

## **Orange County Board of Education Meeting – 8/16/17 – Transcript**

*(Sound of voices – gavel)*

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

Bedell: Good afternoon, everybody. I'd like to welcome you all. Our regular meetings are held monthly at 10:00 am unless otherwise noted. Obviously, today is different. Anyone wishing to address the board must complete a request to address the board card available at the table by the door. Please submit the completed card to the board recorder prior to the beginning of the board meeting or before the agenda item discussion if it is an agenda item. Each individual is allowed up to three minutes per meeting and may not give his or her time to others. This is a public meeting and we must be respectful of each other and the board. Verbal outbursts and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403. Board agendas are posted online and can be reviewed at [www.ocde.us/board/pages](http://www.ocde.us/board/pages). Agendas are available on the back table as well. Thank you for attending the board meeting today at the Orange County Department of Education. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order.

I would like to make a few comments under the topic of the invocation. I'd like to begin our meeting today, well, commence it, with special words dedicated to commencement. When we hear the word commencement, we traditionally think of June. Gowns and tassels at the end of the academic year. The word commencement is North American, typically used to identify a ceremony where you get diplomas. However, as educators and people interested in education, I think it's important for us to think out of the box. Today, this week, and in the next few weeks, schools all over Orange County will commence with new beginnings, new starts, new openings, new launches, new kickoffs.

Hopefully, given what's happened in the past 96 hours, beginnings of deep conversations about how to be a civil society member. So with the opening of school we have beginnings of the introduction to new material; we have the beginnings of meeting new friends, we have beginnings of being in a new place. We have beginnings being exposed to new and different people; we have beginnings for our teachers to get to start with a new group of learners, we have beginnings for some of our principals with a new site, new staff, new children and new families. So, let us commence by looking at beginnings as opportunities. Opportunities to reaffirm our values of what it means to be in a democracy. Opportunities to double-down and do what's right. Opportunities to define challenges as opportunities. If we all dedicate ourselves to launching our new academic year as an opening of new vistas with human decency and learning at the forefront, our children will grow and be better for it.

Please join me in wishing all the children of Orange County a great start as they work to be essential members of our democracy and that at June's commencement we can say our commencement in the fall was well done. A journey which began as a new start is the beginning of many future commencements whether in the fall or June. Thank you.

I wonder if we could please go on to the Pledge of Allegiance, Ms. Strachan leading us.

Strachan: Thank you. Please stand and join me with the Pledge of Allegiance to our flag. 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, Laura. Roll Call please.

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Boyd?

D. Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Silence.

Sisavath: Trustee Williams?

Silence.

Bedell: Thank you. Do we have any introductions?

N. Boyd: There are no introductions at this meeting.

Bedell: I would like a motion to adopt the agenda, to include in that the removal of Item # 12, an inter-district appeal which has been resolved. Do I have a motion?

D. Boyd: I'll move.

Lindholm: Second.

Bedell: Moved by Boyd, seconded by Lindholm to approve the agenda as amended. All those in favor please say Aye.

Several Ayes.

Bedell: Opposed? Passes. Minutes of July 12? Do I have a motion to approve?

D. Boyd: I'll move.

Lindholm: Second.

Bedell: Moved by Boyd seconded by Trustee Lindholm. Any discussion to the minutes? Any additions or corrections? Thank you Darou, they're beautiful. All those in favor please say Aye.

Several Ayes.

Bedell: Opposed? Ok. I would request a motion to recess the regular board meeting to conduct a meeting of the Orange County Department of Education Facilities Corporation Meeting. Do I have a motion to recess?

Williams: Moved.

Bedell: Moved by Williams seconded by Bedell. All those in favor of recessing please say Aye.

Several Ayes.

Bedell: Opposed? Now we're in recess so the Facilities Corporation can hold their meeting. Staff who was taking care of this please?

N. Boyd: Ms. Hendrick will be approaching....

Bedell: Ms. Hendrick, do you want to introduce yourself for those in the audience who don't know you?

Hendrick: Yes. My name is Renee Hendrick. I'm the Associate Superintendent of Administrative Services. In your packet you have the financials – 2016 -17 financials, it's in the back part of your agenda under Facilities Corporation. I'd like to highlight a few items from, actually, first you need to do the minutes.

N. Boyd: Yes, Jack the agenda at the roll call if you go back...so we can follow the agenda.

Bedell: Sure, that's fine. Thank you, that's easy. For the benefit of the record this regular meeting of the Facilities Corporation is called to order. Roll Call, trying to move this quickly.

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Boyd?

D. Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Silence.

Sisavath: Trustee Williams?

Williams: Present.

Bedell: Do I have adoption of the agenda for the August 16<sup>th</sup> meeting?

Williams: So moved.

Bedell: Moved by Williams seconded by...

D. Boyd: Second.

Bedell: Seconded by Boyd. All those in favor of the agenda please say Aye.

Several Ayes.

Bedell: Opposed? Do I have a motion for the meeting of the 2016 August 3 Corporation?

Williams: So moved.

Bedell: Moved by Williams. Seconded by Boyd. Any discussion of those minutes? All those in favor please say Aye.

Several Ayes.

Bedell: Opposed? Passes. At this time, members of the public may address the board of education regarding any agenda on or off agenda item with the subject matter within the jurisdiction of the board of education provided that no action may be taken on off agenda items unless authorized by the law. Comments shall be limited to 3 minutes per person per meeting and 30 minutes for all comments. You can see, those of you who are new to this, you see the parallel of what we just did with our regular meeting. OK, special recommendations. We have to appoint the officers of the Education Facilities Corporation. Renee, could you just give us...this is where I wanted to go and...could you just give us a brief synopsis of what that means?

Hendrick: This is a separate corporation because we had taken out certificates of participation or COPs for the loan when we purchased the Esplanade Project. This board is that Facilities Corporation which allowed us to set up the taxability of those notes.

Bedell: Right. Now for the people who are new to us this building is over on Red Hill.

Hendrick: Right next to us on Red Hill, the 6 buildings that complex. We purchased that in 2001, I believe.

Bedell: OK. So now, what did the officers do at this corporation?

Hendrick: They preside over this meeting, the officers of the Facilities Corporation, which is an annual meeting and they are listed and if we were to have any type of activity as far as the loan or anything like that, then they would be the signing members of that also. So typically it's just presiding over this meeting and then the whole board sees the results from this on a quarterly basis.

Bedell: So if they wanted to do something big about the building, these would be the people who would initiate it, right?

Hendrick: Right. If you remember the last time we did the remarketing of the COPs the officers were the ones who signed on those.

Bedell: So in your agendas colleagues, you have the officers suggested as Bedell for president, Boyd for secretary, Ken Williams for treasurer. Do we have a motion to make those persons the officers?

D. Boyd: Yes, I will make that motion.

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

Several Ayes.

Bedell: Opposed? Passes. OK, now we move on to Item #2 to receive the Esplanade Project Operational Report for fiscal year 2016-17. The next piece will be the budget.

Hendrick: Since we only do this annually I thought I would give you a little bit of background to see if that would help you a little bit. In your packet you should have 2016 budget to actuals. As we were budgeting for last year we had a few items we were looking at. We originally had talked about in that meeting last August about moving forward with some possible capital improvements, for the elevators, things like that. We did do a lot of due diligence through the fall and into the winter months. We hired an architect we did plan specifications we did all that to see the feasibility of that. Originally our first quote which was just to have a contractor out was \$250,000 per building. As we did the design specs and realizing the age of our buildings that number became substantially higher because these buildings are older and to actually fit the elevators in there would have to be pits, concrete pits built in and also through the roof. So, at a later time we could bring you all that detailed information if you want it. Looking at that, we will talk about the budget for that which would be in this next coming year. In January, we did talk about we had one large tenant that actually, and I will give you this one item, this is the layout of those buildings, as I talk about different building numbers. Our largest single tenant I should say...these are the bottom floor of most of these buildings is actually industrial use and the upper floors are office space, and some of them are actually combined. Our largest single use tenant is in building 3 and we had some legal proceedings with that tenant which lasted through most of the spring time because they were behind in their rent. We thought that we wouldn't be able to collect and would have to remove them from that space, and then we would remodel the entire building and put our staff all in one building. Right now we are spread between buildings 4, 5, 6, and we have an office in 3. At the very last day, that tenant did pay everything in full and we continue to have that lease with them. It does expire in 2018 and we will be discussing whether we will be renewing that lease or not. This has been an ongoing issue we've had. I think probably Dr. Williams remembers the same tenant we've had issues with since we bought the

building. Because our occupancy is so high and the market is so good right now, now would be a good time for us to look at reorganizing that. Our occupancy rate is at 98% right now. With that, it makes it very...it will be a lot of planning to move things around. Because we have the certificates of participation which was our loan for that building, we've set a fixed rate through 2019, we were able to negotiate that at 3.5%. That will have to be renegotiated as that date comes up closer. Because these buildings are not completely occupied by us they're considered taxable and we don't get the same rate as a government agency normally. Because of how that is structured and our hardship funding for our community school, we can only hold a certain amount in our fund balance. So we are required to hold the 1.62 million which is required as part of the debt payment, like a reserve for that debt payment, and then above that we can only have about another 3 million dollars, so a total of 4 million dollars to hold in reserves. That's what we have to use when we have major tenant improvements and all those other types of things. Any money above that either has to go to pay down the loan or would have to go against our state school building program which is that Community School #9 we're trying to build. It doesn't allow us to keep a large reserve in that fund. In the past we've used that to actually pay down the loan. We started at 20 million dollars, we're down to 12.9 is what we currently owe on those buildings. Because we have that building on hold, basically we put projects on hold waiting to see, we think it will cost us about 1 million dollars to retrofit that. They have chemical tanks and stuff in that building so we know we're going to have quite a bit of clean-up that goes with that. When you look at how we finish for the year, you can see that our budget to actuals looks pretty good, our revenue came in higher at the 2.2 million and our overall fund balance increased by 518,000. Part of that is having the low fixed rate at 3.5% and then having the 98% occupancy, that's what's created the additional revenue. At any time if the occupancy goes lower, if we have any major repairs, that obviously could change. Any questions on this?

Bedell: Trustee Williams?

Williams: My compliments to you, to Wendy, to Lynn, when this all began 20 years ago it was amazing. The risk, the criticism to do this, it looks like we've done fairly well from the investment perspective. There's always the discussion about how long are we going to continue holding this? If I can use the word profit, if there was a significant profit or capital gains, I know we've talked about we may be negatively impacted if we were to try and sell it, if you can just remind and recall that conversation?

Hendrick: We have the project that's been approved by the board for community school #9 which is the property we own on Harbor and the 91 freeway which we hope to build a community school for. If we were to sell the building, the proceeds from that building would actually go to offset those funds. We would lose our state funding. It wouldn't be advantageous for us to do that. And, we may not get enough to offset.

Williams: Let's say 5 or 10 years from now school #9 is built, then can we sell this building and keep the profits? Do we know?

Hendrick: I'm not sure we could keep the profits; I don't think we could. But we would at least be able to pay off the loan. Because we do receive state funds, normally they want those monies to go back to a state project.

Williams: So, any capital gains we don't keep, it goes back to the state?

Hendrick: Right. Because the state has helped us purchase our school facilities. You would get your original investment back.

N. Boyd: So it would be cost neutral with all the positive things you've been able to accomplish over the last 20 years.

Hendrick: But we wouldn't get a big capital gains from it. The other think I keep reminding people is that since we do lease the space over there it's very cost neutral for us. Whereas we're trying to find space out in other areas to lease office space, it's very expensive, and also doesn't fit our needs as much. This makes it much easier for us as we grow and expand. That was our original plan, that we would actually occupy much more of that and then we shrunk down in size and now we're expanding a little bit also.

Bedell: Ok. Trustee Boyd?

D. Boyd: Yes, sir. Since it's a separate corporation does the department pay rent into the other entity?

Hendrick: Yes, we do.

D. Boyd: Is that more or less fair market value?

Hendrick: It is fair market value.

D. Boyd: Based on our conversation last week, and I did have a chance to talk to Renee about this and I greatly appreciate that. If we were to sell even though we couldn't keep it, it looks like the property is valued in the 24-million-dollar range and we have approximately 12 million dollars in debt so from an equity standpoint we're in good shape and maybe at some point in time the law would change and we'd be able to hold onto something for a change. What percentage do we occupy, do you know?

Hendrick: The last time I looked, not even enough for one building yet. I haven't calculated in the last month and we did move another office there so we could be up to one building. At the point we would remarket the loans we may want to recalculate that because you could then go one building as tax exempt, as compared to all taxable. That's how we would look at it.

D. Boyd: You said that the one key lease expires in 2018, is that late 2018?

Hendrick: It's September of 2018.

D. Boyd: I'm wondering then in terms of planning should we maybe as a board get together 6 months before that and develop a plan on what we're going to do?

Hendrick: I didn't talk about that because we have had an ongoing struggle with this tenant. When the economy was lower we didn't really want to give up the whole building at that time. Our occupancy rate was much lower. But they struggle financially. There are probably less months in a year that they're on time with their payment than they are late.

D. Boyd: I did have an opportunity to take a detailed look at the elevator situation and as much as I would like to do this, it appears it would strain our budget too much to do it and it would be difficult. We could only do one building at a time. Then, what about the other tenants in the other buildings? When you put an elevator in building A why can't you put an elevator in B. So I think it's something we continue to need to document that we are aware of the issue and at the appropriate time when the resources are there, we will take care of it.

Hendrick: Would it be the pleasure of the board then to look out for 2017-18 taking the funds we've set aside for that to maybe buy down the loan? We can't go above that balance so that's my only question. If we're going to hit our balance that we could hold would you want to do any excess, then to do a prepayment to the COP?

D. Boyd: Well, we certainly don't want to give it back to Sacramento.

Hendrick: No, we don't want to do that.

D. Boyd: Whatever it takes to keep the resources under our control.

Hendrick: Ok, we could do that.

Bedell: Do you have anything else with this?

Hendrick: You have to receive the budget also.

Bedell: Right. Do we need a motion to receive this report?

D. Boyd: Trustee Lindholm did you have any comments?

Bedell: Oh, I'm sorry Linda. I'm just processing.

Lindholm: Thank you.

Bedell: By the way, we need a moment of congratulations. Grandchild, grandson number 2 yesterday, teeny, teeny baby, 9 lbs. 10 oz. and congratulations.

Lindholm: It's all good. It's an amazing miracle. Thank you for that. Is it possible to use any of these buildings for ACCESS for any of our classroom facilities? It sounds like you only have staff offices in there. But couldn't one of these buildings be used by our programs?

Hendrick: We do have ACCESS staff that...we do have a school site at Red Hill, right up the street, a building that we own also. But we don't really have a large number of students in this area. So most of our students walk to our program. We don't normally take buses and so it's not conducive to an area for our students, at this time.

N. Boyd: We did look at this a number of years ago. Those buildings are not DSA approved for classroom space, Division State Architect, and so we'd have to do modifications if in fact we did have an increased number of students in this area and we wanted to convert to classrooms, we'd need to convert the building so that it would be DSA approved.

Lindholm: That might be something you would want to keep the funds for. I prefer not to move the funds for the elevator out of there. We do have state requirements so; I don't want to pay off the general fund balance with it. I'd like to see...

Hendrick: No, not the general fund, just the COP, the debt.

Lindholm: I still think that we have an obligation to move forward with our ADA in some way, shape, or form on these buildings.

D. Boyd: We have made significant progress since this was brought up 2 or 3 years ago. There have been costs and I assume fairly substantial costs in terms of architecture. Do you know what we spent on that just...?

Hendrick: About \$42,500.

D. Boyd: So again I think, obviously in a perfect world, I'd love to do this right now. Unfortunately, I don't know that that's a prudent thing to do at this point in time. We do have well documented now that we're paying attention to the issue, we're spending funds on behalf of addressing the issue which we were not doing 4 or 5 years ago. While there's always the risk of litigation in these areas, short of actually installing the elevators I think we've done everything we can with due diligence to minimize our exposure.

Lindholm: A very good statement.

N. Boyd: I think it's important as Renee is explaining to the board, when we approach the state we had to meet with the office of public school construction in order to move forward with that project next door. In the agreement there are only 2 ways that you can utilize the funds. Repairs or maintenance improvements to the property or paying down the loan. There's not an option to do something else with the dollar amount and it cannot exceed the threshold that she's identifying so I think based on the comments that we've heard maybe as we get closer to approaching that threshold and we're watching what's happening with Irvine Sensors we can have a dialog with the board and the officers of the corporation to make a recommendation at that time instead of trying to figure it out now because a lot of things may change in the interim over the course of the next couple of months and then we just come back sooner. There's nothing that says we only meet with this corporation once a year. I think, identified on based on what's happening and what we're seeing with Irvine Sensors it's probably more prudent that we have another meeting at some point in the year to dialog with the board and find out what your pleasure is.

D. Boyd: One follow-up question if I may. You mentioned the fact that we owned a building on Red Hill?

Hendrick: Yes.

D. Boyd: I was not aware of that. I was probably told and just...do we own other properties outright?

Hendrick: We have some school facilities that we own outright. Harbor Learning Center which you guys remember and then we have a lot of joint EUs, remember University Deaf and Hard of Hearing that we built in conjunction, Mann in Anaheim, then we also have quite a few...the Heideman one, those are all joint use.

N. Boyd: We own land or buildings there because those were our first joint properties that we did. Reilly in Capistrano and then Heideman in Tustin. So we do own a portion of land and buildings at both of those sites.

D. Boyd: Should those properties ever be sold would the proceeds have the same type of limitations that we're talking about?

Hendrick: they would because state funds were used to build those. So just like a school district if they use any type of state funds to build, those monies remain back to the state. Redhill we purchased in 1998 maybe?

N. Boyd: Right around that time, that was prior to the agreement and not done with state funds.

Hendrick: Right, we had purchased outright. So that does house our community home education program and we've just recently moved our career tech education program from Santa Ana there.

D. Boyd: Ok, thank you.

Bedell: Would the staff like a motion to receive that report.

N. Boyd: No, I think we're comfortable by virtue of the budget approval or whatever action the board takes on the budget will be fine.

Bedell: I would just like to request that all of the people involved Renee, Darou and Nina, be sure that those minutes for this meeting, we're not done yet, are a rich document in detail of what Trustee Lindholm and Trustee Boyd dealt with in terms of the elevator issue. Not just we discussed...those. Rich minutes for the sake of the record.

N. Boyd: Ok. We'll capture the full transcript and then pull the appropriate points and just for the benefit of the full board, we discuss with the Executive Committee the fact that we typically wait the full year to bring the minutes back, this year we're going to bring those back next month, in September, so that it's still fresh and then that way if we haven't captured it appropriately you all will remember what we have missed as opposed to waiting the full year.

Bedell: That means that we have to come out of the regular board meeting?

N. Boyd: Correct.

Bedell: The last item on this item is to receive and approve the Project Operational Budget for fiscal year 2017-18.

Hendrick: You can see we did allocate the 1.2 million dollars for capital improvements and that time based on our previous conversations so at this point we will hold on that for the time being although there could be other tenant improvements that come up obviously. This is a very conservative budget. It's based on 80% occupancy instead of the 98% and I think what's helping us is the interest rate environment because that is so low at this time. Obviously our concerns in later years is our interest rates go up and our principal amount goes up the concerns of staying even will be bigger. If you can look at the operating revenue its predicted to be 1.8 million dollars, our rental expenditures are 691,000 and the debt service payment for next year are 1 million 31. We do have a program reserve fund which is required by US Bank who holds our COPs, of reserve of 1.6 million dollars that just sits there as a reserve for any financial difficulties. So at this point if we were to do those improvements we would have an unrestricted fund balance of 1.7 million. We have put in some other small operational costs. Whenever we have tenants move out we always have painting, carpeting, all those types of costs.

Bedell: OK, trustee Lindholm. Questions? No. Trustee Boyd?

D. Boyd: No sir.

Bedell: Trustee Gomez?

Gomez: No, I'm good.

Bedell: Trustee Williams?

Williams: None.

Bedell: OK, so I have no questions also so, anything else?

Hendrick: You need to approve the budget.

Bedell: We need the motion to approve this piece. So do I have a motion to approve this fiscal year budget?

Williams: So moved.

Bedell: Moved by Williams seconded by Boyd, Lindholm? Sorry. All those in favor please say Aye.

Several Ayes.

Bedell: Opposed? It has passed. I now would welcome a motion and a second and a vote to return to the regular meeting of the Orange County Board of Education. May I have a motion to so move?

D. Boyd: I'll move.

Bedell: Moved by Boyd.

Gomez: Second.

Bedell: Seconded by Gomez. To return to our regular meeting all those in favor please say Aye.

Several Ayes.

Bedell: Opposed? Passes unanimously. Thank you. We now go to the consent calendar which has 3 items; granting of diplomas, food donation by In-N-Out, and the Williams Uniform Complaints. Do I have a motion to approve the consent calendar?

Williams: So moved.

Bedell: Moved by Williams.

Gomez: Second.

Bedell: Seconded by Gomez. All those in favor of approving the consent calendar please say Aye.

Several Ayes.

Bedell: Opposed? Passes unanimously. We now go to staff recommendations which is to receive information with a subsequent action at the September 13<sup>th</sup> meeting, the Educator Effectiveness Plan.

N. Boyd: Ms. Strachan.

Bedell: By the way, I need to apologize publically on how I butchered your name earlier.  
Laughter.

N. Boyd: Laura Strachan, assistant superintendent of ACCESS and Dennis Roberson, chief of special schools will present the Educator Effectiveness Plan for the board.

Bedell: In a previous conversation with staff I asked about measuring what we are claiming we are going to do so we'll have that in the record.

N. Boyd: That will be included in their report, that was communicated.

Strachan: Thank you president Bedell and members of the board. I'll be doing most of it because most of the plan is with ACCESS and then Dennis can cover his part or jump in when there's questions, if that's ok. The allocation was per pupil that's why our allocation was bigger in ACCESS than in Special Schools because of the number of students that we have. The money was determined to be spent with professional development, coaching support services for teachers who have been identified as needing improvement or beginning teacher support and curriculum and lesson design based on State content standards and to promote educator quality and effectiveness.

Those were the 3 domains when we looked at with the money and what our needs were. As you know, ACCESS has not hired teachers in about 15 years so we don't have the beginning teacher issue. But we do always want to support our teachers and help them to do better. So in that domain, ACCESS determined that we would actually use that to bring our coaches out to model classrooms to work one on one after walk-throughs. It's very effective to bring and show them practice. This is how you can do it...this is how one of your peers doing some explaining. So we allocated our funds for that in that portion. I know that Dennis was looking at beginner teacher training with strategies, methodologies and assessment goals.

Roberson: Fortunately for us in our program we have been able to bring in some new teachers. Many of our teachers have gone into administration. Others have gone into other areas of special education within the districts of Orange County and that's why our autism program is so strong in Orange County because of what our people have been able to do in the district. So what we've done right now with our new teachers we're attempting to get them up to speed with the curriculum development that we're working on for students with severe disabilities. We have identified some important curriculum that has just been developed by the state administrators of special education the SEACO Curriculum guide which is also in our LCAP. We'll be training all of our new teachers on that. We've identified what we call our SOS program which includes a PLC where we have teacher leaders that will be able to go out to the classrooms and then we're also supporting our administrators with our executive leadership training at the department here and working to get them into the classroom. We're trying to take this on in a real systematic approach in terms of the kinds of support we're giving our new teachers and we've really got some good ones. To show you how good they are they've been able to move up in the system to program specialist positions, to administrative positions, and throughout the county. So we're

real proud of our new teachers and we're real proud of our older teachers as well. This really benefits our program.

Strachan: We too have been looking at very much of a systemic change in ACCESS to bring in more rigor so each piece of this goes hand-in-hand with all the building blocks that we've been doing this year so it helps put everything together. So based on that with our classroom observations there's a lot of work in between that but it's listed later in the plan. Our next piece is the professional development piece in the curriculum area and curriculum development. We are actually in the process of upgrading our curriculum to make sure the standard based across the board in all areas. The last one to bring forward is our science which we are working on right now. We have our TOSAs which are curriculum specialists actually going through that curriculum before it goes out to the teachers working with the publishers and actually helping us develop lessons and curriculum so that they're all aligned and working together and we're not just throwing ...a normal teacher has 3 preps a day approximately where you're prepping 3 lesson plans a day. Ours if we just through that down would have 27 lessons a day if we didn't assist them with some type of coordinated approach because we have kids in class, multi-grade classrooms. To make sure it is used correctly we want to be very systematic about how we put it forward. So we'll be doing intensive training in our new adoptions with the new curriculum in all of the content areas as well as exploration in CTE so that we can help develop pathways for our students to partnership with the community colleges. When we do that we'll be looking at when you asked about how we assess that it works. We want to look and see that the curriculum is being used in the classroom. We will be looking at baseline data from our formative and summative assessments, the short term tests versus the long term testing so we can get baseline data this year as we develop the curriculum imbedded in that curriculum so that we can go forward and look at how well they're doing. Our students don't, using state testing our students that's not the best way to gauge our students and the state recognizes that as well because we don't have the same students. They are sometimes in for a few weeks and then gone so it's not the same students taking the test yearly and it's very difficult to have that be a gauge for us to really determine what we need to do. So we're developing our own assessments imbedded in the curriculum so we know how well our students are doing. WE also will be using PLCs as Dennis will so we're looking at very much developing a team a leadership team and the leadership at the sites which will help support our teachers in the curriculum. So that once this money is gone we are still able to keep going and build the infrastructure necessary to have the support at the sites in the curriculum area. So we'll be using the leadership team on walk throughs to also assess how we're doing. I know that we also have a leadership team review that will be looking at all of the data that we do have.

Roberson: In our curriculum piece we will be introducing the SANDI and the SANDI/FAST this year which is an assessment, one of the original assessments developed by Riverside County for severely disabled students. We'll do a pre and a post so we'll see what kind of growth we've had

on that instrument. That will assist us also in developing IEP goals and objectives for our students in which we hope to see a greater number of IEP goals achieved during the course of the year. So we're looking forward to that. The other piece of that is the Universal Design for Learning where we're using a curriculum that the teacher can go online to get materials and instructional strategies and methodologies and the principal or administrator can also go online to see how the teacher is utilizing the materials online so that the student will benefit from the curriculum we're having. So we're looking forward to that this coming year and seeing some really good results in terms of our IEP accomplishments during the course of the year.

Strachan: Our last category is activities to promote educator quality and effectiveness. This is where we put everything together. ACCESS has done extensive training with PDL with the support of our instructional services division here and restorative practices, trauma and informed principles so they are working on the socio-emotional piece they have that for the classroom as we bring in the new curriculum. We will be working we think it's important to also because we also have the MTSS sums grant as technical assistance for the state as the county office we would like to be a prime example of how you can do that which is actually a new endeavor. So we are looking at working with SWIFT, ACCESS directly with SWIFT so we can incorporate the MTSS model into our programs this year. What that does is it brings in the 5 tiers that fit perfectly in this, it's multi-tiered system of support administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure and practice. So that brings everything together it brings our socio-emotional training, it brings in our academic training, our new academics and family engagement and make sure that we have the leadership to support our teachers to bring everything together and that is our next piece along with additional training with leaders in methodology, technology, and the socio-emotional instruction.

Roberson: Our focus this year is going to be on our behavior development program. We're looking at integrating that into our curriculum as well. Which we have been doing on our own and now we will be having a more extensive training program for our new teachers as well as our veteran teachers in behavior management and that will tie all of our programs together in terms of the curriculum and instructional supports that our staff will need to help our students be successful in their programs this year.

Strachan: One of the other measurements we'll use on this piece and overall is school climate indicators. That would include attendance, suspension rates. and also parent engagement indicators. So we will look at that in addition to the academic.

Bedell: Questions Trustee Gomez?

Gomez: Yes. How many...I like the grids so we can see how you're going to apply it, but how many folks do we anticipate training with this program?

Strachan: If you look, the paraprofessionals looks like we're doing only in certain areas but the money was restricted to paraprofessionals only in the 3<sup>rd</sup> category that was why it looks like we left them out. We will still be providing the training as well but we'll be looking at approximately 270 people.

Bedell: Trustee Williams.

Williams: Question. On the socio-emotional training, how familiar are you with that and could you give us what the current state levels of what they desire for us to teach. What are the requirements?

Strachan: Actually, what it looks like in our program is a lot of our students come with trauma so a lot of our teachers are working on training in trauma informed principals. So basically how to look for trauma in a child and how to respond and work with a child that has experienced trauma is not necessarily teaching the child anything but teaching that child differently and giving them the support, as long as the restorative practice piece and that's just a way to bring your classroom together and to work out situations for any type of conflict in that. So it helps us to recognize the clinicians needed for the student if there is some type of support that that student needs, it's not so much a curriculum, we also have the trauma informed UDL helping them make the choices of what lessons to use as a different type of teaching. So we don't teach them a specific curriculum, it's just how we work with our student in the socio-emotional learning, how we let them make choices, how they work together. PBIS is another piece of that so it's a positive behavior system so it's positive reinforcement helping them know the direction, appropriate ways to answer but we don't actually teach any specific emotional behavior.

Williams: OK. You know, there's, going back to the Common Core meetings we had several years ago there was always the concern raised up with the examples of political correctness and thought and expression as well as historical revision that was a part of some these curriculums I assume we are not doing that.

Strachan: We are not doing that. All this is, is how to work with our students with trauma. How to look for a student that's in crisis and how to work with students to basically give them the support they need. A student that's in trauma may learn differently than another student so it helps their teachers recognize that so they can work with that child differently to make sure that student is successful.

Bedell: Trustee Gomez?

Gomez: No, I'm good.

Bedell: Trustee Boyd?

D. Boyd: Yes, how was the allocation made between like history and science and mathematics? I notice for the special schools it's divided equally between 3 categories.

Strachan: We've actually had some allocation already that we've used this year so some we had already started. We have other funding with our CTE curriculum we're actually working with a partnership. So we didn't need as much of an allocation on that. Whereas with our new adoptions and the new curriculum we needed more because it will be more intensive work for the year.

D. Boyd: OK. Does it have anything to do with the number of teachers that teach in those areas?

Strachan: All of our teachers are multiple subject so they teach across the board except for CTE. That would be up to credentialing as that is a smaller program.

D. Boyd: OK. That's all.

Bedell: Trustee Lindholm?

Lindholm: Thank you. I have a couple of questions. A few questions, is this a onetime allocation?

Strachan: This will be used in the next coming fiscal year.

Lindholm: Just a comment. I actually prefer this over the LCAP because the LCAP goes on, it's like 800 pages. I'd rather have you be able to work with something and teach with something then spend hours and hours doing forms. So, that's...

Robertson: We had that very discussion. We felt that this was a real great support to what we do in our LCAP. The LCAP started it all but this kind of finished it off for us.

Lindholm: I just think beauracratc red tape paperwork is not where we need our teachers to spend their time. Then I was just trying, some day we will have higher technology at the dais. I was trying to google or look up SWIFT and, is that part of a UCLA program?

Strachan: It's actually University of Kansas. They are known nationally for the...

Lindholm: Is that KU or K State?

Strachan: I think it's University of Kansas.

Lindholm: KU. I know KU. My question, would you be so kind as to be able to give us, the board members a one page from SWIFT? So we can see what their technology, what is SWIFT providing? Just off the website, I would appreciate that in an email.

Strachan: Absolutely.

Lindholm: Thank you.

Bedell: I have just two things. This morning in the Wall Street Journal there's a very interesting piece on how students do better, thereby doing well, in their studies and I was thinking of our ACCESS students in particular that there are some great study hints in that Wall Street Journal piece I would strongly recommend it to you. Thank you for the effectiveness piece because everybody is always how you measure this, how do you measure this? As an academic I would say how do you know your kids are learning? So I think I really like this. It's very helpful if I know tonight at 5:00 pm that 10 of my 15 students didn't 'get' me on topic A. Then I would know, or 15 out of 15 got it I don't have to go there again. Any kind of thing that helps our teachers get quick feedback on their work will enhance student learning. Anything else on this topic? So we will see you again. Great job folks we'll see you again in September. OK. We're going to take a 10-minute recess then we're going to do public hearings.

N. Boyd: Inter-district Appeals.

Bedell: We will come back.

Lindholm: We haven't done public comments.

Bedell: I know it. I jumped over that. We'll do them when we come back. Do we have any public comments?

N. Boyd: We have no cards.

Bedell: OK. Do have anybody from the public?

N. Boyd: We have members of the public participate in the meeting but they did not request to speak to the board.

Bedell: OK. Does anybody have any public comments? OK, thank you.

N. Boyd: And before we recess, just for the record, Dr. Mijares is attending a long term educator's funeral and he will be arriving late to the board meeting. We wanted the board to be aware of that.

Bedell: We'll take a 10-minute recess while they set up the room.

Sound of gavel.

Bedell: I want to be sure I have the agenda right. We did board comments right?

Sound of gavel.

Bedell: We'll reconvene at 3:21 for Item #5, to receive an information item only the Career and College Access Pathways Partnership Agreement.

N. Boyd: Ms. Strachan would you approach the podium, please.

Strachan: President Bedell and members of the board. This is what we'd like to do in front of you today. Ed Code 76004 allows us to go in partnership with community college districts so that we can have dual enrollment programs and that Ed Code is specifically for students that are not already college-bound and underrepresented groups which fits our ACCESS students and so what we've done is we are collaborating with them to see what type of dual enrollment programs we can do so that our students can get dual credits in both community college and our program so that we can actually give them that extra. We find that students if they've already been enrolled in community college they're more comfortable, they're more likely to continue and to continue their education. We do have one contract that we're looking at, one for this semester where they will team-teach one of our math programs at Sunburst Youth Academy and then we're looking at some others for second semester. So this agreement allows us to collaborate and come up with some different partnerships.

Bedell: I think if you make this as seamless as possible you'll have a much greater likelihood of success. Questions, trustee Williams? Trustee Gomez?

Gomez: No, no questions.

Bedell: This is really something you would be helpful to advise us on. Trustee Boyd?

D. Boyd: I have no questions at this point in time. This will come back for action next month?

Bedell: This is correct. Trustee Lindholm?

Lindholm: Not really. This is very exciting so the students will be earning community college credits at the same time.

Strachan: As well as credits towards high school and community college.

Lindholm: I think that's a great idea and that should be spread out to more of the schools.

Bedell: It reminds me of 8<sup>th</sup> graders who come to the university to take a geology course, it's analogous. You get the mindset they develop a peer system that's great.

Strachan: And this will help us with pathways too, working with specific different colleges and what pathways they offer we can feed our students in and get our courses articulated.

Bedell: Thank you. We now go to 6 and 7 are for 4:00 pm. Item #8 approve the amended Board policy regarding the inter-district attendance appeal hearings.

N. Boyd: And if the board would look in their red folders, the inter-district appeal board policy in the corrected format that you revised at last board meeting, please pull that document. Inadvertently it was a carryover in the agenda. We have the right one posted but you all did not get the correct version because you moved a couple of items. The last paragraph where it talks about the best interests of the child was taken out of a bullet and put up in a paragraph. So we just want you to be looking at the right document when you are taking action.

D. Boyd: Ok, but the correct policy went out to the public?

N. Boyd: Yes. The correct document is posted to the website.

Gomez: And the correct document is in the red folder?

N. Boyd: Correct.

Bedell: And we made editorial changes and that's why...

N. Boyd: Correct.

Bedell: Thank you. Everything is correct. Do I have a motion to approve?

Williams: So moved.

Bedell: Moved by Williams seconded by Lindholm. Trustee Lindholm, you were very instrumental in this. Do you want to make any special comments, I want to honor, you were the genesis?

Lindholm: I just think this is very helpful to the families and to the school districts that there's information that will be posted, that parents can look at some of the criteria we are looking at. You know, they denied, Anaheim denied 450 transfers and we had 90 requests for appeals. I'm just hoping this is useful to the parents and that we're looking at the best interests of the students. So, I'm very much looking forward to having this finalized and sent out.

Bedell: OK. Any comments from anybody?

Gomez: Just one last comment. I would just like us to spell out STEM and STEAM just for people that aren't familiar with those terms, those acronyms. Although we kind of say it in the verbiage there it would be good, again if a parent is looking at this, do they know what that is.

D. Boyd: I think that's a good idea. So the motion will be to approve this item with the fleshing out of STEM and STEAM.

Gomez: To define it.

Bedell: Define?

Gomez: Yes, what STEM and STEAM mean.

N. Boyd: We will spell out the acronyms STEM and STEAM and then put parenthesis around.

Bedell: I hate to bicker with my distinguished colleague but spelling out is not the same as defining. At least it was not in a New York school. All those in favor as amended please say Aye.

Several Ayes.

Bedell: Opposed? Thank you. OK. #9, that's yours.

D. Boyd: I would...

Lindholm: Two seconds...and then there's a letter that's going to be going out, Dr. Bedell would you like to talk about that, that's going out to...

Bedell: Yes, in response to that we have signed 27 or so documents to go to the board members which will also be sent out by email which details this policy so direct communication with the individual board members at the district level because one of the experiences we've had in conversation and anecdotally was that very frequently board members do not know what's going on in the district with inter-district appeals. And this was an attempt to get them familiar with some of the conversation pieces so that they are informed when they're dealing with their districts about what's going on.

N. Boyd: OK. What our plan would be is we will correct this and send the 2 documents together so they will get an email and a hard copy of both the revised board policy and the letter, together.

Bedell: Perfect.

D. Boyd: Sounds good to me. Now can we move on to 9?

Bedell: Yes.

D. Boyd: I would like to nominate Trustee Bedell for Regional Director of CSBA Region 15. Do I have a second?

Lindholm: I'll second you.

D. Boyd: OK. Dr. Bedell, can you tell us what a Regional Director's responsibilities are?

Bedell: Regional Directors, the state of California is broken up into several regions and the number of directors in a region is dependent on the number of students in that region, and the districts. It's CSBA's local groupings. They get input into the organization. Reviewing documents that they have, advising, voting on officers, voting on policy, voting on the program platform, participating in some legislative days if you're so inclined. I have not found them very helpful compared to what we do. It's a way to learn what's going on in other districts.

D. Boyd: Based on your past experience, how many meetings...

Bedell: Three a year, basically.

D. Boyd: Three a year plus other things that may come up. Well, we have a motion and a second, all in favor?

Several Ayes.

D. Boyd: Opposed? There being none, thank you Dr. Bedell for taking...

Bedell: Let the record show that I abstained on that vote. Thank you. OK, #10. Request to change October from the 11<sup>th</sup> to the 18<sup>th</sup>. Comments.

D. Boyd: I'll move.

Lindholm: I'll second it.

Bedell: Any discussion on that? OK, all those in favor of going to the 18<sup>th</sup> please say Aye.

Several Ayes.

Bedell: Opposed? Passes unanimously. Now my records show we deleted one inter-district appeal that's been resolved and we have successfully handled two. Now, are we going into a closed session with our council?

N. Boyd: Yes.

Wenkart: This closed session is to confer with legal counsel regarding existing litigation. The litigation is Anaheim Union High School District and Anaheim Elementary School District versus the Orange County Board of Education and the Orange County Department of Education, Case # 30-201600891539. This is under government code section 54956.9a. We will be discussing the status of the litigation and the recent decision by the superior court on this matter.

Bedell: Thank you, Mr. Wenkart.

Sound of gavel.

Bedell: OK.

Wenkart: The board met in closed session to talk about the Anaheim Union High School District versus the Orange County Department of Education litigation. A discussion on the status of the litigation took place but no action was taken.

Bedell: Thank you very much. My notes show that we now go to information items. Is that correct?

D. Boyd: Yes. Thank you Mr. Vice Chair.

Bedell: FCMAT report, please, on EPIC Charter.

N. Boyd: We received a communication that the FCMAT Report was concluded, it's been posted to the website and we've shared that information with the board members. We wanted to acknowledge that there was no fraud found as a result of that report. As a reminder to the board, we have been working with EPIC throughout the process and even though there was no fraud that was indicated there were some areas of concern and some discrepancies that EPIC has worked on diligently to correct and we expect that they will continue to be working with us over the course of the next year and establish themselves in the charter community because they plan to continue to operate and they have enrolled students and have started their second year. They're doing a good job at this point in terms of working with staff.

Bedell: Thank you very much. Any questions from my colleagues on this? Related to that you have just been distributed a copy of my press release that will be going out today. Any comments, please let us know. Ian is here, Ian thank you for doing a great job capturing...

D. Boyd: Can I comment Dr. Bedell?

Bedell: Of course.

D. Boyd: I'm not crazy about the headline.

Bedell: OK, go ahead.

D. Boyd: "Judge rules OC Board of Education properly approved charter school appeal." I don't know that the appeal needs to be in there, we approved the charter school period.

Bedell: OK.

D. Boyd: Or you might say, "Court rules in favor of OC Department of Education in charter school lawsuit."

N. Boyd: I'm just reminding Jack that this has already gone out, he's already sent it out. This is the document that he did.

D. Boyd: OK then.

Bedell: FCMAT, we did that. Board Room Update?

N. Boyd: Yes, the board has requested staff to look at doing some upgrades in the board room to accommodate some of the technology upgrades that they pointed out. We received a number of quotes on several different options and need to dialog with the board with regards to preferences of, and I will ask Darou to hand those out and we can talk about them. What we looked at either way, project # 1 which is the projector, we need to upgrade the projector. The projector that comes down out of the ceiling in terms of what it illuminates and how it integrates and so forth, that we know we're going to have to do regardless of some of the other things we might do in the board room. Some of the other questions that came up were you all have attended different things you've seen, flat panel displays around, and there are a multitude of panels that you can purchase to put in this kind of environment. Depending on the direction of what the board is interested in, we've included pricing and the details and so forth, so I would ask the board to take a look at the options that we have here. We can have some conversation either today or we can dialog later. In essence, we looked at having panels on the back wall, two panels that would be on each side. We looked at panels that would be in the room drop down from the ceiling, show the audience and that you could also see. We also gave you an option in terms of panels at the dais that you would be able to look at and they would come up the dais and we'd have to do some construction to lower the counter and we would eliminate or figure out a way to do the drawers, and so forth so there would be some carpentry that would have to be done here in order to do the size of the panel they're talking about having come up. We were really trying to go with, I've talked to many of you individually in terms of different things that you were interested in and tried to incorporate all of that not knowing where you all would be collectively. So that's why the range of options that are here.

Bedell: You're saying minimally project #1 is a must do.

N. Boyd: Yes, we must do project #1 regardless. Again, as I remind the board, 95% of the use of this room is for a lot of meetings that we have with partners and other educational leaders, sometimes even students coming in. We either use this room or this room with the 3 side rooms and we open up the paneling here. So, the dais is typically taken out of the equation because we're using the room and we set it up to use the projection off of that wall with the projection screen. So, we know we're going to have to do that just to benefit the use of what we're currently doing and how people are using the room. The additions of having the other panels and so forth would afford the public to see without breaking their neck or having to move and the board to continue to see not only the folks in the audience if they choose to have the drop down but also to see what's occurring up on the panel while they're working, and the configurations in the room so it gives us a lot more options. So we actually think it's a good idea to do the projector and some of these other things. We didn't weigh into giving you a recommendation of our

thoughts on these until we got feedback in terms of are we close to what you're looking at, is there more, less, is there something else that you want us to consider?

Bedell: Ok, I would like some sentiment. Thank you for all of the work that went into this, appreciate it. Like on #4, I'm confused, it says as soon as the ceiling heights can be raised 28 inches, then the 2<sup>nd</sup> note says does not include any work to raise the ceiling.

N. Boyd: So the pricing does not include...

Bedell: Oh, so that's what that means. So if we opt for #4, we're going to have more money than the \$239,000? OK, I got it then.

N. Boyd: Then because we've lowered the ceilings in here, we have a lot. This was an old boat factory, they built yachts in these facilities, so we have a lot of ceiling space up there, but we don't know where the ducting and some of the pipes and lighting, so forth, where all of that is. So that's why the question of whether or not the ceiling could get raised some to accommodate.

Bedell: Trustee Lindholm, you've been at the forefront, this is one of your signature issues from your tenure as president. Would you please give us a sense of what you think a successful completion would look like, based on what you wanted to accomplish?

Lindholm: Thank you. I just think we really need to get newer technology. What I was looking for is more of the smart boards that you have, where you can have the internet and you can contact it, and that can appear on your smart board so that if we're looking at, like I wanted to look up SWIFT today, somebody could punch that in, that would come up on the screen. The drop down screen if you have maybe if you just had a monitor of some kind that was four foot down, it's not going to interfere, you could do that facing us. You could do one facing them. Having it on that wall I don't think is helpful to us at all. It's really hard for us to see and it's not a smart board in any way, shape or form. I was also hoping that when Renee comes up with something and we go to page 9, page 9 pops up and we can be looking at that as well as the audience members. I really believe in the audience, because we're sitting up here going page 9 and they don't have page 9. Those critical to me would be having a smart board where we have internet access where we can also have our documents up there. We can have page 23, page 43, we can all be looking at it simultaneously. I don't need a monitor here. If I have a screen up here I'm going to be looking at that. I've got my print and I've got that monitor. Then, I also think we should move the podium. Especially, and have it ADA height, coming up and down for wheel chairs. I mean that's not an expensive cost but I think that's something quite doable. Just a few thoughts.

D. Boyd: It sounds like we're talking more of a software upgrade than a hardware. I mean to put the boards in, not all that expensive in the big picture. Getting the boards to do what you want to do is a software issue.

Gomez: You still have to have the right hardware.

D. Boyd: Yeah, it's the hardware that's the expensive part of this whole thing.

Lindholm: Monitors. I mean when I look at 120,000 and I don't know if this is sole sourcing, will I see...

N. Boyd: No, it's not sole sourcing, we've... Digital Networks is the company who did the configuration previously so they have the familiarity with the electronics and what's in the room so that's why we asked them to quote it. They did not only this building but, they won the quote last time. We formally bid it, the project...

Lindholm: But I still believe in at least three...

N. Boyd: But we wouldn't quote it with three quotes until we go out to bid. We have to formally go out to bid on anything that's over \$15,000.

Lindholm: Understood. But you could have them design, you know when you go to a company and say, design us something for this room, this is our square footage. I'm hearing what you're saying that they did previous work here, but these costs are very high to me for what we're getting and it's not the kick-back, return on investment that I'm looking for.

D. Boyd: I think moving the podium is a great idea.

Bedell: Where would you put it?

D. Boyd: Right in the middle.

Lindholm: Yeah, we'd just have a plug. And it goes up and down. They're really easy, they're lightweight and you have it wheel chair accessible and height accessible. We don't have that.

D. Boyd: Linda, what if we put in the two boards, good sized boards, one facing us one facing the audience and from a hardware standpoint that's pretty much all we need, isn't it? We don't need a monitor right in front of us. I mean we could use our iPads if the software allows it.

Bedell: And the projector.

D. Boyd: And the projector.

Lindholm: But the other thing, I think we absolutely need internet access, we are in the dark ages here. I don't know how many times we say STEAM and STEM and this is the dark ages to me. Whiteboards and internet, you can pop it up on there, you can see everything there.

D. Boyd: For our purposes, we wouldn't have a projector in the traditional sense. It would come from the computer, just like a TV monitor.

N. Boyd: And you're really not talking about the internet. You have internet currently, you're talking about an interactive board, is what you're asking for. Something that would be interactive so that we could do whatever it is that you wanted to do.

Lindholm: We could pull up SWIFT today and we could go to their home page. We could go Oh, and everybody could see it. And to me particularly important to the audience. I don't appreciate it when it's just us getting the information or the pages. I want the audience to be able to go oh, I get what you're talking about, and I can see the budget. I can see that all. I don't see a big screen on that wall.

D. Boyd: From my standpoint I think that would be enough.

Lindholm: I agree, well, and the podium.

Bedell: Do you two have any input on this issue.

Gomez: Oh yes. I think we have to look at the big picture. Having it on that wall is going to serve the larger purpose, not just us. I do agree that if we had a large screen above that could either drop down or is posted there and have one facing the audience, that would help. I would be ok with that. I'm used to having monitors, we just actually redid our council chambers very recently. We put two flat panels on the sides but again our configuration is different. It's a closed room, it's not like this. But we can't see the side panels because of the angles of them so we have to rely on our monitors. Somebody has to manage it as well. So if you want to say go to page 9 they can flip to page 9 and look at the PowerPoint, flip it up, and let us see it. I will have to tell you I'm actually, I like the podium where it is. I do agree it has to go up and down because I don't like it because we have our council chambers the podium is not quite in the middle, it's kind of off to the side but people have their back to the audience. Whereas here I like this actually better where we can see and the audience can see the person speaking. That was the one thing I wanted done in the council chambers and that somehow got lost in the translation so it didn't get done. So, I personally like it where the audience and we can see the person speaking. I

don't know that we have to spend a whole lot of money if we can get away with one large monitor. And if it could be on a swivel then the people.... (voices-good idea) ...

D. Boyd: If we do it on the side wall that's part of the multi-purpose room and it wouldn't necessarily be for our benefit but for the utility of the room.

Gomez: Right. You could have it against that wall and even that drop-down could be for the people, if you could turn it, have it for the people that are further in the back of the room. Or somebody that needs to sit close might sit by that monitor.

Lindholm: Do you need...I found I didn't use, when I had the big screen up here and I had my book, I didn't use my monitor because it was so much easier to look at the big screen and see what was going on.

Gomez: I bring everything up on my iPad. So I have the monitor, I have the screen, I have my iPad, and if I'm looking at a map or something on my iPad, I personally can expand that map and I can look to see where something is. Where Ken doesn't care what map I'm looking at but Jack might not but I can if I'm looking for something. And, I can flip through my agenda on my iPad to look for my next question. So, I would really like to see us also have the ability to look at it on our iPads.

D. Boyd: Yes, and that's relatively inexpensive other than perhaps the software cost that goes along with making that possible.

N. Boyd: Project 3 on the third page at the bottom option 2, has the ceiling drop-down displays that I think you're referring to. They are estimating that at \$51,000 and again, we're not paying, that would be the most extreme. Certainly we're going to get those lower than that, I don't know depending on the bidding process but those would be the motorized drop-down to accommodate and they did that so they would be able to angle those so the board members could see them and you could rotate and so forth, So, I think what you're talking about is identified on the 3<sup>rd</sup> page under project 3 option 2, ceiling drop-down. So, just to give you an idea of that and then again remember some of the cost, it's not just the screen we're talking about. We're talking about the connectivity in, because part of the conversation was to make it interactive so that if somebody was doing a presentation then you'd be able to you know they wanted to go to something because some of the things we've talked about is they want to do a video clip and they want to show what's happening somewhere else or you want to conference someone in and you want to show them on the screen, then the ability would be there to do that and that goes back to David's comment with regards to, it's not all hardware--there are some software components that have to be in.

Lindholm: OK, I still think you should get 3 estimates.

N. Boyd: That's a given. I don't mean to, I'm just saying that for purposes of giving you an idea, we didn't do 3 quotes because we would still have to bid it so that means all the people who participated would be putting out so this way we just get one quote, we can say this is the most it could cost but we expect that it will come in a lot less than that because....

Lindholm: Can you ask them, does the school say we have to have two 98 inch flat monitors? Can you say this is the room space this is the goal of the trustees and the department, what would you recommend and price it out? Do you have to spec out item by item?

N. Boyd: We can do it both ways. There's nothing that mandates we have to say it's 98, but we have to make sure that we're comparing apples to apples. So if one vendor comes in and specs it out at 98 and one specs it out at 72 and one specs it out at 84, then we've got a challenge.

Lindholm: Sometimes when you specify, "I want a Samsung 90-inch TV," it costs \$24,000 and somebody comes back with a 77 inch....

N. Boyd: Typically, we put "or equivalent" so that's how we're able to and if they do an equivalent then they have to give us all the backup and the justification so that we can make an award...

Lindholm: I just don't want to have it where they're going we got one product, list the cost of that one product, and we just....

N. Boyd: Typically, when we bid projects, we do job walks first. Renee, Tom who's in the booth at the back, he's meeting with the folks and they're bringing them in, and they are talking about the scope of project. So, that is an option in terms of getting input with regards to what our options are and so then we can say ok this is what it looks like, we want to do, we don't want to go there, we know that we can't do that, and just as we've been talking Renee slipped up and said ok, when they did this to say assuming the ceiling height is raised to 28, we now know we can't do that because we only have 24 inches of space. So, those are the kinds of things that we're still trying to work through.

Bedell: Trustee Lindholm, I know you're tired but help me here. So at the end of the day, you'll know this is a success if....?

Lindholm: I'll know it's a success if we can see what we're talking about up on the monitor, if the audience members can see what we're talking about up on their monitor and if we can have

things from the computer like people do nowadays on that monitor. The podium goes without saying, it can be wherever.

D. Boyd: If we're going to do this I think we should have the iPad capability as well. I think we'd be interested in; Jack might not be at the moment.

Bedell: OK, colleagues, anything else on this? OK, thank you.

D. Boyd: Do we have a broad consensus on what we want the staff to do at this point in time?

Bedell: Does the staff think we know what we want to do. Laughter.

N. Boyd: The staff has taken away that the board is looking for an interactive smartboard tool to be used for both the public and the board's view of presentations and/or board information items. They are looking at an ADA compliant podium that would be used at this time. It could be either in the center or to the side, I don't think there was a consensus on that point.

D. Boyd: Well, since that's a cost element do we want to see if we can reach a consensus on that?

Bedell: A what?

D. Boyd: A cost element. There's a cost to moving it.

N. Boyd: And it certainly could stay where it is and then we just put the ADA compliant, because unless we're going to...we'd have to take that away and refinish...

D. Boyd: Would it be possible just to move it out, maybe 5 or 6 feet, so it's not right up against the podium, so we're not twisting our neck. When it's a multipurpose room it could be designed so it's in essence a plugin that could be removed when...

N. Boyd: That's what I was thinking it was, that we were talking about a moveable ADA compliant podium that...

D. Boyd: Removable, taken out of the room if...

N. Boyd: But it would sit next to that, unless you want us to completely remove that podium, but my thoughts were we would just move the things off of that and the shelving and everything would continue to stay there. That's one option. We wouldn't use it as a podium. That gives you

some distance between if they're doing a presentation from over there versus the center of the room, then they would be on the other side of the corner.

D. Boyd: What if we just did an extension of the public comment area out about another 5 feet and then we would be looking that way instead of this way. Would that give you enough angle?

Lindholm: It's a little bit more security. When we have somebody who might be quite angry it would be nice to have a little bit more distance.

N. Boyd: Do you want to have them angle, so if you're saying move them out 5 feet but have them angled so that partial view from the audience but then...

D. Boyd: When I look at public comments, it's both comments to us and to the other people in the room. I'd say look straight out; I don't know if that's something...

Lindholm: If we have a mic that's removable, I mean that's like stuck in the podium.

N. Boyd: We have...

Lindholm: This one could be also...because you need the different heights.

Bedell: So do we have consensus that we can buy the projector before the next meeting?

N. Boyd: No. I don't know that we can buy the projector before the next meeting but...

Bedell: I thought we agreed that was the absolute one thing we needed to do?

N. Boyd: We can move forward with buying the projector at any given time if the board is comfortable with...we know we need to replace the projector. The board is not...the board doesn't have to give us direction on that, it will come out of AI's budget.

Bedell: OK, I just wanted to facilitate the whole thing.

Lindholm: I don't want...

D. Boyd: Dr. Williams, you've been very quiet, any thoughts?

Williams: We need minimal done up here for the public and changing things. I'm old fashioned, I like things the way they are. I don't want to spend tens of thousands of dollars. I think we're doing things ok. We don't have to be real fancy.

Bedell: Ok, my friends. So you have some direction. Would you let us know what it is? My notion is that we go to Renee for the 4:00 pm meeting. Do I need a motion to take us out? We can just do our 4:00 pm time certain. We're going to introduce Renee who's going to facilitate a public hearing at 4:00 pm regarding textbooks and instructional materials. Time certain 4:00 pm, hitting it at 4:13 pm. Ms. Hendrick, the floor is yours.

Hendrick: At this time, I'd like to open the public hearing for input into the sufficiency of textbooks and instructional materials for the Orange County Department of Education.

Bedell: Anybody have comments?

Hendrick: Hearing no comments at this time I'd like to close the public hearing. Thank you.

Bedell: OK. #7. Do we have a motion to adopt the resolution stating that each pupil of the county office has available textbooks and instructional materials in subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board and in accordance with the procedures as established? This adopted resolution will be posted on the Orange County Department of Education website and will be distributed as requested. That is moved by Boyd, seconded by Gomez. Any discussion? All those in favor please say Aye.

Several Ayes.

Bedell: Thank you. Now we go back and...

N. Boyd: Ms. Hendrick will speak to the community school #9 facility update.

Hendrick: Thank you. We want to try and give you more familiarity with our community school #9 project so you will be hearing from me more often. Hopefully for the next meeting we'll actually have some schematic plans for you to see what our plan looks like. I want to start by just kind of explaining the financial hardship piece because we've talked about that a lot between our different projects but trying to understand exactly what that means. School districts have the ability to level developer fees or local bonds. If you're unable to do either one of those things you are considered financial hardship. All county offices are considered financial hardship right away because we don't have developer fees nor would it be possible to do a countywide bond for schools that don't necessarily fit in every city. For that reason, county offices of education are automatically financial hardship. Also a lot of real small districts qualify for that. Our eligibility on how much we receive is based on our enrollments and where our students are. We have built quite a few joint projects for special schools. We are actually above our eligibility for those type of schools so we can do any more projects for special schools. But ACCESS, we've only built one community school, and that's Harbor Learning Center. Currently, for the school that we're

designing is for about 378 students. We have enough eligibility for that. If the district is considered financial hardship they cannot expend funds for new facilities without approval from all the state agencies. So basically, it has to go to the office of Public School Construction and the State Allocation Board. Until they do that, any funds that you spend will not be reimbursed by the state. So that's the part we're at right now where we're saying ok, we're kind of ready but we can't expend any funds on that yet. The site that we've purchased is 3.84 useable acres and we purchased that in 2013. We spent 4 million dollars for the land plus closing costs. We received site acquisition money, planning and design money from the prior state bond. So all that has been done. We sent our final design approval was submitted in June 2014 and we did receive approval for that. Unfortunately, at that time, the state school was out of funds, the building program was out of funds. We were placed on what they call acknowledge list. They are selling bonds this month, it's the first round for proposition 51, 600 and some million dollars. That will go to the first group, that had already been approved and had no funds available. We're the second grouping which is basically acknowledged but still awaiting funds. Since that Proposition passed in November, Proposition 51, the government, department of finance, office of school public construction, department of ed, all these groups have been talking about that they would like to change the format which will probably be a legal suit against because that's not how the proposition was written. In that, Nina and I, and now we've roped Dean into it also have become very involved in this process because it does affect the financial hardship and the eligibility. We think we'll be fine on those things. They also want to change their format of when you close out a project you would be audited for that project to make sure you meet all the state standards. They now want that to be audited by our local auditors and even the local auditors are really concerned about what does that look like, what does it mean? We've had experience with the office when we built Harbor Learning Center they tried to disallow some items. For an example they would say you put 8 printers in, you should only have 5. We'd say where is that in the regulations that it says that? Well, it was nowhere in there. It was an arbitrary number. So, we're asking for a lot more clarity in that and we would have to sign this grant agreement. At this time, they are thinking the next release of money would be maybe next spring but there's talk that it won't happen until probably July or August again because they want those new grant agreements signed by everybody before they move forward. With that, there are some meetings coming up that we will be looking at where we can get in front of the state allocation board. Janet Nguyen is one of the members of the state allocation board who will have input in that. So we're trying to look at opportunities to have dialog. Also O'Donnell is the other one who has been very active. We believe they would probably be supportive of our cause and so trying to get opportunities for them to understand it right now it's more introductory of, "Here's where we're at, here's the problems we face and here's how you could help us." But trying to get a little more clarity between all the issues is kind of what we're trying to do at this point. Because you hear different things from different groups. We are on a statewide group, fairly small group right now, trying to get more clarity with that. That's kind of what we're looking at right now, to see the immediate impact. In the prior program if you're a financial hardship you may get some priorities in

funding. Since we already have the site acquisition, we're designed and ready to go, we're hoping we can do something to help us in that process whereas some projects are further away and would not be shovel ready. We're considered shovel ready. That's what we're working really hard at. Hopefully at the next meeting we'll have more steps from you of what the outcome of these last meetings have been and also show you some schematics of the plans that we've already had approved. Questions?

Bedell: If you were a gambling person, we'll see students in that building the first possible time would be 2021?

Hendrick: No, 2020.

N. Boyd: It takes one year for construction and ...

Bedell: I've had faculty from the Anaheim School District ask me about what is our intent for that property in terms of what kind of enrollment will it be as it might impact Anaheim enrollments.

Hendrick: That's a good question and the answer for is that these are students who are already in our programs in those areas. It's just a relocation. We are in leased facilities all across that area. For those of you who have toured Harbor Learning Center, that is a great campus. We want our students to have that same safe nurturing environment instead of some of our leased facilities.

Bedell: The one up the street from me is an old hair salon or something like that.

Hendrick. Yes. It's hard for us to do large tenant improvement in some of those areas because it's not property that we own. Getting conditional use permits from the cities is very difficult. A lot of times we've been denied, more times than I could count. This really safeguards it and gives our students a very safe environment where we can pair with our technical programs and all those different things. And this is where our largest population of students exists currently.

Bedell: I would think that the city would be very interested in this because that has become a huge homeless center.

Hendrick: It is. We've actually, Dr. Mijares and I actually met with the City of Anaheim, the Mayor. They are very anxious for us to build. And they've said they will lend any assistance they could also. We did ask if they'd like to give us some money for that, which they weren't able to do. We did ask. We also reside right across from a charter school that is really interested in having, if we could share some play space, a green area. Because there are no other green areas. There is a park right near there but it's basically overrun by homeless people at this time.

D. Boyd: What's the charter that's near there?

Hendrick: It's not one of ours. The Goals 2000 in Anaheim.

Bedell: OK, colleagues. Anything further on the building?

N. Boyd: We may be asking board members to reach out to Janet Nguyen with regards to the project. We know that you all have relationships and so forth and that would be coming later. She has RSVP'd to attend a meeting this Friday in Long Beach along with Patrick O'Donnell. There's a work group on the audit of one of the new requirements of the office of public school construction and because both of them have seats on the state allocation board it's something that they have approved to move forward. But, the work group that is meeting in Long Beach is going to be dialoging with them on some of the hardships created by this document and letting them know some of the concerns that are challenging for districts. And one, just for an example, is there used to be that you could the first time you opened a school, there's certain furniture and equipment that you could buy, using the funding the state has given you. They've now removed those items and taken it out of the audit guide. So, what they're basically saying to financial hardship districts and to other districts is that if you expend money in those areas, you have to use your own money. And we're saying financial hardship districts don't have that money so you're talking about a science lab, test tubes, microscopes, all those that are consumable items, used to be that you could include them and now they're saying you can't. Utility carts they label those as golf carts that districts were buying golf carts. We don't have golf courses but we used them to move water to sports events, injured players, all those types of things. They removed those things and that's where we might need your assistance to help us with letters to help them understand that component a little bit better.

Bedell: OK. Board member items? Does anyone have any items?

D. Boyd: I can start it out if you like.

Bedell: My pleasure.

D. Boyd: I had the pleasure of attending the Summer at the Center last month at the Samuelli Center. Have you ever been there? It's always a lot of fun. It's a big deal for these kids. Last Friday was the Annual Charter School update. It was well attended.

Bedell: How did that go?

D. Boyd: I just stayed for the morning session and there were good presentations. I think everybody I talked to was pleased.

Bedell: Trustee Gomez, anything?

Gomez: I just wanted to make a couple of comments. Dr. Mijares is not here, he is attending a funeral of a long time Tustin educator, Gerry Aust. I know Gerry. I met Gerry many years ago when he was a middle school principal in Tustin Unified. Many of us knew Gerry as an administrator, volunteer and friend. He mentored thousands of students and probably hundreds of teachers and principals in Tustin Unified. He also used to take the 8<sup>th</sup> graders to Washington D.C. and so he did that for many years. I often, it took me years to try to find a monument that he didn't know about. But I finally found one. Again, it took me many years. I think more than anything I'd like to share a quick story with you because I think this is really the essence of Gerry. Last spring, Gerry and a few other people way overbid for a 20-person pizza party at the Tustin Public Schools Foundation Golf Course, tournament. He thought it was for a good cause, always for the kids and it was a way to get together. That party took place last Thursday with many of us in attendance, except for Gerry and Diane. Gerry was at concerts in the park the night before, but he wasn't feeling well that Thursday night. On Thursday we spent a lot of time communicating with Diane while Gerry was in the hospital and Gerry was later admitted that night. There were lots of people that were texting and calling over the next few days. Unfortunately, Gerry didn't make it through the surgery. We were very shocked to lose such a vibrant, enthusiastic man. He is very well known in the Tustin community. He was very involved in the Tustin Public Schools Foundation, the Rotary, it's also a little sad he was also involved in the Tustin Fine Arts, which they're having their Broadway in the Park this week. Many of those folks are actually at his service as we speak. I think it will be a very sad production although his fingerprints are all over that. So, I'd just like to give my condolences to Diane, his wife, his children, and his grandchildren. He will be sorely missed in Tustin. Thank you.

Bedell: Very nice. Dr. Williams?

Williams: How did he die?

Gomez: I don't think I should probably share that in public.

Williams: OK.

Bedell: Any announcements from the superintendent, associate superintendent, Renee?

N. Boyd: And while she's making her way I'll just remind you that the next board meeting is September 13, and submission deadline would be August 30. We have CCBE, California County

Boards of Education Conference September 8-10, and we have both David Boyd and Dr. Bedell attending. There is an Orange County School Boards seminar here at the Department on September 27 from 4:00 to 5:00 pm here in the board room.

Hendrick: You may have received a package in the mail showing your benefit information and so it is open enrollment time. It's effective October 1<sup>st</sup> but we've sent the packages out. Believe it or not we have gone green and we're doing online enrollment for the very first time. This is just, you've probably received these papers but we probably notify employees about 25 times to remind them what they need to do. You do have to go online to do that. If you had questions, I'm sure that we can help walk you through that process. So just a reminder that's coming up. I also want to remind you that when we had settled negotiations with the teachers in January, we had settled for a two-year agreement. The second part of that agreement went into effect July 1<sup>st</sup> which was a 2 percent on schedule salary increase and a 2 percent off. We have since wrapped up negotiations with our CSEA bargaining unit. They won't ratify until September, the beginning of September and they will receive the same salary increase as the teachers. The 2 percent on 2 percent off. We are still working on the managers because we normally do them after everybody else so we'll let you know more about that once CSEA has ratified. With that, you'll see the benefit package did change a little bit. We have a health benefits review committee. We had input to make some plan changes and so the managers will follow the same as one of the bargaining units, actually changed that plan to make it a little more affordable. Two of the options are of no cost to the employee and the PPO continues to be a small contribution from the employee.

Bedell: No changes we don't have to do anything?

Hendrick: Yes, you still have to go online and enroll.

D. Boyd: We tried to login, and I guess Human Resources is still trying to...since we don't have an email address that was one of the requirements that they...

Hendrick: We didn't see that it was so we are looking at that and we'll get back to you.

N. Boyd: You should be able to do it from home or from anywhere so you shouldn't need that. If you follow the prompt.

D. Boyd: I did, and it didn't, it only got me so far but not into the detail.

Hendrick: OK. We'll look at that.

D. Boyd: The overall benefits haven't changed that much. There's a higher copay...

Hendrick: There's a higher copay and the deductible increased, but our out-of-pocket max is still...we did benchmarking with other districts. We still have a much richer plan. So by moving the deductible up a little bit and the out-of-pocket max, lowered the plan cost significantly so that was part of the reason.

D. Boyd: OK. Sounds good, thank you.

Bedell: Anything else?

N. Boyd: No. I just have...I will be scheduling site visits so any of the board members interested in going to sites this year, special schools and for ACCESS sites, please let me know and I will work with the dates that you submit with our division leads to see where we can get you to so you can get out to see the programs.

D. Boyd: I would be interested. Can you send us a reminder on the meeting that's going to be on the 27<sup>th</sup>?

N. Boyd: Will do.

Bedell: OK. Anything else for the good of the order? Hearing none we stand adjourned.

Sound of gavel.