

## **Orange County Board of Education Meeting – 6/28/17 – Transcript**

*(Sound of voices – gavel)*

### **Welcome and Call to Order**

Bedell: Good morning. For the benefit of the record, the regular meeting of the Orange County Board of Education is called to order. I'd like to begin with a few comments, of an invocation. As you know, the word invocation has as one of its meanings call for aid and the call for guidance. As we look to today's agenda, specifically the budget, LCAP and LCFF, I respectfully request that we reflect on a few quotes: Let me begin with Ben Franklin who said, "An investment in knowledge pays the best interest." Where are we at OCDE? We know in the banking world, interest is something you pay for the use of the bank's dollars, but it also means the albeit low amount currently the bank pays you for letting them use your dollars. For me, the Franklin interest in education metaphor means we put in our efforts in education today and it pays benefits tomorrow. We give up things today and we get a big return later! Just what could that deferred return be? Perhaps it's a better tomorrow. Malcolm X said, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today." Where is OCDE on this?

Our students learn skills they will use in their careers as well as in their personal lives. They write, they collaborate, they calculate, they network, they evaluate, they play, they read. If you read, if you play, if you evaluate, if you network, if you calculate, if you collaborate, and if you write, you are prepared for tomorrow because you have learned!! And what does learning have to do with anything? Well, Anthony D'Angelo might help us here. "Develop a passion for learning. If you do, you never will cease to grow."

We as educational leaders must model the behavior we want to see. If we want our teachers to be cutting edge and passionate about learning and growing, so must we. If we want our administrators to lead, be transparent, and be passionate about learning and growing, so must we. If we want all of our staff to be efficient and compassionate to students and their families, to enhance student learning and growth, so must we. But is just learning enough? Martin Luther King did not think so when he said, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of education." Where is OCDE on this? We joined others in implementing the Common Core so our students who returned to their home districts would be in step with their district peers. We implemented technology so our students would be able to do their assignments, and use technology to enhance their critical thinking skills. When we enforce discipline fairly, when we reward positive behavior equitably and when we hold everyone accountable, including and especially ourselves, we develop character, including and especially our own. Thank you.

Bedell: I'm now asking Chris Davis, please, program specialist, to lead us in the pledge of allegiance.

Davis: Please rise. Place your right hand over your heart. Ready, begin.

Many voices: *I Pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.*

Bedell: Thank you, Chris. Roll Call, please.

Sisavath: Trustee Boyd?

D. Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Lindholm?

No response.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

Williams: Present.

Bedell: Do we have any introductions?

N. Boyd: We have no introductions at this meeting.

Bedell: Thank you. Agenda, do we have a motion to approve the agenda for the meeting of June 28?

D. Boyd: I'll move.

Bedell: Moved by Boyd, seconded by Gomez. Any discussion? All those in favor please say aye.

Several Ayes.

Bedell: Opposed? Motion passes unanimously. Minutes of the meeting of June 7<sup>th</sup>? Do I have a motion to approve?

D. Boyd: I'll move.

Bedell: Moved by Boyd seconded by Williams. Any discussion? Hearing none, all those in favor please say aye.

Several ayes.

Bedell: Passes unanimously. Public comments, we have one, correct, is that right Ms. Boyd?

N. Boyd: Yes

Bedell: Allison Carey, please. Allison, come on down. Welcome. Good seeing you again.

Carey: How did you remember?

Bedell: Of course. It's all yours.

Carey: Good morning. I'm here to comment just briefly on OCSEA's support, our local association support, of OCDE's LCAP, and the LCAP of the College and Career Preparatory Academy. We support the goals and the plan for 2017-2020. Through regular professional learning communities educators are provided the opportunity to comment on and suggest goals for the LCAP and those seem to be coming together. Especially in the area of community involvement, parent involvement. We often work with communities that have not been previously invested in education. When parents and communities find out that we need them in partnership, they come. It's been exciting and I'm looking forward to seeing how our new LCAP plays out. Thank you.

Bedell: We don't normally engage in debate, please don't go away. I would just like to say that there's a Yiddish expression to *kvel*, that means to exude pride over. And I think that as a board we *kvel* over all that our teachers do for our students. What our staff does as well as facilitate. So, thank you. It's nice giving all that's going on in Washington to have something said positive in a positive way in a public meeting, so, thank you so much.

Carey: And thank you for your compliment. I will say, seeing the faces of my students daily, there's nothing else I can do, regardless of Washington. So, we'll keep doing what we do. Thank you.

Bedell: I have no other cards? OK we have a time certain of 10:45, we're not there obviously. Do we have a motion to approve the consent, please?

Gomez: I'll move it.

Bedell: Moved by Gomez seconded by Boyd. No conversation there. All those in favor of consent please say aye.

Several Ayes.

Bedell: Opposed? Thank you very much. We now go to the staff recommendation. We have provided you, I hope, the historical recap of the Forest Reserve Funds.

N. Boyd: No, we have not. We sent that to you at your request with comments, but we did not make copies for the full board, but we will do that.

Bedell: Would you please. If you see on the board agenda, the \$58,000 plus, it's ranged from the smaller amount during budget difficulties, it goes to about 5 or 6 districts in the county. I believe, Orange School District is the biggest benefactor, there's a plurality of it. And this, Renee, was about \$500,000 and some odd thousand dollars so far that we've given out, does that ring a bell? Yes, the cumulative piece. And the Forest Reserve Funds are one of the main things we lobby for when we go back to Washington. It varies, and for people who don't know this, it reflects the use of land by the federal government that is taken out of the school district, which would otherwise generate revenue for the school district. So, it's something we work very hard to keep because people don't think a suburban county like Orange County would have 5 or 6 districts that we get this money for.

Hendrick: Right. And you can tell from that spreadsheet we gave you that the year that you guys gave the big push on lobbying, it actually almost tripled the amount that we were receiving. So even though it's a small amount, \$58,000, I will say it seems small for Orange County, but it was a huge impact statewide. Some of the northern counties, those are millions of dollars for them. So that was a huge impact for California as a whole. Smaller for us, but definitely a huge impact for northern California. They appreciate the work that CSBA did on the schools behalf.

D. Boyd: Is this land that the federal government is actually using? Or it has been set aside for future use?

Hendrick: It's usually like for our area it's the Cleveland National Forest. Since we can't derive property taxes from it it's helping to offset. It's a small portion, you can see the amount, I think we're getting like \$21,000 and up to \$59,000 a year.

Bedell: It's frequently on a hit list. They go scavenging for money. Thank you so much, Renee, for putting that together. And we'll distribute it to you so you'll have a sense of where it goes in all the districts. So we have a motion to approve the apportionment of the Federal Reserve receipts of the 58 plus. Do I have a motion?

Gomez: I'll move it.

Bedell: Moved by Gomez.

D. Boyd: Second.

Bedell: Seconded by Boyd. Any comments or discussion? All those in favor please say aye.

Several Ayes.

Bedell: Opposed? Passes unanimously. Now, Item #4, this is to approve the special schools exchange of space agreement from Headman Elementary in Tustin. School district representatives are in attendance, Ms. Boyd, who is carrying that?

N. Boyd: Ms. Hendrick will review and introduce the Tustin Unified representative.

Bedell: Ms. Gomez?

Gomez: Yes. Mr. Chair, I do need to recuse myself for a potential conflict with my other elected position as a Tustin Council member.

Bedell: Ok, so the record will show that Trustee Gomez has recused herself for discussion Item #4 and the motion, yes. Thank you. Ms. Hendrick. First of all, do I have a motion to approve that?

D. Boyd: I'll move.

Bedell: I'll second it. Now we can discuss legitimately.

Hendrick: Thank you, Dr. Bedell. I'll give you a quick overview and we do have David Miranda who is the Senior Director with Tustin Unified here that will help answer any questions. You had asked to have someone from the district. I'll have David come up now, and we'll go through things. If you remember, we had talked briefly at our last meeting, but Heideman is a school that we had done a joint use project with Tustin Unified. We had enlarged our space there and built our special schools program. Due to the demographic changes in our program, we weren't actually utilizing that space fully. So we started trading classrooms for classrooms at another site in Tustin which is Hillview School. Most of our age went from elementary to secondary. Based on the needs for Tustin Unified, they would like to do some modernization to that site. Because of that they want to make sure that we're not going to come back next year and say oh, by the way, we'd like that site back. This is really a lease agreement that gives us some trading of space, guarantees us space for future years. Because of the state's programs, you normally have to do a long term lease of 40 years. Dr. Bedell, you might remember when we did the joint use program at University High School, David, you might have also. The state required us, they wouldn't let us buy that property from Irvine. Irvine basically had to give us a 40 year lease, and we paid them \$1 a year, I think, for that lease. That is the state requirement in order to receive any reimbursement from the state. Going through that project we have a couple of pictures that we thought might help you see what we're doing.

Miranda: Good morning and thank you for having us here as well. I figured I could just give the lay of the land, maybe give a few specifics relative to the project, and what we're hoping to embark on over at Tustin Unified. (*Sound of screen coming down for projection of Presentation*). What we have is basically a side by side of two aerial images. The first one is a good depiction of what our property boundary looks like at the specific site. Whether it be board of education owned property of TUSD owned property. You can see for the most part what we have on the TUSD, Tustin side of the house. Up top, if you look at the north end of that photo is one specific building. It's the kinder building, basically at the front of the campus. It's the front entry way and the parking lot at the front of the campus. For the most part the field space and a majority of portables sit on this campus. Then, the remaining parcel is basically owned by the board of education. It's the majority of the building footprint, it's the blacktop footprint, and so forth. Off on the right we start depicting where our proposed construction improvements are. We do have a few shaded areas at the very front entry portion of the campus because we're hopeful to embark on what we call and aesthetics or entryway improvement type project. We need to spruce up the front of that campus. You'll also see the building footprint towards the bottom end of that photo on what's currently blacktop and a little portion of field space. That's really why we're here. That building footprint clearly sits on a parcel that's split between the both of us. We'd like to embark on that project. There's good reason to do so. This site houses 649 students today, but there's 3 large buses that already take a majority of the population from this campus to another campus, another district campus. So, we're having these kids wake up a little early, get out of bed, travel to another site, when this is truly their home school. Ideally we built this building, get

some of those kids back, just walking within a block or two to their neighborhood school. A few other images, these are just to depict current conditions again. There you see the front entry, some building façade. These are improvements that were done way back in 1990. We are big on equity in Tustin Unified, so a lot of our campuses are relatively new. They were built in the 90's and 2000's, some as recent as 2, 3 4 years ago. What we've started noticing as some buildings age and deteriorate is some inequities. So we want to make sure we spruce this campus up and make it look on par with other campuses on the Tustin Ranch/West Irvine side of our school boundary, and really do things in that respect. At the same time, some of the improvements we want to do on the front entry is to enhance the drop-off zone, enhance some parking which is always a need pretty much on any campus. Down below we show some pictures, mostly the portable side of the campus, back of the house. We have a few security issues on this campus. There's some after hour activities we'd rather not see. Some of it is due in part to the spaces between the portables. We figure if we build this new building, house 12 classrooms under one roof, some of those security concerns go away. Then just two more images that show some of the proposed improvements for the front of the campus. Some seat walls, some planters just to pretty up the front of the campus. Some gathering spaces. There's a lot of folks who walk their kids to and from this site which is great. Then the proposed building addition. Modular in construction, it could go up relatively fast. On our side of the house it does behoove us to start this project sooner rather than later. The sooner we go out to bid and award bids the better the price we get on our side of the house, so just being good stewards of our dollars. It also behooves us to start construction, at least earth work and demolition, that's the most disruptive to the school environment. The site does lend itself well to continue construction for the next ongoing months because it's sort of towards the back, but it does behoove us to start sooner than later so we can get some of the more disruptive work done on the front end.

Hendrick: The district has been extremely cooperative in our trading of space so, as you remember our special schools program we try to integrate and mainstream our students. So that's a really high priority for us. Hillview has been a great location for our students. Every time we need a new class they've been very cooperative in helping us with that. That's why we're bringing this and asking you to support this.

Bedell: Trustee Boyd.

D. Boyd: Yes sir. Has the proposed agreement been ratified by your board?

Miranda: It has.

D. Boyd: Any feedback from the community? Any concerns that have been addressed by anybody?

Miranda: More excitement than anything. We've put out a press release on the proposed project, there's some excitement in that neighborhood. It's been some time since we've had a large scale construction project at this school. We've done some deferred maintenance work, some painting some reroofing and what not. This would be the largest project for that campus.

D. Boyd: Ok, thank you. That's all I have.

Bedell: Trustee Williams, any questions?

Williams: I'm excited.

Bedell: We need to be sure we have in the record, because Trustee Lindholm had some very serious concerns about the 40 year piece and I want to be sure we honor her concerns. Could you just restate again that without this 40 year piece, this does not happen, is that accurate?

Hendrick: It's not that it wouldn't happen but we would imperil the Tustin Unified from seeking any state funds for reimbursement.

Bedell: So it's collegial on our part to go this way?

Hendrick: Yes. If we did a joint project we would have to request the same thing. So, Irvine stepped up to the plate for us many years ago. It would seem uncollegial if we didn't do the same thing with our district.

Bedell: So we have a historical precedent, and we have the cooperative ambiance we want to continue with our districts. I've worked very closely with several members of your board and they are very excited about things going on in your district, and a couple of recent hires I know personally so I think it's an encouraging partnership. Do we have any other conversations on this item?

D. Boyd: And this is time sensitive to a certain degree? Because you want the construction to take place and to delay it a month would throw the schedule completely off.

Hendrick: I think we've already caused a little bit of a delay so we don't want to create bad feelings.

Bedell: So ideally, for the district, this opens in fall of 2018?

Miranda: Correct.



Bedell: Just briefly, the demographics, our population has gotten older so we want a site that's more suitable to an older group?

Hendrick: Right. So they've traded space with us at Hillview High School, that's the age of our students. So we're actually occupying classrooms in that school.

Bedell: OK, any more conversation on this? All those in favor of this recommendation, Agenda Item #4, please say aye.

Several ayes.

Bedell: Opposed? Passes unanimously by those present. Thank you very much and say hello to your district from us here. We need Trustee Gomez back.

Mijares: Thank you, David. Can I say one thing, David, we worked together in Santa Ana...

Bedell: He taught you everything you know. (Laughter)

Mijares: Everything. But I wanted to thank the board for your support, your graciousness because Heideman's demography is not like most of the other schools in Tustin. It's almost all poor, poor people. So this is going to be great for...

Bedell: That makes it even more urgent.

Mijares: It borders Santa Ana. We've worked with them over the years.

Bedell: We now go to Agenda Item #5, Ms. Boyd.

N. Boyd: Yes sir.

Bedell: We have a motion to adopt the Orange County Department of Education Local Control Accountability Plan, moved by Boyd, seconded by Gomez. Discussion?

D. Boyd: Yes. If I may? We had a comprehensive presentation at the last meeting so I don't really have any questions with respect to these particular LCAPs. But in the last week, there have been studies done and I believe that Santa Ana was one of the districts that was a part of this study. We're about 3 years, 4 years into this now? That they haven't seen any significant increase in test scores in spite of the additional money, a material amount of money that has gone into it. What do you see, not only with us but other LCAPs around the county?

Mijares: You know, right now, the testing across the state is still in developmental stages so we're talking about smarter balance. Kids are being tested on devices, so there are some factors I think have impacted the true measure of academic growth and I think that what we're hoping for is that over time, the LCAP is going to really produce fruit. Right now, again, I think it's a little too soon to say emphatically. Santa Ana is a large district. It's the largest in the county, so therefore it was studied. I can tell you that what the LCAP has done because the LCAP is approved by the board with a lot of stakeholder engagement, it really has focused on, it has forced you to focus on the most important needs of the school district. Because the metrics that are built into the LCAP. Remember there was, you know the dashboard that we now look at that gives us a birds eye view of how the district is progressing. There's a template, there has been a number of steps, the rubric to create strong metrics so I think they're doing well. I think that giving the demography in Santa Ana they're probably going to have a bigger challenge than most districts. They have a lot of students that are English learners and that linguistic challenge always perplexes the classroom. I would give them a lot of credit for what they're doing.

D. Boyd: Has most of the money in the lower income districts gone to technology in the earlier years?

Mijares: A lot of it has, because a lot of those districts didn't have the infrastructure, didn't have the hardware that was necessary.

Bedell: And the kids didn't have it at home.

Mijares: And they still don't. I saw a study very recently but the flip phones are still used over in Santa Ana. Not everybody in Santa Ana is online, and that does affect learning. And I did see that study as well, and there's been rebuttals to it. We could get the board more information if you like.

Bedell: Trustee Gomez.

Gomez: I was just saying I would like to see that study so that we can be sure about where our money is being spent is going to the right places.

D. Boyd: If I had my way we'd still be using them. Life was so much simpler.

Bedell: Ok. We have a motion to adopt, Trustee Gomez you seconded, did you want to address the LCAP in any way?

Gomez: No, I'm fine with last time's presentation.

Bedell: Trustee Williams anything on this one?

Williams: No comments.

Bedell: Ok, I would like to go to step 3. Renee, who is going to be doing this today? This blue sheet, I want to talk about that.

N. Boyd: Ok, probably Al.

Bedell: I would just like to suggest in the future that the pages be numbered. Easier to reference. It's called step 3, it's almost, not quite in the middle. It talks about strategies, actions and funding and technology, partnerships, college career and life ready. OK? Something I am particularly interested in is the ability of our unique population to conform to A through G. Especially for those students who might go back to their home district. But also to bring our students up with the competitive, if they go to college. I was distressed to learn that in California only 42 % of the high school graduates are coming out of California public schools A through G certified. And we do know some districts certify A through G with (inaudible) which was never the intent. In Orange County it's 45 % of the kids come through our schools A through G certified. I'm sure there's huge variability as with the districts. I would like to see in our conversation with our people that one of our goals under C within that, and Jeff and I have had an email conversation about this which was very helpful to me, that we have that always in our minds at least and in practice as a way to help close the achievement gap. Because we know Asian students as a group and Caucasian students as a group as they get elevated other groups are getting elevated but the gap is persisting. So, I would just like to think about that if we could. Also, on couple of pages later which is green the partnerships. And I would appreciate Beckie's comments on this. Under the students survey, I don't think this is wordsmithing, and if it is I defer to you. The student survey asks, *my school works with my parents/guardians to help me to be my best in school*. Now, I don't know, I'm not trying to be difficult, because if that said *to do my best in school*, that means I got an A in trigonometry. To be my best could mean I don't get in trouble and I don't get sent to the principal's office and I'm not threatened with an expulsion. And I would like to know what that meant to the kid, to be my best as opposed to do my best. Does that, Beckie, is that trivial?

Gomez: Well, I think that would be difficult for a child to interpret, for a child completing that survey. I'm with you. I'm doing well in the classroom, I'm doing well behaviorally, I'm participating in school. To me I think it's an overall question.

Bedell: Ok. Are these questions state mandated or does each district have...?

N. Boyd: No, we developed the questions. I do think, remembering the clientele that we serve, that your interpretation probably is accurate from the standpoint of doing well. That they're coming to school, that they're showing up on time. That they are turning in their work, and that they're engaging in productive classroom work and they're not disruptive. So, in terms of how you're looking at the question, I think our students would interpret it that way from the standpoint of many of them have come with their own set of challenges.

Bedell: True. I agree with that completely. I was just wondering if we are trying to measure achievement, that to me is not getting sent to the principal's office, is not the same as my academic achievement. Does that make sense?

N. Boyd: Right. But I think we're trying to assess several things in terms of the student input. So it's not just the assessment of how well they do academically. It also is telling the story of the fact that in our environment they are turning their lives around in terms of achieving and being successful where they have not come to school. So we have, because of the credit deficiency of many of our students, or the fact that they've dropped out for a long time or they've been in multiple environments, they've never felt like it was some place that they wanted to be. So part of this is an engagement.

Bedell: Sure. I think that's excellent. I really support that. Also, this is an interesting point for me, on the next page, again going back to what Beckie does, the students are asked to rank *my school is clean, safe and in good condition, including bathrooms and drinking fountains*. Hypothetically, my school is clean, very unsafe, and the drinking fountains are crystal kissable clean. Methodologically this is word smithing, I'm sorry. That is 3 questions in one. So if somebody strongly agrees with that, well ok. Or, I have trouble with 2 of them, that's problematic methodology. I only have one more, I'm sorry Mr. Superintendent.

D. Boyd: Can I jump in at this point? How are these surveys conducted? If going back to Jack's hypothetical, that we've got an unsafe school, can we track that back to a particular student and ask what's the problem here or is it just done in such a way that nobody's fingerprints are really on it.

N. Boyd: No, the teachers are giving the surveys in the classroom. They are collecting the surveys from the students so we would know what locations those came from based on the teachers and the classroom populations.

Mijares: I would totally agree with Dr. Bedell. It's your research mind and sociologist...

Bedell: I apologize. (Laughter)

Mijares: No, but you're right. It is a convoluted question and I think for norming purposes they're looking at big picture responses. I think it does behoove us to go back into the research when we see hot spots and then dive in more. Like if that came out low, we'd then have to follow up with more interaction with our students. What do you mean by that?

Bedell: But you wouldn't know which one of the three pieces...

Mijares: We'd have to then do more of an interview research style to ascertain that.

Bedell: It would be good. That's another form of engagement. Great. Finally and I'll end all of this. I'm really happy and proud of our organization, in the service of the population whom we serve. It's how these data are trending overall. They are trending really good. Is that good grammar? Really well? I think that's a credit to our teachers and our site administrators and I would like them to know that. I think this data is very encouraging, and I'm very happy about that.

Gomez: Not only that if there is a low point, let's say, that it's addressed and it's perceived as getting better. I think it's really important as support people and our teachers to know that things are in fact getting better.

Bedell: And we acknowledge it as a board. OK. We do have a motion, thank you colleagues for your patience on that, Item #5, correct? The motion is to adopt the Orange County Department of Education Local Control Accountability Plan. All those in favor please say aye.

Several Ayes.

Bedell: Opposed? Zero, it passes unanimously. And again Ms. Boyd, would you please let people involved in this know our appreciation?

N. Boyd: We will do that.

Bedell: Thank you. Item #6, adopt the College and Career Preparatory Academy Local Control and Accountability Plan 2017-2020. Do I have a motion?

Gomez: I'll move it.

Bedell: Moved by Gomez, seconded by Boyd. OK, let's have discussion on this. Do we have people from the program here? I see them in the audience.

N. Boyd: Yes we do.

Bedell: Would you like to introduce them and have them...

N. Boyd: Just if the board has questions for them. They're here more to, not to comment but to answer...

Bedell: I know some of them personally and I know they like to get their names in the minutes. (Laughter).

N. Boyd: Dave, would you like to...Dave is the principal of the College and Career Preparatory Academy.

Bedell: Yes, it's always a pleasure to have you here.

Mijares: Which by the way is our charter school.

Bedell: Yes. Welcome sir.

Connor: Thank you. To just kind of recap, the graduation rate is the piece I'd like to talk about the most. We have 109 graduates this year and for the second year in a row 50 % of our students are enrolled in community college or attending dual enrollment at the same time as they were finishing up with us. So I really feel that is a feather in our cap and we're changing not only the lives of that student but their families, because a lot of our students have families already. We're changing the tide. The other piece I really want to praise is the WIOA partners that we work with. When the students get fully engaged and take advantage of the whole program and all the wrap around services they provide with us, it is life changing. You saw that with David, he came up and spoke last time. It is an amazing thing that takes place and we have that and we are developing more partnerships as we speak. Today I have meetings with Project Kinship and with a Youth Build organization for Orange County. So we're moving in the right direction to provide more than just educational component but job writing skills as well.

Bedell: Colleagues, anything? David?

D. Boyd: Comment. A couple of weeks ago Dr. Bedell and I had the opportunity to attend the National Charter School Association Annual Meeting in Washington D.C. One of the workshops I went to was a workshop on recruiting, the use of technology in recruiting for charter schools and it was probably the best workshop I've ever seen of that type. They did videotape that and it is available online. If you like I'll be happy to get you a link.

Connor: That's be great, thank you very much. We have just done a contract with Westel America, a marketing firm to support the program. So that would be something we could all look at together.

Bedell: You've had experience personally, professionally, with non-charter sites, right?

Connor: Yes.

Bedell: Could you give us a pithy power graph on the differences in administration for what that means for you and being able to do what you do?

Connor: Well, right now the biggest piece that we have is we wouldn't need a referral from the district. We are targeting 18-24 year old students at this time because they do match up with the WIOA piece that we have to have that collaboration for the funding. It allows us to be more flexible and accessible by students.

Bedell: Ok, thank you. Any questions from my colleagues?

Williams: I have a question. So in your relationships with the community how do you develop those and what areas are you supplying these career jobs and skill sets.

Connor: For example, we just enrolled 8 students from the Taller San Jose Hope Builders in their construction program cohort. They have 24 students, 7 don't have a high school diploma. So we have reached out to them. We are going to be in their facility one day a week providing the educational component for those students. That's one way we're doing that. The other in our advisory board meeting we do have, in January, we did, we had 27 local business men, companies, come in and we are working to facilitate apprenticeship and internships for the WIOAs. So I see it as a 3 prong attack in a sense that we're there. We have this partnership with WIOAs and we're trying to build partnerships with the community so that the WIOA s have places for our students and other individuals they are working with so they have internship and apprenticeship possibilities in those areas. We did receive one of our board members is a vice president of a business bank, Westamerica, and he is working with us on personal finance. So we're going to work with WIOA partners with that and we're going to receive a \$50,000 grant from them this coming year. That's what we're working towards.

N. Boyd: Dave, for the record, can you give us WIOA.

Connor: The Workforce Innovation Opportunity Act. It's federal monies. Anaheim and Santa Ana receive the monies themselves and then they decide what organization they'll use in the

other surrounding cities applied for it so we work with OCAPICA and K2C and Good Will Industries.

Williams: So are you reaching out to different companies, manufacturers, for these types of programs?

Connor: Yes. That's what that meeting was for. So what happens with the WIOAs is like for OCAPICA they have 17 soft skills training sessions that the students go through. Once they complete that then they work on having paid internships and apprenticeships in those types of organizations.

Bedell: Trustee Williams you still have the floor. Do you have further questions?

Williams: I'm done.

Bedell: Trustee Gomez?

Gomez: Do you reach out to any of the local unions? I'm thinking like the iron workers they have their own little academy.

Connor: Yes. There is a group up in Anaheim called ABC Skills Training. They call themselves the other 4 year college. It requires a high school diploma to be in that program but we have referred 4 students at this time to that. They go for 2 years. They do training but it's an apprenticeship type program and then when they complete the program for 2 years then they go into it as a union member, as an apprentice, and then after those 2 years they have full union pay. So it's a very different pathway that can provide an individual with enough income to support a family in Orange County.

Bedell: All those in favor of this plan please say aye.

Several ayes.

Bedell: Opposed? Passes unanimously. Thank you. Ok, we will now go to our time certain of 10:45, correct? The board president is not here to introduce Renee so the vice president will introduce Renee.

N. Boyd: Give us just, can we take a brief recess to make sure that everyone is here?

Bedell: If you so desire we can do that.



N. Boyd: Thank you.

Bedell: We will take a brief recess for 60 seconds.

Sound of gavel.

Bedell: We shall now reconvene. We now go to one of the highlights of our year. So what a pleasure it is. And it is my pleasure to introduce Renee Hendrick who is our associate superintendent of Administrative Services. Renee, come on down.

Hendrick: Thank you.

Bedell: She's going to facilitate the recognition of OCDE employees of the month, employees with 25 years of service or more, academic achievements and retirees. Which will then be followed by a 10 minute recess to which you will direct us?

Hendrick: Thank you. Vice President Bedell, members of the board. As is customary at this meeting each year, we'd like to recognize our employee accomplishments, and as you've stated longevity of service and retirees. Not everyone was able to join us this morning so for your reference a program has been provided. You guys have that, identifying all the honorees by category. So I think we have run into the July 4<sup>th</sup> holiday so we have some of that in there. For those of you in attendance as I call your name if you would please step up into the middle here and vice president Dr. Bedell and Dr. Mijares, our county superintendent of schools will shake your hand and acknowledge your award. So we're going to start with our service awards and I think our first person is delayed in traffic so we'll catch up as she walks in. So our first one is for 25 years of service. We actually had 13 employees were recognized for 25 years of service. Joining us this morning we have Lucy McGinley. (Applause). For 30 years we have 11 employees who were recognized. Joining us this morning we have Teri Adkins, who I am pretty sure started when she was 5. (Applause). We really appreciate our employees with their years of service and I think that's a unique mark for our organization to have so many employees with that tenure. We're very proud of them. This one is a little bittersweet for us so we have retirees. We had 41 employees that have either already retired or are getting ready to retire this year. So we have a couple of them here with us today. Our first one is Mark Akstinas. (Applause). We have Dave Glick. (Applause). We have Fran Palmer. (Applause). We have our favorite art teacher ever, Ruth Rosen. (Applause). And we have Kathleen Taylor. (Applause). That's all of our retirees. So we'd really like to thank them for all of their service to OCDE over the years and what they've accomplished for our students.

Bedell: What's the cumulative number of years of our retirees, do you know?

Hendrick: I can't count that high. (Laughter). I'm not sure, it's a pretty high number.

N. Boyd: We didn't recognize our chief of special schools for 30 years of service?

Hendrick: He was not on my list, that's right. We're going to make Dennis come up. Dennis is our chief of special schools, he has his 30 year anniversary also. (Applause). The last group we have is our employees of the month so these are employees that are recognized for their outstanding performance and they were nominated by their peers and their work groups so it's a very high honor. Today we have 4 out of the 12. So we have Jacqueline Alderissi. (Applause). And we have Vicki Deming. (Applause). We have Van Trinh. (Applause). We have Janice Trop as our next employee. (Applause). Just a couple more, Shari Dorian. (Applause). I'd like to recognize Cheri Hawthorne for 25 years of service. Unfortunately she had to drive from Fullerton back down here and got stuck in traffic. (Applause). So our last group is we have an employee who has reached an educational achievement which we like to recognize. So we have Ryan Crowdis. (Applause). He received his preliminary administrative credential. (Applause). So another round of applause to all our honorees. And again we thank the members of the board for allowing us time at your meeting to recognize our employees and with that, I will turn it back to Dr. Bedell who I believe is going to adjourn us for the reception.

Bedell: We're going to do a 10 minute recess.

Sound of gavel

Bedell: It is now 11:20 and we will reconvene with agenda item on the budget done by Ms. Hendrick.

N. Boyd: No, it's just a vote unless you have any questions. No presentation.

Bedell: So we have a motion to approve the OCDE Budget for 2017 – 2018, fiscal year July 1. Moved by Boyd, seconded by Gomez. Discussion? I have several questions. I know one question we might be asked by the public, Renee, is the deficit, the \$13 million dollar issue. Can you just address that for the record?

Hendrick: So the deficit shows because we received money in this current year 2016-17. So expenses are next year but no revenue matching. So it shows as a deficit because the revenue and expenditures. But it is in our ending fund balance. So the biggest piece of that is our MTSS program, Multi-Tiered Systems of Support. We took a \$30 million dollar grant in this year. That will be spent over multiple years. When you look at, from a financial standpoint, you want to make sure it's not an ongoing trend so we really try to track for you these are one-time dollars

versus an ongoing trend. Really the deficit is showing majority is because of money received this year that will be spent next year. Does that help clarify that?

Bedell: Perfect. And that's not something that's new to us.

Hendrick: It's not. It's a larger dollar amount than we normally see. So that was unusual for us to receive an upfront funding. Most grants only reimburse you. They don't give you the money up front. This one the state felt it was easier to give us the money up front then we just send expenditure reports.

Bedell: Anybody have any questions on the budget? Trustee Boyd.

D. Boyd: The \$30 million dollar grant you were talking about. What type of costs are associated with implementing that grant?

Hendrick: The majority of the money actually goes out to participating regions and districts. We provide training so there is some staffing tied to that, but very small, probably 90% of it is really going out to other agencies. We have it in cohorts because it's a statewide program. As a cohort completes they'll receive funding and so there's very minimal staff that's there right now. Our plan is always as that ramps down the staff is either assigned other duties if available. Their funding is contingent on that specific program.

D. Boyd: If I understand how you've explained this, that the deficit we're showing is largely a result of timing differences and it's not an indication of a long term trend.

Hendrick: Right. If you look at your multi-year budget that was included in there that's where you will see our concern for some deficit spending in the 3<sup>rd</sup> year out that will require some adjustments for us. Basically we're in an environment where we're not receiving any cost of living increases but we have our ongoing increase for healthcare and pension. Based on our declining enrollment unless things change we will have to make changes by that 3<sup>rd</sup> year out. That will probably be my focus of where we will have to make some changes.

D. Boyd: Thank you and your staff for all the work that goes into this.

Bedell: Renee, going to that 3<sup>rd</sup> year out, do you convene focus groups to strategize – that would be 2020? I want to be sure that there's transparency on this so that everybody knows that if there's going to be a problem we need to...how are we getting ready?

Hendrick: We will probably address that in the next year, we won't wait until the 3<sup>rd</sup> year out. You've seen our decline in enrollment, that's the biggest piece for us. So looking at staffing

rations and things like that, that will be our largest focus over the next year. Our hope is that we would actually correct that in 17-18 to 18-19. We don't want to wait until the 3<sup>rd</sup> year out. It becomes a much bigger problem, it's easier to cut now. We also have all our positions basically for any new position has to go through the superintendent's office, and we're asking people to justify that. Where's the funding coming from? Even positions that are vacant because people have left, we're asking the same questions. Do you still need this? What's the need, what does that look like? Can you do it in a different way? Through attrition we're hoping to basically fix that problem.

Bedell: And the building of the new site has nothing to do with this?

Hendrick: No, because that will be all state funded and we aren't spending the general fund dollars for that.

Bedell: Anything else colleagues? All those in favor of the budget please say aye.

Several ayes.

Bedell: Opposed? Passes unanimously. Thank you very much, Renee. Now back to the agenda. My agenda shows that we have done all the staff recommendations, we have document #8 is being held over so that Trustee Lindholm can be here to address it, to be carried over to our July board meeting to review what other county offices have done. Ms. Boyd do you want to discuss just a sentence for the record that we have solicited analogous county documents. Do I have that right?

N. Boyd: You do have that correct. In conversations with the executive committee the last couple of months, then also we had trustee Boyd reach out and request a copy of another county's policies related to appeals. We thought that it would be helpful to reach out to the surrounding counties, which we did, and we have shared that information with the board members as you all continue to dialog about inter-district appeals, the processes the districts are utilizing in their policy and then when those appeals come to you. This year as we all know we had a large number of appeals that came which was very unique, related to a policy change. My understanding is the board is looking to establish some clarity for the districts in terms of what you all are looking at when you are reviewing these appeals and also updating potentially your policy to incorporate some of those changes which we would be discussing at next month's meeting. Also, just to mention, we did send, there was an article online in the Register yesterday on inter-district appeals which we sent the link to the board members. My understanding is that it's in print today in the newspaper.

Bedell: Thank you very much, very helpful.

D. Boyd: Yes, thank you.

Bedell: Thank you. The goal here is not to set up another set of problems for us.

Wenkart: Like you said, there was a big variation in the policies among the districts. All the policies are consistent with state law. None of them violated state law. We use the term strict to describe Anaheim Union's policy, which is probably the strictest policy as far as granting appeals. Trustee Boyd raised a question that I'll just comment on, the Allen Bill, which was mentioned in the article as well. The Allen Bill, I'll pass out copies for you, this is the actual law itself. On the second page, I highlighted the word may just for your benefit to know that it's permissive. Basically you have, the legislature enacted this patchwork of laws that are not coordinated to guide the inter-district transfer laws then you have the Allen Bill which is legally a little bit different but practically very similar. In theory, the Allen Bill transfers residency once you establish that you work in a particular district and the district grants you the right to attend that district, which is permissive, then you're a resident of that district. So, it's kind of a different legal status and you don't have to apply year to year. So, that was mentioned in the article as well. Most of our school districts in Orange County don't utilize the Allen Bill, they just have people apply under the inter-district attendance laws, which is their right. I just wanted to clarify that so this is the actual law itself.

D. Boyd: I guess the difference in the Allen Bill versus just two districts getting together and saying ok, we approve this transfer. The Allen Bill grants it for a longer period of time, is it 5 years?

Wenkart: It's until they graduate so as long as they are working in the district they don't have to come back. If their employment status changes then they're not allowed to continue but there's no mechanism for checking. In practical terms once it's granted it's pretty much it unless the parents move or decide not to utilize it any more.

Bedell: Ron, isn't there also the case that if the district does take the child on the Allen Bill, it's their child, the district's child. And if the child is a very bad citizen, they have to go through the expulsion hearing process but if it's an inter-district transfer they can say here's your lock and key, go.

Wenkart: Right. That's why a lot of districts don't like the Allen Bill and don't utilize it. It's because it's different legal status. Under the Allen Bill you're actually a resident of that district where you're employed with all the rights.

Bedell: Ok, again we will have a media discussion. I was surprised when I went to the CCBE meeting, some county offices do not close this hearing unless there's something really highly confidential and private about the particular kid, otherwise there's no closed session. You can't be just like he's shy and needs another room, nothing like that. It has to be highly personal, maybe medical, deep psychological issue.

D. Boyd: And, some treat it as more of an administrative function, doesn't really even get to the board other than perhaps ratifying what was done.

Bedell: Well, it's an agenda item and a consent then, in some places.

Wenkart: Yes. The statute on inter-district transfers is very vague and very broad. So that's why you have such a variation among the districts.

D. Boyd: I think we have to look at it. I want to make it clear that I don't want to be in the business of micro-managing policies of other districts. But I think in terms of how we handle this going forward, we need to spend some time on it.

Bedell: I agree. We now go to, do we want to do the closed session during lunch? The record will show that moving through agenda item closed session that counsel has indicated that there's nothing to report.

D. Boyd: Are there any hearing dates coming up?

Wenkart: July 14<sup>th</sup> there's a hearing date. Briefs are being filed by legal counsel, but nothing new. After July 14<sup>th</sup> then we'll have something new to report.

N. Boyd: No closed session.

Bedell: No closed session and the hearing will be in July.

Bedell: Information items? Superintendent? Do you have some words of wisdom for us this morning? Associate Superintendent, would you like to fill in? (Laughter).

N. Boyd: As a reminder our next board meeting is July 12<sup>th</sup> and submission deadline is today because of the holidays we have a tighter window. CSBA Annual Education Conference is November 30 – December 2 in San Diego. If Board members are interested in attending and you have not RSVP'd to Darou please do so. The registration is open and hotels go quickly. We also have the CCBE which is the county boards of Ed annual conference, September 8 – 10 in Monterey. Again, if you haven't RSVP'd to Darou please do so. Some of you have already

acknowledged that you will be attending. Based on the attendance, then I'll schedule a dinner in Monterey with you all, actually at both of those conferences. Next month we will be having a change of officers and review of board assignments. If there's interest of different board assignments that you're not familiar with then Darou and I can get you information. We'd be happy to do so. We recognize that you have in the last couple of years carried over some board assignments to August, so we have that listed in both months, not knowing what your pleasure is. We have just received invitations that we have sent to you all for Summer at the Center which is scheduled for July 28 and they are asking for RSVPs by July 14. Again, you can let Darou know so we can make sure we have reserved seating for you at the Summer at the Center. If you have not been to that performance by our ACCESS students, it's an incredible opportunity to see them in a totally different light and to hear them explore the arts, it's really exciting.

Bedell: Thank you.

Mijares: I have just a couple, Mr. President, thank you. First of all last Tuesday the Dalai Lama visited Orange County and he met with a group of educators at the Island Hotel in Newport. It was a small group, no media. He was there to talk about kindness in the schools. While I don't know what belief system you have in terms of your own faith, but his whole point he says for his existence is to spread kindness. Kindness is obviously very critical in the instructional process. The research that we're not seeing on the so-called soft skills or those skills which are hard to quantify, is overwhelming in terms of the difference that makes in the classroom. In other words, the cognitive skills are harnessed to the social-emotional skills. We see that today in leadership. Leaders who err largely do so on the basis of the inability to form relationships with people. It's the social-emotional things that lead to success. That's what industry is always looking for when they look to hire leaders. I just wanted to let you know that because Mayor Tate designated Anaheim as a City of Kindness a couple of years ago he formed this relationship with the Dalai Lama. He was here basically to commend us and to just talk about what he has seen across the globe the power of kindness in the classroom. So I wanted to share that with you. I did participate in that and then also I was just in beautiful Carlsbad, California, just a few miles from here where we were talking with state officials, through CCSESA, the county organization, and state officials on the LCAP. There is 50 percent, believe it or not of the members of the legislature since the LCAP was passed have changed. So now you've got, can you imagine in terms of turnover, the general assembly both the assembly and the senate, 50 percent of those seats have changed since the LCAP was passed in 2013. So there is a void there in terms of people understanding it and what it's all about. We heard from a consultant from the state board of education, David Sapp. We also heard from people in the department of education and also those from the governor's office. The whole point was let's keep focused on this, let's keep looking at it, let's make sure that the money is being used in the right way. The good thing about it all, I think, is that there's so much stakeholder engagement now. These boards, boards of education have to approve all these LCAPs and then they come here, we approve the ones from

the counties, you approve our local one and it goes up to the California Department of Ed and right now the Every Child Succeeds Act which is the piece of federal legislation that passed, surpassed NCLB, No Child Left Behind, is demanding that every state have a plan that aligns with that. Right now, California is in the midst of the deliberation and the state board of education is inviting comment on what you think our plan should be. We intend to have a role in that, the Orange County Department of Education. The other thing I wanted to let you know is that we started a group, it's called Latino Youth Leadership Orange County and we are a 501c3. We had a local law firm Rutan and Tucker do a 501c3 for us pro bono and so right now we've got about 60 young boys, Latino boys, and young men really, because they're in high school that are at Vanguard University for a week of training to understand what it's like to go to a university. And Vanguard is seeking to be a, I think they've made it, you go off and on in terms of a Hispanic serving institution. As you know, Irvine, UC Irvine is now a Hispanic serving institution and Cal State Fullerton is. I think that Vanguard is also, I think they're designated right now as a Hispanic serving institution. The whole point is to take high potential students who are not doing well in school and give them the kinds of opportunities these compensatory programs that can erase gaps and help them understand what is required to navigate the university setting. So, they're at Vanguard this week and they are going through a week of training. Kind of like a boot camp. They live right in the dorms and it's a great experience. I think that's all other than we've got graduations going on across the county and my commendations to our staff, you've heard from some of them today, in terms of our charter school. It's always a wonderful experience to award the high school diploma. I'm going to be at one tomorrow and so are you (indicating Dr. Bedell), we'll be there together. It will be the North ACCESS high school graduation tomorrow. That's all I have in my reports. Thank you.

Bedell: Speaking of graduations, who did the Los Alamitos, I'm blocking the name.

N. Boyd: Sunburst?

Bedell: Yes. Did anybody?

N. Boyd: Yes, the assistant superintendent.

Bedell: One of my former students, Mallory Moore, she was honored for something at that process and I was just wondering....how many students do you know of? About 80?

Strachan: I want to say 68. They honor all of them at the graduation and then we have the diplomas as well. I want to say we had 68.

Bedell: So we track where those students go?



Strachan: Actually part of Sunburst they actually do follow the students with mentors and they track where they go and actually give them a year of service, follow-up services. So we do know where our Sunburst students go.

Bedell: Fantastic. Thank you very much. OK. Anybody have anything to add? Trustee Boyd you want to report about Washington D.C. other than the unbearable weather?

D. Boyd: Sure. I felt that the local conference was much better organized than the one in D.C. I think every breakout session we went to was standing room only, people sitting on the floor. The quality of the sessions were good, it was a lot different. There was less of a nuts and bolts on how to run a charter school and more on philosophy. We did get to see our secretary of education, Betsy DeVos who spoke and didn't really say a whole lot or no ground breaking announcements. But in talking to people I think the charter school associations in general are most concerned about voucher programs that they're not generally speaking in favor of a concept of vouchers. Of course it would depend on specifically what requirements went along with those vouchers. All in all I think it was a good workshop. If I had to pick one of the two however I think it would be the California one.

Bedell: I did not see Secretary DeVos. I saw her aide the day before. My understanding, it was pretty much the same campaign speech. But that's fine. I thought the presentations, if you're interested in going to a charter issue to educate yourself the California meeting for me was much more substantive. The Washington D.C. sessions I went to were like Trustee Gomez would say, let's talk about the achievement gap and then everybody break into 10 table and they talk about the achievement gap. There wasn't much, for me, substantive. The California meeting had a lot of substance, nuts and bolts, this is what to do. That session did not. In fact, I would consider maybe giving it a second chance but I don't know if that's a good use of my travel money. I'll be giving the commencement tomorrow at Plummer, for one of our ACCESS sites. I look forward to being with the superintendent. I will not be giving any bad props. But I will be giving a prop.

N. Boyd: Thank you. You are listed to do remarks.

Bedell: Trustee Gomez?

Gomez: I have nothing to report.

Bedell: Trustee Williams?

Williams: Nothing sir.

Bedell: OK. We'll recess for lunch and reconvene at 12:15 which will be the first hearing unless they get here before. Thank you colleagues.

Sound of gavel. Meeting adjourned.