the budget, then we can put the money into that reserve account and then go after it when we need it, when we spend it. We have to be whole and honest. If we're doing this to make it look like we have less money available for collective bargaining, that's not very fair either.

Hendrick: It's not and they can see that account also, Ken. I feel like I need to -

Mijares: Can I make a comment, Madam President? What she is talking about - the budget is based on projections. There are projections that we need to make. Whether we spend the money for employees or it goes to another expenditure. We may not know right at this moment. We may not have employees. Employees get up and leave, and they move and money gets collected. To put it in economic uncertainties keeps it pretty much locked there. I guess what we're saying is, historically how the budget's been done at the county level, districts might do it a little differently, but at the county level we make projections on what we estimate we will spend for the year. It may not be that amount of money.

Williams: When you were at Santa Ana Unified, did they do that?

Mijares: Yes, we did it, but it was done in a different way. It was done there, because you had a better understanding of the programs you were going to do. In our case, we pursue grants. There's a number of funding streams that we have. It is a little bit different in that regard.

Williams: Okay.

Mijares: What Ms. Hendrick is talking about, this is the way the budget has worked in this office. I presume it's worked that way in other county offices across the state for years. Every year the Board would approve a budget that was submitted by the superintendent. That's exactly how the accounting took place. If you want to move \$4 million and put it into reserves, our reserves are way beyond the necessary level that's required for accounting purposes. Thankfully, we have huge reserves that will allow us to weather any storm we may have just because it's been fiscal prudence. We've been conservative, and the reserves have built up. Our bargaining association, we don't pad the budget to hide money.

The bargaining association, they have people that have the same level that Renee Hendrick has or that Dean West has that review these budgets. They know exactly how much money we have. Nobody's trying to put money anywhere so the unions won't know that it's there. They know what is there. We tell them. We tell them what it is. At the same time, they like us to be healthy, a healthy organization. Yes, we go into collective bargaining. We look at COLAS. We do comparability studies across the county and across the state. What seems reasonable? What can we bear that we think will not end up imperiling the system? We end up agreeing with our associations on what type of salary enhancements they may receive. I just think it's important to

state that up front that there's no effort being done to pad accounts and make it look richer or leaner than it really is.

Hendrick: This was one of the areas if you would have asked, I could have given you all the different programs that has money sitting there, but that was not one of the questions you asked. An example I can give you is we have some money in there for COVID relief. That's budgeted in that account. I'm not sure if we're going to spend it on custodial services or whether we're going to spend it on cleaning supplies or whatever it may be. It's sitting in that holding account. I could give you a list of all the programs that have money set aside, but that wasn't one of the questions you asked. I can't hear you.

Williams: Is this COVID fund, that's an object code?

Hendrick: No.

Williams: Do we have the budget?

Hendrick: We have some money sitting in this holding account for an expenditure, because we know we will have some expenditures there. The question is whether it's going to be for more custodian or is it going to be for cleaning supplies? Is that going to be in salaries? Is that going to be in cleaning supplies or is it going to be maybe related to distance learning? Because we don't know that yet, because we don't have our plans and we don't have the funding with the restrictions of what we're supposed to do with it, those funds are sitting in that account.

Williams: We received funding for this COVID time period?

Hendrick: We received some under SB117. That revenue and expenditure is actually in 2019 year. Some of that will be carried over, and we're expecting to get about \$ 2.1 million under federal, but I'm not sure what the restrictions will be on that.

Williams: That's going to be \$2.1 million from the federal government. Is that through the CARES Act?

Hendrick: Yes.

Williams: Okay. Are we sure they're going to fund that?

Hendrick: We've been given what our allotment is. There's multiple parts. There's two parts of the CARE's funding. There's one part that's the schools. We think they will fund that one. It's already been given to the state. The other piece is there hope for some extra money.

Williams: Just for the record our reserve for economic uncertainties, object code 9789, that in the budget that was given to us is about \$110 million. Is that correct?

Hendrick: That is correct.

Williams: That's about 41% of our total budget?

Hendrick: That is correct.

Williams: What is a typical school district reserve, and what is a typical county department's reserve? Just an average. If you don't know -

Hendrick: The average is just between 10 or 15%. The amount that's required is 2% from the state.

Williams: The minimum is 2% by the state, and normal or other districts may have 10 to 15%. We have 40, around there? Okay. That is a lot of money.

Hendrick: You can see if you look at our budget for 19-20, we're showing a surplus of \$26 million. Then it was a decrease of \$21 million the next year. Our budget is very volatile, and

that's why the reserves are needed.

Williams: We didn't go into our reserves for this budget. Is that correct? This reserve amount, I don't have the document -

Hendrick: Are you talking for 20-21?

Williams: From last year 19-20.

Hendrick: In 19-20, we're going to show a surplus of \$26 million. You'll be adding the \$26 million to this ending balance.

Williams: To that ending balance?

Hendrick: Yes. In the next year, you'll be decreasing the ending balance by \$21 million.

Barke: I guess my thought in moving that \$4 million is it would decrease the amount that we're underfunded. Wouldn't that look better?

Hendrick: No, because right now you actually can show the deficit, and you can show the impact of the drop in funding. When you move it to reserves, it looks like we could just easily cut that amount of money. We believe that there will be expenditures there.

Barke: It just seemed odd to me to have it in supplies when we just have no idea where it was rather than having it in different accounts where maybe it would be.

Hendrick: The money can be used for salaries. We use what they call position control. Every single position that is in our budget has a number tied to it. When we close the year, we have less than a 1% variance in our salaries and benefits. That's a huge piece of our budget. If I started putting things in that I don't have the exact position, it would overstate that. That's one thing we don't want to do. We have a very, very close tracking mechanism. I would say 95% of the districts that get into financial trouble is because they don't have good position control. We don't want to put stuff in there that we're not exactly sure it's going to happen. I can give you a listing of everything that's in there.

Williams: I think that would be good. I'd like to find out. Rather than taking the \$4 million out of this books and supplies, you don't think it's a good idea to put it into our reserve of the budget?

Hendrick: If it doesn't get spent for a specific purpose, it is going to end up going into reserves. Let's say there's a program that they thought it was going to get \$100,000, but it really got \$200,000. Or maybe we got \$80,000, then \$20,000 will end up going to the ending fund balance and go into reserves. Every year the budget is always the most conservative it could be. Just like the budget you have in front of you, anticipates a 10% cut by the governor. I don't know what's going to happen politically, but you can look at those legislators actually saying zero cuts plus a COLA. This budget already is very conservative. I could see if we had a continual deficit. I'm just not understanding the reason between wanting to cap that amount.

Barke: My concern was that it jumped out, this huge amount in there for supplies. It just seemed like it was parked or it was sitting there. It seemed like it would be better or I would feel more comfortable that it was transparent if it was where somewhere related to where it might eventually be. I thought rather than worry about where it might be, if it's in the reserves, we know where it is. If we need it some place, whether it's in supplies, then we can pull it out, I think, pretty easily.

Williams: Is there an arbitrary number [inaudible].

Hendrick: It's going to be based on the programs that we have that we're still waiting for information. It'll be different every year based on whatever's happening that year.

Williams: That \$4 million is going to be used for various programs even though you haven't received programming.

Hendrick: In some cases we may have received the funding already, but we haven't put a plan together on what exactly we're going to spend it on.

Barke: I guess the other reason it popped out to me is because I see circled on page B-34. I circled that it was a 45% increase, which meant it was something unusual. Obviously, last year there wasn't such a big increase there. That's why it kind of popped out, and I asked you about it and you were like, well. I thought well, maybe, we should slide it into reserves.

Hendrick: Also remember the budget you're looking at is an estimated actual. We're at the end of the year. That balance will be down, but we're now projecting to start the whole next year, and that's why it's always higher this time of year. It's going to get smaller each time, but the budget you're comparing it to is our estimate for how we end this year.

Mijares: [Inaudible]

Barke: I don't think you're on.

Mijares: The reserves for economic uncertainty are part of standard operational procedures. When we're looking at a district in this county that dips below like a 3% reserve, and that percentage is predicated upon the size of the organization. It could be 1% like L.A. Unified only has to maintain a 1% reserve, because it is so big. It could be 1%, 3%. It can be 5% necessary reserve for that organization. If the district is spending at such a rate that they start going into their reserve that sends out bells and whistles, and we now have to immediately engage ourselves in trying to avert what may be an insolvency. That's the work that Dean West does. He has a team of people that are out there working with districts.

We've had a couple of districts this year that have been very close. Dean's intervention, we hire a fiscal advisor that goes into that district. We pay for that. They don't pay for it. We put an advisor in there to help the board and the superintendent make spending decisions that are going to keep it healthy. Santa Ana hires a lot of teachers. They're always going to be hovering around that 3% is all they can put aside for economic uncertainties. Most of the budget, I would say 90% of the budget for Santa Ana Unified, is already spoken for. When people come in and say, cut the budget, do this. They have to understand that you're now talking about people, because we believe in education. The most important element of the instructional program is to provide a professional working with students. We buy very few things.

That's why people are always scrambling around to make their buildings look better, because they don't have the money unless they pass a local bond. We're going to build a school. That might draw down more on what the state may give us. We may need money set aside for that school to make sure it's complete. We're different. See right here, we serve students that are special needs students and we serve them jointly with school districts where the student lives. We also do ACCESS, which, as you know, is a program designed to help students who are credit deficient. We go into adulthood, as a matter of fact, our programs, but fundamentally some county offices don't serve anybody other than the special needs students.

They don't have an ACCESS program; whereas, Santa Ana has to serve 45,000 kids. The county office is different. It's a different model, and that's why you find higher reserve levels at county offices. Sometimes we'll get money like the CARES Act. We didn't know we were going to get any money from the CARES Act, but we are going to get it. That's going to be more money that's going to come into our coffers. How we use that money is to make sure that our organization, you never want a county office in trouble. If so, that's like an anathema. That's the worst thing that can ever happen in education, because now you've got the people that are supposed to be strong. They're now weak helping those people that need the help, which our district, our 27 districts.

That's one of the reasons that a lot of the things that we do, are investments in the districts that we serve. We may have very little return for ourselves. We may not be the central beneficiaries of these dollars, but our school districts will receive support. It just depends on the nature of what they're up against and where we might be able to help them.

Williams: Renee, we're going to have, what, a \$20 million deficit in our budget? Is that what you told us?

Hendrick: Remember I talked about one-time expenditures that are in there, and that's based on the 10% cut by the governor.

Williams: Let's suppose no cuts were there, and it was a \$20 million deficit. Part of the fiscal responsibility, wouldn't it be good to reduce that deficit from 20 to 16 by taking out spending and putting it into the reserves? This is a year of significant challenges and speculation. We don't know what's going to happen. There's no real specific plan for this \$4 million.

Hendrick: Dr. Williams, I didn't say there wasn't a plan when I said we didn't know exactly what object code to put it in. One of the things we do get criticized for from the union is that if you just put money in a code and you don't know that's going to be spent, they feel like that's not transparent. This is an area for people to see that these monies are going to get allocated. We're just not exactly sure where. If you remember from the original budget presentation of the \$21 million, a large portion of that is from carry over funds we're receiving in 19-20 that are going to be spent next year. When you take out that and the one-time expenditures, that deficit is really going to be \$3 million with the \$2 million in federal money, it's less than \$1 million is what our actual deficit is for next year; structural deficit.

Williams: Not for this budget but for the -

Hendrick: 20-21 year.

Williams: That's what we're talking about now. We're going to have a structural deficit of \$20 million.

Hendrick: Part of that is looking at what are one-time expenses that are in there, or when you received revenue in 19-20, what the expenditures are in the next year because you got the money early, then that's just a one-time spend down. That happens to us all the time. You've seen that in every budget you've seen. Say for this year, we've gotten money where we received, say NTSS. We received that money the year before last, and it's being spent over multiple years. Those funds are in the ending balance, and they're showing there. We're going to have that expenditure

in next year. That's why you have those variances, because the deficit is really looking at your current year revenues versus your current year expenditures.

As a Board and as the Superintendent looks at it, they're trying to look at what is your actual financial responsibility for this year and two years out. What I'm saying is when you take out those one-time expenditures that are in 20-21, structurally we don't have a deficit because we've continued to cut expenditures.

Williams: It's a paper deficit then, and it's not really -

Hendrick: It's a deficit.

Williams: - a real deficit?

Hendrick: It is a real deficit, yes. You can identify exactly where those are, and then you move it into the next year. The deficit won't be there.

Williams: The validation or invalidate me, the thought was to reduce the deficit by transferring the funds and going from \$20 to \$16 million and putting it into reserves. Could that be done, and then later go back and you get that money if needed?

Hendrick: That isn't a standard budgeting principle.

Williams: I'm not a CPA. You're the expert. We look to you, and I respect you for that. I think I'm okay with the explanation and discussion.

Hendrick: If you'd like an accounting of the programs that are sitting in that [inaudible].

Williams: Yes. I think we'd like to see that.

Barke: [Inaudible]

Hendrick: I can't hear you.

Barke: It feels more transparent if we do have an idea where the money will go.

Hendrick: Again, if that's a question you would have asked, I could have showed you all of the programs. It is a program by program budget. I must not be clear in explaining it, because it's not like we just said, "Oh, we're going to put \$4 million here." It will say program ABC has \$250,000 that they're going to allocate to, they're not sure yet, so it's sitting there. [Inaudible] but we don't want to [inaudible] going to put it there yet. [Inaudible]...point it in salaries until we absolutely know that the position will be approved.

Barke: I wasn't indicating that they should go to salaries. I just wasn't sure. I just didn't figure that much money was going to supplies. Maybe it is.

Hendrick: I've tried to explain it may not be supplies. It could be in services and operating expenditures. It could be in salaries. It could be more of an option or a [inaudible] in that is the reason why it is sitting in that account.

Barke: Okay.

Williams: I'm ready to move on to the other object code which is object code 5230. I'm looking at a 2019-2020. That object code 5230 originally was budgeted at \$70,000, meaning that if I spend \$102,000 with a deficit of \$32,000. Now in this new budget, can you tell me how much is budgeted for 5230? Where is that?

Hendrick: In total?

Williams: We overspent by \$32,000 last year. How did we overspend that? How do we take that back? How's that going to be applied in the 2020-2021 budget?

Hendrick: I guess I'm not understanding. What are you looking at? Are you looking at 5230 as a

whole?

Williams: 5230, yes.

Hendrick: I'm sorry. I don't have that with me.

Williams: The 5230, that object code with all the pseudo object codes underneath it for 19-20. We spent \$102,000. That's the superintendent's account where there seems to be a lot of events that were frequented here, Fullerton Education registration, Center Temporal Calvario. We go on the Arts Orange County, the Girl Scouts registration. These are all types of monies that are being spent on organizations. The question that I have is why do we have so much being spent? Like here's El Sol. Here's [inaudible]. Why is there so much spending on these events?

Hendrick: These are for partners that we have - school districts, different organizations. A lot of times they are having an event, and to support them we will purchase a table. Then we attend. That is usually in Dr. Mijares budget. Dr. Mijares will invite employees or other partners. Part of our work as a county office is collaborating with school districts and our different partners around the county. This is a normal process that we've done for numerous years.

Williams: In a major deficit, another question is should we be spending all of this? This is taxpayer's money, and it's being spent on tables for conferences that really aren't educational. The question could be, is this a gift of public funds to these other entities, these public partners as you reference them?

Hendrick: It is not because anything that is spent for educational purposes is not a gift of public funds. If Tustin public school is having a breakfast to talk about your [inaudible], yes, we will support that.

Williams: You're going to take \$1,500, buy a table and go to their event?

Hendrick: That is in our practice in this office for many years, yes. [inaudible] getting to know them and trying to find out what the district is doing.

Williams: Is this kind of like social dues? Social country club dues where you go in and you mingle and mix, do a little bit of business and a little bit of pleasure at the same time?

Mijares: No.

Gomez: I can weigh in on this. I go to a lot of these breakfasts for Santa Ana, Tustin. Tustin, I buy my own ticket, because I'm a former president of the Tustin Public Schools Foundation. I buy my own ticket. It's really an opportunity for the district to kind of show off what they're doing. I think the county offices can either learn from them or partner with them. See what's working in one school district and perhaps take it to another. There's a lot of things that go on. I don't know if any of you have ever been to any of those. I've been to Newport-Mesa. I've been to Santa Ana. I've been to Tustin. I don't remember what other ones I've gone to, but these are really a showcase for these districts, not only for their public, their teachers, their own business partners.

When we show a presence as the county, it's a huge deal for them. I think if we were to buy 10 tickets, it's really a drop in the bucket for what we might be able to do. We might meet other partners that could help us with some of our programs. I don't know exactly what that number is, but I don't think we should discount those things. Should we be more prudent? I don't have a problem with that. Because you're trying to build a budget, as Renee said something earlier, we

build for the most, and then we perhaps not spend it all. We have to look at the bigger picture of some of these things.

Barke: I think here, though, Ken is actually referring to dollars already spent, and that there was an overage. I'll give an example, because I go to those. I went to Newport-Mesa the first year. I go to Los Al. I've paid my own ticket, I think. I know one example is the Los Alamitos Foundation. They actually reached out to me, because we had bought a table for \$1,000 or 1,200 and we didn't send anybody. They said, "Mari, do you have friends who want to come?" I had my own tickets, because I'm actually part of that foundation. There's an example where we spent \$1,000 or \$1,200 and nobody showed up. I think maybe we should look closer and maybe we should just buy a couple of seats to show our support. If we're buying tables and nobody's going, I don't see the benefit. That was one that I was personally involved with, because the district reached out to me and said, "Why isn't anybody coming? Do you want to come?"

Mijares: Let me just respond, if I may, to that. There will be times when maybe we'll buy a table and be gifted back or we'll tell the district, "Do you have parents, low income parents that could maybe use those seats?" We go to as many of them as we can. Many of them are Saturday nights, Friday nights, during the week. We pull double duty all the time as many of you did. They're going largely to not for profit foundations or the school, like in the case of Tustin Foundation. They set these breakfasts up, and they're probably going to use their money for scholarships that goes into the foundation. Not all the money's going to cover the food. They may make a 50% profit off each table.

Let's say if they get \$600, that goes to the foundation. It's used for scholarships. It's used for mentoring. It's used for tutoring. It's used for a variety of reasons to strengthen the instruction. What you have here is if you look at every one of those things, and they all come under my category. I go to as many as I can, but I don't go to them all. Let's say, El Sol, I buy...those tickets are usually pretty high so we might just only buy four tickets for four Board members who want to go. Do you want to go to the El Sol Dinner? I think we always reach out to the Board. They're having a dinner on this night. Each seat is like \$1,200. You're not going to eat that much food for \$1,200. We all know that, but it's going to go into their building program, like the charters. They're always trying to find money.

These things are used in a very dynamic way, a powerful way and a motivational force of our schools or not for profit organizations that we believe are benefiting the children and young adults in this county. That's what that means. Historically, that's what the organization has done historically. Santa Ana even buys tables. We bought many tables in Santa Ana to benefit the students of Santa Ana. It could be the Boys and Girls Club are doing something, and we make an investment. That's where that money goes. If we were to pull back all that money and stop in investing, I would say, "Why would we want to do that, especially an organization that is helping us? We want to support our districts.

Williams: What about Beckie's suggestion that we cut back? I'll be honest with you. I think this is a waste of taxpayer's money to have a social, because the Girl Scouts buy a table for \$1,500. Their profits, probably the more tables they sell, the more profits they get for the organization. I look at this as very, very much akin to a gift of public funds. You're paying money for

organizations. You may call them partners, but you're helping that organization by giving public funds and public taxpayer's money to these private organizations. I understand about the social interaction and perhaps the benefit, but \$102,000. You think we could be a little bit more prudent?

Hendrick: We did cut that by 14%.

Williams: What about the \$32,000?

Hendrick: What you're seeing here is the current budget doesn't have the estimated actuals budget. The budget that is showing on there is actually over budget. If you look at the actual. In your booklets in the binder, [inaudible] the 5230 is combined with 5220.

Barke: What page are you on, Renee?

Hendrick: On page B-22, we cut that category by 14%.

Mijares: We did bring these items up. This is the first time we're hearing about this, frankly. This is the first time I'm hearing about these requests that the Board is making. If the Board philosophically has an issue with this, because I truly believe that there's merit in doing this. I think it enhances the relationship, the partnerships, the money is used for meritorious purposes. It's not being used with reckless abandonment. It's helping kids, it's helping families. If the Board philosophically wants us to reduce that, I'm willing to do that. We'll buy fewer, fewer tables, we'll make fewer contributions. We're willing to do that. You see our reserve levels, it is \$100,000 with reserves that we carry as high as we do, it's a worthwhile investment from my perspective.

Williams: It is taxpayers money.

Mijares: You had a discussion earlier about going to conferences. That's taxpayer money too, but you derive a benefit from going. You have to constantly weigh out. Is this something that the average person would think is justifiable or not. There's an element of discretion. We've been generous with our accounting, but if there's a sentiment on the part of the Board, a philosophical desire to cut that back, we're willing to do it.

Williams: How much are you willing to cut back?

Mijares: I don't know. I guess if I had known this earlier, I would have come up with a better plan. Renee made a comment of us already making an adjustment. What did you say?

Hendrick: Fourteen percent.

Mijares: We've done 14% already. Is that your wish that I increase that percentage? What would you like it to be increased to?

Sparks: I think we take a look at the ones that are educational, that are benefiting the students, and perhaps there are others that aren't as much and we will make a determination and adjustments along those lines.

Mijares: I think that's a great suggestion. I do believe, and I'm going to make a projection, that when you look at these organizations who's getting the money, it's going to be very hard to determine which one you believe should get it and this one should not because they're all a great need. Many of them, as you mentioned, as Ms. Barke mentioned, like the Newport-Mesa one you went to. We bought a table and you attended that breakfast meeting, and I'm glad you were there

because it was your first time on the Board and we had a chance to introduce you to the public. It was an opportunity to see everything that Newport-Mesa expects to do that in that particular year.

It was a visionary opportunity. They were talking about the metrics that they were going to use to do with student achievement. It gives us a better understanding of how we can help them. What I'm saying to you is that these are all very worthy organizations that get this money, but if you want to list and you want to give me some feedback as to what you want cut, I'm willing to do that.

Williams: I think cut would be good, but I would want to give discussion to you to where you go spend that money. \$100,000, that's a lot of money would be given away. We cut it. How much did you say - 14%? How about decreasing it another 14%? Maybe 30% total.

Barke: I just want to emphasize that I would love communication with us and our districts. I went to Newport-Mesa, which mostly isn't my district. I didn't even know about Los Al until they reached out to me four or five days out, because they had empty seats. Had I known when we bought the table, which I think was December and the event was February or March. I would have planned to go. I would have said, "Okay, I'm definitely going to go. I'll bring somebody from the community." I think also communication, if we're spending the money, like you say, it's going to a good cause, but we should get the bang for our buck and go and be present. I have a feeling most people didn't even know we'd bought a table who were there, because none of us were there.

Mijares: Normally they list us on their program of those who've made a contribution. I can't speak to that particular one. I don't know exactly what happened, but oftentimes, we'll buy a table for, let's say eight or 10 people and we will have people that are going to go and suddenly they can't go. It's never going to be wasted, because the money's going to go back into that system. Obviously, it would be nice for us.

Barke: Right.

Williams: The question was, how much should we reduce? We've reduced it 14%. That 14%, How much was that in actual dollars, Renee?

Hendrick: 14,000.

Williams: 14,000? Okay. We overspent by 32 last year. We reduced to 14.

Hendrick: You're comparing it to what is called current budget. I picked the wrong budget code. [Inaudible and loud static interference]...I picked the wrong budget key. Estimated actuals is what you have in your report. That number is probably increased. It's not down by that amount. If you go back to the budget at the beginning of last year, the preliminary budget, it's probably down even more than that.

Barke: It's not the overspending [inaudible]. For whatever reason, when it came to us it looked like it was over budget by \$32,000. There isn't the over budget that we assume? We thought that there was about 32,000 over the budget. That was pretty healthy.

Hendrick: No.

Barker: That's a better explanation. Did we just spend actual last year? What did we do end up doing?

Hendrick: We only look at the actual. Whatever we end up doing, we look at the actual.

Williams: If Renee reduced it 14%, what do you think would let you do more? Renee, what would you recommend if we want a little bit more? We reduced it to \$14,000. Can we maybe get that to 30?

Gomez: [Inaudible]

Williams: We're not going to have a budget, then, for July 1.

Barke: What about if we say we reduce it by 20,000? Does that sound reasonable? Let's look at it. If it appears as there's not enough, let's talk about it and add some back.

Mijares: We can do that. That's reasonable.

Barke: Okay.

Williams: You're saying \$20,000, we can reduce it. It's at 14. Another \$6,000. Another 6% to about 20%?

Mijares: Yes.

Barke: Yes. If there's some extenuating circumstances and somewhere where we really need to help out a district or really a benefit to doing it, then let's talk about it.

Williams: The other issue is the dues and memberships, object code 5300. As you saw tonight, the discussion was that we would be reducing perhaps a membership or two. I was thinking that we can reduce the budget for our Board membership by 13 or 14,000 around there. That's where another cut, I think, would be reasonable and easy to do. The last one –

Gomez; Wait. Before we move on to the Board memberships, we already asked Renee to come back and tell us what the value is. Before we arbitrarily start cutting, we should understand what we're doing first. If we can have her give that information to us, we may say we can't cut that because all these things are valuable. If you say right now to cut it by 10% or 15%, it's very arbitrary without any information.

Barke: I don't think he was actually as arbitrary as you're thinking, because what he did was he took the NSBA plus the ACSA – is that what it is? – and one is 880 and one is 12,975. That's where he's getting his 13 to 14. It's about 13,800. He wasn't totally arbitrary. If you come back and say, we need to keep the NSBA then we won't. Am I right, Ken? Is memory serving me right?

Williams: We have a couple of things that we're coming up against. Again, we'd like to get the budget out. It's not going to be done tonight, obviously. It's going to be delayed until July 1, which is our first organizational meeting. What we're doing is delaying it even further into July.

Barke: Ken is thinking that -

Gomez: Then let's approve the budget the way that it is.

Williams: I don't like the budget the way it is.

Barke: Let me -

Williams: I'm not done yet.

Barke: Let me make a suggestion here. I think we didn't go anywhere near what we budgeted last year. I think we had plenty of room. Am I remembering right, Renee? We spent like \$930,000. I don't know. Maybe that's a different one, but I think we're under budget. If we reduce

by a given amount and we decide we need it, we can go back and approve it.

Gomez: A budget is a plan. Again, to go to the maximum or a better estimate than just, again, arbitrarily cutting things, it just creates a lot more work and we're going to have to go...I can't go through this whole budget thing the way that we're doing it. It just makes no sense to drill down so deeply on the stuff. We have to rely on the staff and their expertise. They know what they're doing.

Williams: I'm sure they know what they're doing, but I'm not so sure it's the will of the Board that they're doing. That's why we got into this in great detail. Last year, we were very general in our budget cuts that we made. We did our due diligence, Mari and I. We went into great detail. We spent a lot of time with Nina and Renee going over this. I think we could do better with some budget cuts and let me end up with the last one, which is the lobbying, which is part of the concern that we had last year and which I still do have that concern. Right now, we don't have -

Barke: I think Renee wants to jump in here for a second.

Hendrick: I am just unclear on what the final direction was. We could be saying something different so if there is direction, I'm [inaudible].

Barke: I think the direction for the dues and memberships is we were trying to see the value. If the value of NSBA and ACSA isn't what we need it to be, because maybe we'll go to NSBA, maybe we won't. If we do go, instead of spending 795 to go, we'll spend 995 but it won't cost us 13,000 in membership. I think if we discover that we can do that and maybe we won't even go, maybe we will, maybe we won't. We don't probably need to spend that almost 13,000. I think that's where we're looking to cut the dues and membership.

Barke: Okay, Ken. Now, go on.

Williams: Lastly, on the lobbying, can we create a separate local object code in our budget for lobbying? Can that be done? What did we say that we had in lobbying?

Barke: About 250,000 and that's rounding. It might be a little less, might be a little more. Does that sound right? About 250,000?

Hendrick: Except for one of the ones that was in there [inaudible].

Williams: My thought was reducing that by about 10% or \$25,000, getting us down to \$225,000. Not a big reduction. It's actually less than what the Board passed last year.

Hendrick: I'm sorry. Would you repeat that again?

Williams: We were going to reduce it 25,000, or about 10%.

Barke: Renee, if I was reading that right, it looks like one contract is 37,300. The other one is 60,016. Then one is 54,000. One is 108. I know I just rounded when I got to 250. It looks like it's 59? 259 roughly? Does that sound about right? We're thinking maybe we could cut that by 10%. The other thing I would still love, and I know you guys mentioned that there's some kind of recap where we hear that. I just need a highlighted an invitation, because somehow, I missed it. I would love to know what's going on.

Hendrick: The other thing we can do is register with School Services you guys do have the ability to get their online stuff.

Barke: Okay.

Hendrick: Do you know how to do that?

Barke: I don't.

Hendrick: You'll get budget updates pretty much daily.

Barke: Okay.

Hendrick: [Inaudible]... for each one of those. [Inaudible]

Barke: I would love to see that. Sometimes, randomly, people call me or email me. "What are you doing about this?" I'm like, "I have no idea." It would just be nice to be a little bit engaged.

Gomez: I think that goes back to the membership issue and the different resources we can have. If we're not all tapping into those resources, we may not know what the value is of that membership.

Williams: If we're not using it, why pay for it? I know I wouldn't pay for a membership at a gym if I wasn't using that gym. If we're not using that organization or not going to -

Gomez: If you don't even know about it, how can you say you can't use it?

Barke: I think we're going to get information.

Gomez: That's my point is that we need to get the information and trust me, I get a ton of stuff for the different things that I'm involved in. I do test that. If it's my personal expense, is this membership what I want?

Williams: I'm just thinking ahead for the next meetings here. We have our July 1, which is two weeks away. Everything has to be due by the 25th, I think, of June. Tell me if I'm wrong, Nina. We have to have a budget available before the board meeting.

Boyd: Next Wednesday, because we prepare it and then you vote. That will be before the board meeting.

Williams: Today is the 17th. I'm talking about for the July 1st meeting. We have to have everything to you and Darou by the 25th. Right?

Gomez: Today's the 17th.

Williams: You have to post it on the 26 for our July 1 meeting.

Boyd: There's no way if you send it to us on the 25th we can have the Agenda prepared and post the information.

Williams: Right. That's what I'm saying.

Boyd: Today is the deadline. [Inaudible].

Williams: [Inaudible]...deadline. The budget's important. We can get around.

Boyd: Next week, you wouldn't be getting your Agenda for the meeting.

Williams: We'd be getting it on the 26th.

Boyd: You have a board meeting next Wednesday, which is a forum and [inaudible].

Williams: Right. You'll post on the 26th for the July 1 meeting.

Boyd: [Inaudible] The cut off is not the 26th.

Williams: Yes and no. The Executive Committee, we put things on at the last minute. We put holders on there, and we fill it at that last minute. The 10 day rule was just to make it easier for the staff.

Boyd: No, it doesn't make it easier for the staff.

Gomez: I've had things denied to get on the Agenda, because they were late. If you're saying you're putting things on at the last minute. That's kind of irritating to me.

Williams: We put placeholders. There's placeholders there that we make ahead of time and then we give the details.

Gomez: Then we shouldn't have different rules at different points in time.

Boyd: Can I just walk you back through? Tonight would be cutoff, because you happen to have a board meeting that's close. It's two weeks away. Next week on the 24th, you have another board meeting, but on the 25th, we're doing board prep in the office to fit your Agenda together and post it. There's no way that we can do that if you're saying that there's other Agenda items that will be coming for July 1 on the 25th. As you see, all these numbers on your Agenda, and all your backup items, all that has to be collated. You all don't like it when you can't find stuff in the Agenda. That's why we need the day before, because we're delivering it to you and posting it online.

The next few days, we'll start working on transcription tomorrow afternoon or Friday. We've been here since 3 o'clock. That takes a lot of time to go through, transcribe and do minutes. We're doing that at the same time we're preparing for your next week's meeting and your meeting the following week. That's why it's not to make it easier for staff. It's just not humanly possible to do it in the timeframe that you're identifying.

Williams: What you're saying is we can't have a budget, a new budget with some reductions in it by the July 1 meeting?

Boyd: I'm not saying that. I'm just saying in terms of we have to have the information before the 25th.

Williams: That's what I'm trying to determine now. I'd like to see some cuts, and that's what we've been talking about for the last couple of hours. Can we have these cuts so that we can vote on the budget for July 1?

Barke: Are you going to make a motion for them tonight? Are you going to make a motion?

Williams: If that's what we have to do.

Barke: If you make a motion tonight, then it's done. It's given to you, right? To make a motion and do it? Just a thought.

Williams: We could, because on our Agenda is the budget that we're talking about now. There's a practical aspect about this, and I just want to make sure that we get a budget for our July 1 meeting that we can pass and everybody's happy with it. I sense Dr. Mijares, if we agree upon some budget cuts, that you'll work and get this done and get this budget to us and post it appropriately so that we can have the public hearing and adopt the budget on July 1. That would be my goal, but I need to have your assurances that you're going to work towards that same goal.

Mijares: You could have a meeting anytime you want to. You've created the meeting on the 25th, and we do have one standard meeting on the first. You could squeeze another meeting in there if you wanted to, to pass the budget. The Board, it's within your right to do that if you wish so we can get it done. I would like to have it passed, if at all possible, by July 1 -

Barke: I agree.

Mijares: - so I can send it up.

Williams: We both agree on that.

Mijares: In terms of the biggest factor for our department is if you ask us to start cutting here and there. Then we have to look at the effects of those cuts, how it trickles down into the system. Does it mean now that we have to reduce our expenditures for personnel? I don't have any idea,

because I can't read your minds. If you can give me an idea of where you want us to cut and how much, that would be helpful.

Williams: I think I've been doing that for the last hour. I'll be very specific. The lobbying, let's just say 10%, or about \$25,000.

Mijares: We can do that.

Williams: Good. Then for the dues and membership for the Board, it's object code 5300, let's reduce it by \$13,800. For the travel and conferences, object code 5230, I know you cut it 14% and that's about \$14,000. Let's make it 25% instead of 14%.

Mijares: Is that the one that we agreed on?

Barke: Isn't that the one we agreed on 20%?

Mijares: We agreed on that already.

Williams: Okay.

Barke: Yes, we agreed on 20%.

Williams: Instead of 14, we'll reduce it to 20%.

Mijares: Yes.

Williams: Okay. You're good with all those cuts. I think Renee did a good job in explaining this \$4 million when we were talking earlier about it. It did seem kind of odd that we didn't have an exact budget to spend that money on. That's why we made that suggestion there. I feel comfortable with how you explained it. I'm fine with that. If we can agree to those cuts and you'll have the document?

Mijares: Yes, the cuts we've talked about right now, right?

Williams: Exactly. If you can have that then to us and posted appropriately, we can pass this budget on July 1st. That's how I'd like to do it.

Mijares: Great.

Williams: I have your word?

Mijares: You have my word on these cuts we talked about tonight.

Williams: Right.

Mijares: Yes. Thank you. That's great.

Williams: We can agree.

Barke: It's either that or we have another very long meeting. Are we to public comment? Are we finished there? Do we have to make a motion or anything?

Williams: I think we do.

Boyd: You already had a motion.

Williams: You're right. We do have a motion that I believe I made, and was seconded -

Boyd: By Mari.

Williams: - to the budget. Now, I make the subsidiary motion with all those cuts. That would be the appropriate part from a parliamentarian perspective.

Boyd: You withdraw your first motion?

Williams: We can do that, too. I withdraw my first motion and you withdraw your second. Let me make the new motion. I move that, on item No. 20, we approve the Annual County Service Fund Budget by those three amounts that we mentioned and that we come back for July 1 to have that budget available on that date for the Board to approve.

Barke: I will second that motion.

Gomez: What are the items specifically that we're going to cut?

Williams: Pardon me?

Gomez: What are the items specifically that we're going cut? Can't vote on something we don't have the specifics of.

Barke: Lobbying was 10%.

Williams: Lobbying, and let's be very...is that object code 5851?

Hendrick: Yes. Ken, also, dollar amounts work better for me.

Barke: Do you want to do 25,000? Does that work? That's just under 10, because I think it was 259. Okay. We'll take the 25,000.

Williams: Then object code 5300 for the Board's dues. We were going to reduce that \$13,800. Then the object code 5230. We have 15% reduction. I think we are going to reduce it to 20. Was that the consensus here?

Barke: Yes.

Hendrick: That's what the Superintendent noted.

Williams: You like round numbers. We just want to say \$20,000?

Hendrick: As long as I know exactly where you're at, I can do that.

Williams: Okay. \$20,000 in object code 5230. Does that help you? I know you have pseudo subcategories. I don't know where that is.

Hendrick: You said it was a different budget.

Williams: Right. That's all you need. Is that right? Okay. How did my colleagues receive that? Was everybody clear on that?

Barke: I'm good.

Williams: Okay.

Barke: Would anybody like to have more discussion?

Gomez: No, thank you.

Barke: All right. I think we're ready to vote.

Boyd: President Barke?

Barke: Yes.

Boyd: Trustee Bedell?

Bedell: No.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: And Vice President Williams?

Williams: Yes.

Barke: Okay. Are we moving back to public comments?

Boyd: You're at Board discussion.

Barke: Board discussion. Sorry.

Williams: I'm up next on deck. What happened after the California Health Youth Act? It was a very controversial issue. I think we agree more than we disagree. My whole concern with the California Healthy Youth Act is the age and content appropriateness. When we gave direction and talked about this over the last one to two years, we've accepted a state grant to help with the frameworks. Jeff Hittenberger told this Board that he would be...I think you gave a presentation, Jeff. Correct me if I'm wrong. You gave a presentation at that time. I came back from that presentation that everything would be appropriate for this county, for parents, and that everything would be acceptable. I thought it was a good Board presentation.

I thought we were all on the same platform believing that everything would be age and content appropriate, and everything would be straight academic medical information and nothing would be wrong as far as any misinformation given about medically correct issues of sexually transmitted disease, human sexuality and preventing pregnancy, abstinence, et cetera. What happened was after that, we really haven't had a whole lot of discussion until an April 20 email. A constituent came to me and gave me this email from one of our employees. It's subject was an update on mandated CHYA instruction. Again, an update on mandated California Healthy Youth Act instruction.

There were other department employees that were Cc'd and a couple of people from the California Department of Education. It was addressed to the California Health Education Community of Practice. It talked about, in this email, what are we going to do during this COVID virus? Now that we're not in school, what ways can we meet the state guidelines and mandates? Within this email that came out, there was a parental notification template that I thought was good. On one of the issues here on curriculum publishers, the Advocates for Youth, their curriculum, rights, respect, and responsibility. I tried to sign up for that and I couldn't, even though I requested to be a part of that group, I was never given anything that allowed me to go in to learn more about rights, respect and responsibility. That was put out by the Advocates for Youth.

I don't even know who Advocates for the Youth are. I went to scrolling on down this email. There was at the very bottom recommendations by our staff on certain additional resources and it's in bold here. Part of it is in California Department of Education's Statewide National Sex Health Resources. There is mention and reference to San Diego Sexual Health Education programs, and these are all highlighted with URL links. You can just link in there and look what our staff is recommending. There's one that took us into sex education for social change. That's put on by SIECUS. When you go to this SIECUS, when you go to that link, again, it's by SIECUS, which is a very troubling organization with its policies that it's promoted over the past two to three decades.

I certainly don't agree with everything. They go and talk about what do you do for your kid during this COVID virus when everyone's at home? How do you still get all of the mandated curriculums and here are some resources. Part of the resources is when you link there, it goes to something called AMAZE. I went on AMAZE, and I saw some very interesting videos that certainly they're cartoonish. They're not age and content appropriate. What I thought is I would introduce those videos tonight and look at them, if we can. We didn't get the video to show? I don't have any audio.

[A VIDEO FROM ONE OF THE LINKS THAT DR. WILLIAMS REFERENCE BEGINS TO PLAY]

Video: Where do babies come from? My friends want to play doctor. Is that okay? Why is pink a girl's color? Wait, what? Mom's make eggs? What if I don't want to give a hug? Is it bad I don't feel like a boy? Dad, what does bisexual mean? Why does Keisha have two dads? How do two dads make a baby? What is a vulva? What's sex? Little kids, big questions. AMAZE Jr. is here to help.

Williams: I guess that's all here. Can we have those play up on the...I can hear. That last one that played, kind of cute kids. Nothing I thought that was offensive until some of the age and content issues of talking about sexuality, and these are meant for four-and-a-half-year-old kids. I thought that was not what I would teach my kid at four-and-a-half-years of age. Anyway, that's the first video. If we can go on to the next video.

[THE NEXT VIDEO DR. WILLIAMS HAS REFERENCED PLAYS]

Video: Hi there, my darlings, I'm dancing to keep my body fitter and healthier. I love you, grandma. Just the way you are. What is all that noise going on? Oh, dear, what a mess. Jessica and John, you cannot come in like that. You're all dirty. Quickly, now, go get cleaned up. I had a bath last week, I think. Don't look, I'm a boy. Okay my boy, if you feel shy about it, we can play a game. Simon says. Ooh, I always win at Simon says. Simon says, Simon says point at your eyes. Simons says point at your ears. Simons says rub your belly button. Simon says point at your nipples. Yes and no, John. These are breasts, but like you and Jessica, I have nipples, too.

My turn. Simon says, what is a penis? Jessica, stop teasing John. John don't be afraid or embarrassed to use the correct term. They are what they are. Simon says, what is the little sack underneath the penis? That's my scrotum. Scro-what? S C R O T U M Scrotum. And another new word is testicles. You will feel them inside your scrotum. They are two ball-shaped parts. If John has a penis where he pees from, what do I have? You two are very similar, but also different. Boys have a penis between their legs, and girls have a vulva between their legs. We each have a vulva. Yes. It has inner lips, outer lips, and a clitoris. It has a small opening where the pee comes out called the urethra. And another that is for the vagina. See, John? We are the same. Thanks for joining me and my family. For more information from me, Grandma Winnie, join me at amaze.org/junior and on Facebook at AMAZE parents. Bye.

Williams: Grandma Winnie is teaching about anatomical body parts, the penis, the testicles, scrotum, vulva, inner lips, clitoris, and urethra. I think this is a little bit awkward for four-and-a-half, five-year-old kids to be looking at it. I as a parent, I wouldn't want my kid to be looking at these videos and making fun of it. I think it's certainly...it's awkward. It's inappropriate for that age group. Let's move on to the next one. If people are feeling a little offended by this, I'm sorry. This is what we're showing four-and-a-half and five-year-old kids. Again, I don't think this is appropriate for that age group. Let's move on. I don't have much time. Let's go on with the next one.

[ANOTHER VIDEO BEGINS TO PLAY]

Williams: This is for five-year-olds.

Video: Where's that tissue? Oh my darlings. I didn't see you there. Sorry for sneezing like that in public. Where is John? I pee with my pee-pee. That's very talented of you, John. I would prefer you use the bathroom, my boy, and of course, to use the proper words I taught you when you talk about your body. Now go wash your hands. Why does John say pee? Some people are uncomfortable talking about their private parts so they use silly words instead of the correct ones. But you and John know the word is penis. Pee or urine comes out the tip. I'm sure you've heard a

friend use a silly word for their private parts, too. They called it a Vajayjay. You know what vajayjay is what some call the vagina, but it actually is called the vulva.

People use lots of made up words, but we shouldn't be afraid to use the correct ones as we do for other body parts, like arms or legs. I'm back with clean hands. Have you noticed that older children and adults do not touch their private parts in public? That's because they've learned to keep those parts private, unless there's a special reason like a visit to the doctor or hospital. You know how I ask you to knock before you come into my bedroom or bathroom? Sometimes you say no. Yes. When I want some privacy and privacy also means we don't show or touch our genitals in public. Genital-what? Genitals. That's the correct word for private parts like penis or vulva. I have another question.

Sometimes my penis stands up in the air, and it feels good when I touch it. When your penis stands up, it's called an erection. Girls also have a private part that they may want to touch, because it feels nice. The clitoris. It's okay to touch your genitals, and learn what different parts feel like, but it's best to never do so in public. I see. You're going to be sorry. What did I tell you? Thanks for joining me and my family. For more information from me, Grandma Winnie, join me at amaze.org/jr. and on Facebook at AMAZE parents. Bye.

Williams: As we end this one, this is not offensive. I actually think there were some good concepts in here it's like avoiding public urination and not touching your private parts or genitals in public. I think that's excellent. I think part of what we see here is the subject of erections. I think the family dynamics, most parents would like to talk about that in the family and certainly this is presented for six-year-old kids. That may be something that the family wants to introduce. Also, the video introduces the subject of masturbation at a young age.

Grandma Winnie in her way that she promotes herself as the one looking after the virtue of these kids actually responds in a manner that I think limits the concept of self-control. Winnie said it feels good when I touch it. These are things that belong in the family and should be something that we, as a department, would be putting in an email telling other parents about it. Let's go on to the next one. I'm trying to, it's 10:30. I'm trying to get this over in the next 10 minutes.

[THE NEXT VIDEO PLAYS]

Video: Hi, my darlings. Grandma Winnie here with FiFi. Hi to all the parents. We're here to introduce you to AMAZE Junior. AMAZE Junior is a set of educational videos for young kids about their bodies, health and development. Parents can view them with their little ones and start the conversation. It also includes a playlist of videos just for parents. What is a penis? Vajayjay is what some call the vagina. And moms have tiny eggs. Be who you are. In the videos, I am there to look after the little ones with age appropriate content, starting with four plus years. In this world. And I will be offering a tad more mature info looking after children from six plus years. This is the world I live in.

Together, we provide the tools, advice, and learning materials you need for those awkward conversations about their bodies, health, and growing up. And move you to the comfortable space of hashtag more info less weird. As their trusted source of knowledge and guidance, isn't

that would you'd prefer? These are the places you'll find us. We hope you enjoyed the AMAZE Junior and parents playlist videos. Goodbye darlings. See you again soon.

Williams: Here in this video we see Grandma Winnie introducing herself as kind of a kindhearted grandma and the guardian of the innocence of children that are four years of age and she introduces Fifi the Fox who states that she's adding a little bit more information for six year olds. She makes a proclamation that she's a trusted source of guidance and isn't that what you want. I'm not so sure if I was a parent, that I would want that. Let's move on to the next video.

[THE NEXT VIDEO PLAYS]

Video: Okay. So we have regular size, extra large, latex free, thin feel, and intense feel. Okay. Strawberry, wait, wait a minute. Why do they need a strawberry flavor balloon? Someday, what may seem unbelievable now, will likely happen. Someone will agree to have sex with you. Congratulations. Hey, didn't you forget something? Yes, that's important too, but I'm talking about condoms. It's a good idea to use condoms when you have sex. Condoms are an effective method for preventing pregnancy, as well as HIV and other STDs. Okay. I see that you need some help. Let me give you some tips on how to properly use a condom. Check the expiration date on the condom package to make sure the condom isn't expired. Open the condom package.

Never use your teeth, scissors, or any other sharp object. You may rip or cut the condom. Before sex, take out the condom. It should look like a little hat. Then hold the tip of the condom to remove any air and then roll the condom down to the base of the erect penis. The condom should roll easily. If not, it may be inside out and you should throw it away and get another one. Use each condom for only one sex act. After ejaculation, withdraw the penis while it is still erect. Hold onto the base of the penis to keep the condom from falling off. Remove the condom. Tie a knot in the end to keep the semen inside. Wrap in a tissue and throw it in a trashcan. Condoms come in different shapes and sizes. There are also different colors and textures.

It's important to find a condom that is comfortable for you and your partner. Some condoms have lubricant to make them more comfortable during sex while others do not. Non-lubricated condoms can be used with water-based lubricants, such as commercial lubricant you can buy in the drugstore near the condoms. Never use Vaseline or other oil-based lubricants as they will break down the condom. Condoms can be purchased at many stores, including pharmacies and grocery stores, and even in some gas stations.

There is no minimum age a person needs to be to buy condoms or maximum. So, if you're lucky enough, the first time you have sex won't be the last. Remember to always be responsible, protect your health and that of your partner, and always use a condom. That's the last time I send Jim to buy balloons. Until next time, don't forget to visit me at amaze.org or go to my YouTube channel to watch more. Bye.

Williams: Again, a video aimed for the six-year-old group. Here, sex is presented as a desirable outcome by chance and fate. I think this video for me, as a father, promotes sexual promiscuity. There's no discussion about the psychological social issues associated with coitus outside the bonds of marriage. This is directed at a very young and vulnerable age. When Grandma Winnie

says someday what may seem unbelievable now will likely happen. Someone will agree to have sex with you, congratulations. I just think that's really not age and content appropriate. Okay. Let's move on to, I think we have two more left and then we'll be done.

[THE NEXT VIDEO PLAYS]

Video: All right, folks, here we go. A romaine and kale salad with avocado, cucumber, Shishito peppers, and four kinds of cheese sprinkled in balsamic straight from Italy. Wow. In my day, salads only had two ingredients. A rock-hard wedge of iceberg lettuce, and a stinky old rotted tomato. Sorry guys, I'm going to have to eat fast. Alex is stopping by in a few minutes to work on a robotics project. Alex? Is that the girl with that weird dog or the boy with the hat with the wings that flap? No, Uncle Jay. This is Alex. Oh, okay. I remember. A very nice young...hmm. Come to think of it, is Alex a boy or girl? Actually, Alex, doesn't define themselves as boy or girl. What else is there?

Back in your day, most people understood the world in terms of just boys and girls. But now, we know gender is more complex than that. Wait, aren't we just talking about whether you're born with a hmm hmm, or a hee hee? When you're born, your sex is assigned in a medical way, but the sex listed on your birth certificate may not necessarily match your gender identity. Gender identity is a person's inner experience of who they are in terms of gender. The deep personal sense of being male, female, a blend of both or neither. And while many people have a gender identity that's the same as their assigned birth sex, a female or male, that's not always the case, because gender exists on a spectrum.

Like transgender, which means a person who's gender identity is not consistent with their assigned birth sex. Non-binary, which means a person who's identity doesn't fall in the category of either male or female. And gender queer or gender fluid, which means a person who does not identify themselves as having a specific gender at all. Does gender identity have to do with being straight or gay? Actually, no. Gender identity has to do with the way you feel about yourself while sexual orientation is based on the way you feel toward others, the people you may or may not be attracted to. You know, I really like Alex. I can tell they're a good friend to you, but I'm still pretty confused about all of this. That's okay.

You don't have to fully understand someone to respect them. To start, try not to make any assumptions about a person's gender and use the name and pronouns that they ask you to. Above all, be a friend or ally for people of all gender identities. That's right, Mom. Oh, Alex is here. Come on in. Hey everyone. Oh, hey Alex. Some salad. The balsamic is right from Italy, you know?

Williams: That was one that really promoted the issue of gender identity politics, and somewhat confusing with some of the terms that made us older generation people look a little bit out of touch. Let's go on to the next video.

[THE NEXT VIDEO PLAYS]

Video: Oh, wow. That's so big. I never knew it could be so huge. Hey Jane, what are you looking at? Oh my gosh. You have to come here and see this. It's pictures of yesterday's winner of the school's Annual Vegetable Growing Contest. Sometimes when you were on the internet, you might accidentally or intentionally end up on a website that features pornography, sometimes called porn. Being curious about sex and looking at pictures or films of naked bodies or people engaging in sexual behaviors is perfectly normal. But you have to remember that porn contains some misleading messages, like bigger is better when it comes to breasts, penises, or the duration of sex. Pornography often shows women as only existing to give men pleasure.

Lastly, porn might make you think that being sexual with another person has nothing to do with having an intimate, trustful or respectful relationship. Pornography can also contain violent images or strange looking behavior that may be scary or disturbing. Don't forget. Porn is like many movies. It's completely made up. A fantasy that could never exist in real life, and does not show realistic, healthy, intimate, or loving sexual relationships between two equal partners. I wonder how long the longest cucumber in the world is? Hey, that's not a cucumber. Okay guys. So, if you do come across something on the internet that makes you feel uncomfortable or confused, talk to an adult you trust. Until next time, and don't forget to come and visit me AMAZE.org. Bye bye.

Williams: Again, just a couple of quick comments. Confusing, describing pornography as perfectly normal. Talking about the strange behavior referencing to the darker side of our human behavior. For a six-year-old, this is certainly inappropriate. Okay. Let's move on. I think this is the last one. I thank you for your patience.

[THE NEXT VIDEO PLAYS]

Video: Hi fish. Come here. Oh, you need a name? Let's see. Wait a second. What gender are you? A person who is transgender is someone who's internal sense of their gender being a boy, girl or something else doesn't match their physical body. People who feel this way sometimes feel anxious when they begin to reach puberty, and their body starts to change in ways that don't match their internal sense of their gender. These feelings are totally normal. If you feel you want more time to explore how you feel about your gender before your body starts to change, it's important to talk with a parent, counselor, therapist or doctor about the feelings you have regarding your gender.

After some discussion and counseling, you may be referred to an endocrinologist. Endocrinologists specialize in hormones, and they're the most likely to prescribe puberty blockers for someone who wants them. Puberty blockers are medications that will stop your body from changing. They're usually given as an injection or an implant. They block the production of hormones to stop or delay the physical changes of puberty. The effects of the medication are only temporary, so if a person stops using puberty blockers, the physical changes of puberty will begin again.

Whether you identify as male, female, gender queer, or something else, you're perfectly normal. And there are lots of ways to manage puberty so that it can be a fun, exciting time rather than a scary or stressful one. Okay. Maybe you need more time to get to know yourself first. I'll just call

you Bubbles for now. Until next time. Don't forget to visit me at AMAZE.org or go to my YouTube channel to watch more. Bye.

Williams: This is the last one here, and this is one which, I think, there is a lot of misinformation here as they described puberty blockers as only temporary. Actually, if you look at the medical literature, there is a great deal of information that talk about the permanent sterility that comes from that. The question again, you're promoting this issue, and understand that the age group is six plus years of age. I don't think this is something parents want their children to look at and have a part of their curriculum that this department is recommending. Those are the videos I just wanted to show. Again, the context is, it was asked by Dr. Mijares if we're doing anything that's inappropriate or wrong, that he would stop it. I challenge the notion.

If you're a parent, and some parents may think this is great and I'm for it and that, and that's fine, but now they say and mandate this as a curriculum, and this is a video that's recommended that we should have all our children watching. I think that could be troubling. Many parents don't want the right to direct the upbringing of their children taken away from them. They want to protect the innocence of their children. I don't think these videos promote and protect the innocence of children. Anyway, that's what I just wanted to show to you Mr. Superintendent. You said that to show you the material. I did.

Mijares: May I respond? I saw these the first time when we were at the last board meeting, because you were going to show them then, and then it was decided to take them off the Agenda. I don't think the Agenda had accurately reflected the Board's discussion. That was a Brown Act issue. That was the first time I saw them. We asked the AMAZE people to respond to the appropriateness of these in terms of following AB 329 and CHYA. They said that the only ones they recommended were two of the list. One was on gender identity, and the other was on the use of a condom. I am not endorsing them. I'm just saying this is what we got from them.

Every county office, what we sent out was done across the state of California. The fact that we are the people who are helping to teach the framework, the health framework, which CHYA is a very small part of does not mean that we created this or that we are the individuals that had anything to do with AB 329. As you all know, was the law that authored CHYA, largely driven by HIV prevention. Now, personally, as I mentioned at the last board meeting, I always taught abstinence to my sons and not just abstinence until you're an adult, but our family believed it was until marriage. That's the philosophical, spiritual position that I've taken on this.

We always make sure, and I haven't found one district that's using these, Dr. Williams, in our county. There may be some. If, in fact, there is one you can let me know. We always make sure that parents know that they opt in, excuse me, opt out of CHYA, and that there should be mitigating language that allows parents to review these things and review whatever is going to be taught in our classrooms. If that's not happening that needs to happen. We need to make sure that our schools are doing this. I know that there was another part of this discussion. I think, Beckie, that you wanted something else talked about. I think we're ready to do that. I just wanted to make those remarks.

When you look at our state, these are laws that emanate from the Legislature and the governor signs them. Whether I like them or not is almost immaterial [inaudible] and people. Certainly, I have a voice and I will use that voice and have used it. I will do everything I can to make sure that our parents are aware of the instructional process and materials that are being used, and that they're engaged in their children's education. We have to follow AB 329. It is a law. It's one of [inaudible] many laws that we would not agree with in terms of our own perspective. You and I both took an oath of office that we would defend the Constitution of California, the Constitution of the United States against enemies, domestic and foreign, inclusive in that is that we obey the laws.

If I start to sparse out which laws I'm going to follow and which I'm not, then. I've heard people telling me that what we're seeing on our streets today is anarchy. Perhaps that's the case, but we could have anarchy here in our school district if we don't follow these laws. I believe my responsibility is to follow the law. Now, that being said, yes, I will do everything I can to assure that parents are aware and parents exercise their right to engage or disengage at their leisure based on the family's spiritual, social, emotional beliefs, and intellectual beliefs. At this point, I'd like to have us do, Beckie, what you requested.–

Williams: Actually, we're running the meeting here.

Mijares: I'm sorry.

Williams: Let me just conclude on a few things. The California Healthy Youth Act, you're right, Superintendent, it is law, but how it's implemented in the fine details is important. When we, as a department, your employee is sending out an email that is highly controversial, that does not reflect what I totally agree with what you just said there. I totally agree with that. What we're sending out people to SIECUS, which is the Sex Information Council of the United States, a very, very controversial organization that's been around for about 30 years. We're pointing kids towards these videos that are aimed at four and six-year-old kids. We just saw them.

I think that's where there's an inconsistency in what you said, and what's being implemented here by your staff. If you want to implement exactly what you said, I would be totally supportive of you and stand behind you. Looking at the documents that are given to me by constituents and what we are promoting here, that's why I make this a public issue. Anyway, I am done now.

Barke: I don't know if anybody else has this issue, but I'm down to 5%. At some point, my Zoom may shut down. Is anyone else getting those warnings? I was at 10, now I'm at five.

Gomez: I plugged mine in.

Barke: Oh, is there a plug?

Gomez: Why don't we move along. Then maybe we cannot run out of juice here.

Barke: Alright.

Gomez: I put this on the Agenda just simply because there seemed to be a lot more conversation about CHYA. I asked Dr. Olmstead if she could kind of just frame this a little bit in the health framework and kind of the sliver of CHYA that belongs in that. If I can turn that over to Dr. Olmstead.

Barke: Thank you very much. I'd hate to miss this exciting meeting.

Olmstead: Trustee Gomez asked me to do an update on our California Health Education Project that we're rolling out for the state of California. Next slide. The purpose of the framework is to offer guidance to teachers of health education, to assist them in addressing significant changes in health instruction. Our California state standards for health were adopted in 2008. We're now in 2020, and there's new medical updates and things like that and laws that have passed that the standards don't necessarily address. The framework now helps teachers implement the new laws and policies that have been passed. In 2017, the Department of Education was asked to oversee the development for the framework rollout, which is professional learning resources to facilitate the learning for educators. Next slide.

The project of the framework is to support teachers of health education and advanced pedagogical practices and content knowledge. Then to build a comprehensive statewide system of support for implementing and learning about the content, share best practices and improve instructional outcomes. The email that was being referred to that Daren Khatib sent out was to the health community of practice. It's County Offices of Education who received this information on behalf of the California Department of Education. As Dr. Mijares said, it's not necessarily an endorsement of Orange County Department of Education. We are sending out the information as being the lead for the rollout of the framework.

To Dr. Mijares' point, most of our districts do not use the Three R's curriculum that's been referred to. We have two districts that use bits of it and a couple that might use a couple AMAZE videos to meet CHYA requirements. Here in Orange County, most are not using what you even saw in that email. Next slide. The shift in health education has really become a focus on knowledge to a focus on knowledge and skills. Not just knowing, but being able to apply what you need to know. Next slide. The big part of the framework is to really develop health literate students that are critical thinkers and problem solvers, are self-directed learners, effective communicators, and they can be responsible, productive citizens to help keep their community healthy, safe, and secure. Next slide.

You'll see that on this slide, the health education standards loop with essential concepts, analyzing influences, accessing valid information, interpersonal communication, decision-making, goal setting, practicing health behaviors, and then health promotion. That's what moves you up to kind of be that literate health citizen. Then it's divided into six content areas. You have nutrition and physical education, growth development and sexual health, injury prevention and safety, alcohol and tobacco, drugs, mental, emotional, social health, and personal and community health. This is where we'd like to emphasize that when we're doing the rollout of the health framework, the growth development and sexual health is only one part of six parts of the health framework. All of those elements are being taught to become a health literate citizen. Next slide.

Health education is required as part of grades one through six instruction. It can be taught as part of science, as part of physical education, but there are health standards specific for grades one through six. Next slide. In grades seven through 12, health education content is also required, and how the content is delivered is a local decision as with everything when it comes to delivery of content. Next slide. The standards are a description of what students should know and be able to do at the end of each grade level. If you go to the next slide, this is how it's broken out by grade level when we're looking at the standards.

You'll see nutrition and physical activity, growth development, and sexual health, injury prevention and safety, alcohol, tobacco, and other drugs, mental, emotional, and social health, and then personal and community health. You can see in that chart there which concepts are taught by which grade level. Sexual health seems to be the one that gets a lot of questions. In kindergarten, grade one, grade two, grade three and grade four, there are no standards for sexual health. In our K-4 classrooms, sexual health is not being taught. When we look at grades five, six, seven, and eight, that is then where concepts of sexual health come into play. In our local Orange County schools, we do have some schools who do the growth and human development video.

You might've seen them when you were kids. They were old when I saw him. Those happen in fifth and sixth grade, and then some of the more mature content comes in seventh and eighth or high school grades when the students are more mature to have those concepts taught. Next slide. This slide demonstrates the various mandates or initiatives that have been passed since 2008. When the standards were written, these laws hadn't been in there. The framework now addresses the flaws. We had the Healthy Hunger-Free Kids Act, which really goes into nutrition and physical activity, the California Healthy Youth Act that updated what needs to be taught with growth development and sexual health. This is the piece that parents can opt-out of.

It's taught once in seventh and eighth grade, and then one time again in ninth through 12th grade. This is the one where parents are informed of what the content is, and they can review the content before anything is shown. Injury prevention and safety. There's a lot of work now in the framework and laws that have been passed about human trafficking that have to be addressed. That's in there now. We have tobacco use prevention education, suicide prevention. A law was passed in 2017, and then another one goes into place in 2020-2021 school year about more information for kids about suicide prevention. Then explicit social, emotional learning needs to be taught as well as environmental principles and concepts. Next slide.

As Dr. Mijares said, and we've said quite a few times, that the California Healthy Youth Act is a law and the health education framework is guidance. It can be used or not used. It's not mandated. We've provided for you kind of an FAQ between the difference between the California Healthy Youth Act, the Health Education Framework and what's required and what's not required. I'll turn it back to you, Trustee Gomez.

Gomez: Thank you very much. I just wanted us to all kind of get a refresher in what this looked like and how it's actually applied in our situation. I just want to thank you for putting that together and sharing that with us. All of it was really good for information for all of us. Thank you very much.

Williams: Well done, Christine.

Olmstead: Thank you.

Barke: Thank you.

Williams: Okay.

Barke: Are you done? Okay. Dr. Mijares?

Mijares: [Inaudible]. Didn't unmute. Sorry.

Barke: Anything, Nina? Renee?

Boyd: Just a reminder. We discussed earlier that for the July 1 board meeting, that submission deadline is today. Tomorrow, we'll start working on things in a few hours. You all passed your Agenda for the public forum board meeting next week. We'll get the Zoom link and everything posted for that, and we'll get the email addresses and so forth so we can get that information out. The July 1 board meeting, we will be swearing in the new trustee replacing Dr. Bedell. This is Dr. Bedell's last meeting.

Barke: Oh, no.

Boyd: Next week. Excuse me. That will be his last meeting.

Barke: Oh, right.

Boyd: The forum is a different format. That's all I have for you right now. We do have five public comments. I believe it's five. Four public comments.

Barke: Okay. Before that, any Board comments? Anything else? No. I do want to say, Jack, we'll miss you – am I on here? – as our last regular meeting. I hope you're going to do fun things, travel and enjoy life, and I appreciate your wisdom for the time I've been here.

Bedell: Thank you.

Barke: If there are no other comments we can move to the public comments.

Boyd: David Whitley? Michelle New? Is Michelle New here? Brenda Lebsack? You have to go up, and you have to put the ear pieces in. I'm your timer, also. Okay, go ahead whenever you're ready. Are you ready?

Lebsack: Okay, I'm ready.

Boyd: Okay. Go ahead.

Lebsack; Thanks. Good evening. I am a board member in Orange Unified and a P.E. health teacher in Santa Ana Unified. My name is Brenda Lebsack. The California Department of Education recommends advocates for you as their free rights, respect, responsibility curriculum as an example of convenient distance learning during COVID-19. Parents should know what the California Department of Education recommends. Can I stop for a second? I'm getting a lot of feedback.

Boyd: It's part of it. You will.

Hendrick: Pull one earbud out, and then you won't have that feedback.

Lebsack: Oh, okay. Alright. It's really distracting.

Boyd: You don't have to hear anyone. Just talk to the microphone.

Lebsack: Talk into this? Oh, nice. Okay. I am requesting that the Orange County Department of Ed. provide samples on your website, including the AMAZE videos for 10-year-olds about the range of gender choices, the recommendation of puberty blockers for questioning prepubescent kids, the video cartoon about fruit flavored condoms in case they're lucky enough to find someone who agrees to have sex with them. The porn video that shows having gay sex with a stranger, for example, the pizza deliverer. The sexual orientation video for 10-year-olds that introduces ever expansive orientations, such as pansexuality, asexuality, demisexuality, and then states, "There are many more sexual orientations to choose from."

Please include also the lesson that teaches sixth graders that a no-risk activity for STIs is to bathe together. Today, I was on a conference call with Congresswoman Katie Porter and other trustees

from Orange County. They're requesting federal funding for our California schools due to the quarantine. Maybe the federal government would be generous to California schools if we were not using our resources for political propaganda and sexual indoctrination. In the Advocates for Youth website, they tell students that the Trump administration harms youth. They recruit, train and hire kids as young as 14 years old to be political activists against our executive government leaders and against their own parents.

Their information about abortion says there are many negative outcomes for requiring parental involvement and few positive ones. They teach kids how to demand their rights and how to influence politicians to pass laws and policies to further remove parental oversight over their children. Advocates for Youth targets, Muslim students, telling them how their Islamic prophets endorse gender variations and expansive sexual orientations. Yes, Dr. Mijares, we need to follow the laws but can we please be transparent by posting these AMAZE video samples on your website and the political propaganda and activism recruitment from Advocates for Youth. Thank you.

Boyd: Michelle New? Are you already connected? Michelle? Are you connected on your computer? Okay. I'm just checking. I just checked it.

New: It's a whole packet for you. There's a copy for everybody. There should be four more. They should be paper clipped. Are they not paper clipped? You know what? Ken, can I send you yours? No, I really want you to have yours. Does it matter which ear I put this in?

Boyd: You can just hold it in front of you for the microphone. Don't start yet, because I have to time you.

New: I need my hands.

Boyd: Okay, that's fine.

New: I'll just stick this in my shirt.

Boyd: We can hear you fine. Tell me when you're ready. When you start, I'll give you a minute, a few seconds and then I'll start.

New: Okay. Give me a few seconds. I just real quick want to comment. If you go onto the California Department of Health website and I have, and I've actually spoken with experts, or they call themselves experts, at the California Department of Health. Health is not a requirement to graduate high school. It is a recommendation that they have asked every county to implement in their county. Health is not a required thing. If it's changed since a week ago and a year ago and so on, I would really like to see that, but on their website, health is not a requirement. If we can just real quick go to some of the recommendations, the ones that if you go to the first two pages that was sent out from the Orange County Board of Education, I'm just going to comment on a couple things.

The first one you're going to see, number one, Teen Source. I'm sorry, but when I printed this part of it came off. Teen Source is found in actual curriculum. It is found in Positive Prevention Plus. It is found in rights, respect and responsibility, which is Advocates for Youth. It is found in Teen Talk. It is found across the board in every single curriculum that we have looked through. That is one of the resources that actually is in the books of the children get, not just teachers. I'm going to focus on this one first. Through here, one of my big issues is we keep hearing how this Board and Orange County Board of Education is not pushing anything, that this is a law.

However, like I said before, if it comes from here, when it goes to local districts, they consider that it has been vetted from this office.

Now you're saying you're not vetting it, that it's coming down from the state. We already know the state really doesn't give a crap about the country or their kids, because they have no seal on their doors. They don't represent us. They represent Planned Parenthood. We don't care what's coming down from the state. We're going to follow the law. If this is supposed to be implemented at a local level, then don't put your stamp of approval on it, please, because it seems very hypocritical to hear you don't approve it and everyone's pointing a finger. Number one, Teen Source. Here's Teen Source. If you go to page one, Teen Source. I'm going to go quick. Hookups. I circled on the first thing.

Kids get to, and this is all through the curriculum as well as the health frameworks, recommended books and documents through there. Kids are told to text this number, and they get texts back. I get them every other week. I've learned how to use materials, if you go to the second page, for condom earrings, for condom hairpieces. This is all from Teen Talk. This is all from curriculum. It goes on to show me how to do other things with condoms and STDs. I'm just going to flip through, I'm trying to show you on the next page. When you go through Talk with Your Kids. When you go through Teen Source, it takes you down to Talk to Your Kids from Talk to Your Kids. It takes you to Bedsider. This is the big one that I want to point to you guys. Bedsider, actually takes you to hardcore porno. It's not cartoons. It's actually –

Boyd: Your time is up.

New: I would appreciate if you can all read through this in the pages.

Boyd: Your time is up. Next is A. Blachowski?

Blachowski: Good evening. I will keep this short. Regarding CHYA and the OCDE's \$5 million grant to lead the way on the health framework, I want to reiterate that the CDC identifies sex for youth as a risk behavior. Okay? Let's keep that in mind. Sex for youth is a risk behavior. The framework and the OCDE memo recklessly promote Advocates for Youth and the Three R's curriculum. You can say it wasn't a recommendation, but I am quite clear that there's one particular district in the North San Joaquin Valley who took that as a directive. That they needed to use Advocates for Youth in place of their locally created curriculum, because it wasn't ready for virtual implementation.

I can tell you there's a specific incident where that had been taken as a promoted resource. I want to challenge the Board and the County Department of Ed. to retract that memo. Why? Because Advocates for Youth and the Three R's curriculum, their partners, their resources are reckless. They're promoting radical activist ideology calling for youth rights to sexual pleasure at the risk of their own sexual health. Where's the evidence for that? Michelle New talked to you about some of those things, but I have more. How about from the California Department of Public Health? Let's be clear. This is not on one of those named resources that are not approved. Your own California Department of Public Health. STDs are at an epidemic level.

Look at the data charts. Go on the Public Health Department website yourself. Look at the data. Look at the sharp increase in STDs since 2014, since 2016, since this law was put in place. We

are making kids sicker. We are culpable for that if we're promoting the framework and we're promoting this law. You know what else? The Three R's is not an evidence-approved curriculum. Are you aware of that? You're promoting a curriculum that has not been proven effective in any way, shape or form, not to increase birth control, not to increase or effective condom use, not to decrease teen pregnancy. None of it. You're promoting a reckless resource. How about some of the partners that they're working with - SIECUS? They're working with Advocates for Youth.

SIECUS, recently, I showed you last month what they're doing. They're promoting sex ed. for all month and masturbation month. They asked you to visit their resources like B Vibe. What does B stand for? B stands for butt. Butt vibe. Okay? Butt stuff basics, training ones a-hole. I'm not joking. Enjoy snug plugs for extended stimulation during partner sex for toe curling, orgasmic sensations. Is this the anti-bullying, evidence-based healthy relationship and positive health outcome curriculum we want for our kids? No, it is not. We are selling parents in this state a bill of bad goods. In fact, the evidence, what's the evidence-based? There isn't one. There's no proof.

In fact, even the curriculum themselves, they say that if you nest some other stuff in with this, you can get some intervention, some health intervention, some evidence-based health intervention in this curriculum. The epidemic levels of STDs are the outcomes of what happens when we promote this kind of crap to our children. It's negligent. It is reckless. I urge you now –

Boyd: Your time is up.

Blachowski: - desist [inaudible].

Boyd: That's all the public comments for last session, and I have no public comments related to closed session.

Barke: Okay. We're going to end our meeting here and go to closed session.

Boyd: We're going to recess.

Gomez: We're going to recess.

Barke: We're going to recess. If you guys don't wait around, I thank you all for attending and for your public comment.

Boyd: Everyone on that side, that's where the Board is going to have closed session. We're going to ask you to, with the exception of Mr. Brenner and the other attorney, you can stay where you are, the Board will be coming into that room. They're going to close the wall off.

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONCLUSION OF THE CLOSED SESSION AND CONTINUATION OF THE REGULAR MEETING]

Barke: Okay, we're back. We are going to hear a report out from our esteemed attorney, Jonathan Brenner.

Brenner: This is the report out from closed session. I just wanted to welcome and good evening to the Board and Superintendent. The report out for closed session one and two is that the Board received an update, and they had a discussion with legal counsel regarding the matters addressed and identified in the Agenda. The Board passed [inaudible].

Bedell: Lisa or Mari, I can't understand anything.

Barke: Jack cannot understand.

Brenner: Jack? We're going to try to address that. Just hold for one minute.

Barke: Did you hear that, Jack? Jack, did you hear? Just hold on. We're going to go ahead and fix that.

Bedell: Yes.

Barke: - fixed up.

Brenner: Jack, is that better?

Barke: Jack, is that better?

Bedell: Much.

Brenner: Hopefully, that's better. As I was saying, with respect to the EBG invoices, the vote was 4-1 in favor. Trustees Barke, Williams, Sparks and Bedell voting yes, and Trustee Gomez voting no. Mr. Rolen's and Haight Brown and Bonesteel's invoices were reviewed and considered by the Board. The Board approved payment of those invoices by a vote of 4-1. Trustees Barke, Williams, Sparks and Bedell voting yes, and Trustee Gomez voting no. Those are Haight Brown and Bonesteel invoices from December 2019 through May of 2020. The Board took no further action. That's the report out for the closed sessions one and two. Thank you.

Barke: Would anybody like to adjourn?

Williams: If I can, let me. I'll make the motion to adjourn. We do it in the wonderful memory of Jack Bedell being a member of this Board for 15-16 years. I want to say thank you, Jack, for all the memories and fond thoughts that we have been able to share. Thank you.

Bedell: Thank you.

Barke: Thank you, Dr. Williams. I now move to adjourn.

Bedell: Second.

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONCLUSION OF THE BOARD MEETING]