

## Orange County Board of Education Meeting: 2/14/18 – Transcript

Bedell: Welcome. Our regular meetings are held monthly at 10 AM unless otherwise noted. Anyone wishing to address the Board must complete a request to address the Board card available on the table near the back door. Please submit the completed card to the Board Recorder prior to the beginning of the Board meeting, or before the Agenda Item discussion if it is an Agenda item. Each individual is allowed up to three minutes per meeting, and may not give his or her time to others. This is a public meeting and we must be respectful of each other and the Board. Verbal outbursts and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403. Board Agendas are also posted online and can be reviewed at [www.ocde.us/Board/Pages](http://www.ocde.us/Board/Pages). I'm sure you all remembered that.

Trustee Boyd: Yeah, and I know that Penal Code Section, too.

Bedell: Agendas are available on the back table. Thank you for attending the Board Meeting of the Orange County Department of Education. Is he in here today? Ian, would you please lead us in the Pledge of Allegiance?

Ian: Please place your right hand over your heart. Ready, begin.

All Attendees: I pledge allegiance, to the Flag, of the United States of America, and to the Republic for which is stands, one nation under God, indivisible, with liberty and justice for all.

Bedell: Thank you, Ian. The Chair requests a Motion to adopt the Agenda for today.

Associate Superintendent Boyd, Darou Sisavath, and Trustee Boyd: Roll call.

Bedell: Oh, I'm sorry.

Sisavath: Trustee Lindholm.

Lindholm: Here.

Sisavath: Trustee Boyd.

Trustee Boyd: Here.

Sisavath: Trustee Bedell:

Bedell: Here.

Sisavath: Trustee Gomez.

Gomez: Present.

Sisavath: Trustee Williams.

Trustee Williams: I am here.

Bedell: Now, right? I'm going to blame my glasses, my three dollar glasses. Do I have a Motion to approve the Agenda for today's meeting?

Trustee Boyd: I will move.

Bedell: Moved by Boyd.

Williams: Second.

Bedell: Seconded by Williams. Any additions or corrections, folks?

Trustee Boyd: No.

Bedell: All those in favor please say “Aye”.

[Lindholm, Boyd, Gomez and Williams say, “Aye”]

Bedell: Opposed? Passes unanimously. Now we have the Minutes from our last meeting, January 10, 2018. Do I have a motion to approve?

Williams: I move.

Gomez: Second.

Bedell: Moved by Williams, seconded by Gomez. Any comments, additions or corrections, colleagues? All those in favor please say, “Aye”.

[Lindholm, Boyd, Gomez and Williams say “Aye”]

Bedell: Opposed? Passes unanimously. Mr. Boyd, do we have any Public Comments?

Trustee Boyd: We do. Presently we have two. I’d like to call up Linda Cone. Good morning, Linda.

Cone: Good morning. Let me begin by saying I have much to say, I have little time to say it. I do deeply regret not staying for the September 13<sup>th</sup> Board Meeting on the presentation on MTSS, the Multi-Tiered System Support Program that you are spear heading all over California. I did hear a brief presentation of Placentia / Yorba Linda last month. I have listened repeatedly to the audio, I have read the transcripts. I find the language astounding. A brief quote: “We have an amazing opportunity to transform our current educational landscape into one cohesive system that aligns all of our existing work on students’ academic, behavioral, and socio-emotional needs.”

Let me describe to you how I see this amazing opportunity again, and I give thanks to Suzy Kahn and Jessica Treglia who could not be here with me because of family obligations. Let me begin first, the Scale-Up Initiative, a big aspect of MTSS, originated with Westwind Educational Policy. Iowa-based Westwind is funded by Gates, Ford and Steward Foundations, U.S. Department of Education; the same exact organizations that funded and drove Common Core. Westwind has been around for a while, but they originated MTSS – this is significant – in 2009, the same exact year as Common Core was initiated. Go to their website. The homepage starts with an article on Implicit Bias. There’s also a lot of references to gender and racial equity.

Second, you know that MTSS is not new and it is also not local. OCDE is partnered with the Swift Center University of Kansas. Swift received federal grants to launch MTSS in six states, including California, and chose you guys as the County to scale up the project. Here's the goal: One cohesive system that will collect individual student data: academic, behavioral and socio-emotional. Third, the emphasis of MTSS is not academic. Swift is a behavioral institution working with the federal government to shift learning away from academics, to soft skills, behavioral, and emotional competencies. Fourth, the ultimate goal is a National Database, a veritable ocean of individual student data that will greatly benefit the tech industries and the federal government.

How it will benefit individual students, I do not know. So we've got the continued nationalization of public education. We have massive data collection on individual students, particularly, their behavioral data. We have a shift of focus to socio-emotional molding of students; we've got a lot more. This, ladies and gentlemen, is MTSS.

Trustee Boyd: Thank you. Wes Service, Mr. Service. Good morning.

Service: Good morning. Last year you granted an inter-District transfer for my son who was transitioning into high school. Wanted to give you a follow-up. He's very secure, he's still with his friends, even though he's old enough not to need any supervision, he goes home with his friends, does his homework, gets dinner. I pick him up after dinner, single parent, so, I really truly appreciate it. He was doing Spanish...not so good. Didn't like the teacher, but we also...I was willing to take the drop in the grades for the life lesson of you don't always like your boss; you've got to do the job. The school caught it at the semester, changed into the different classroom, loves the teacher so I'm waiting for the grades to come up there. And I just really appreciate it and wanted to thank you very much.

[All Board Members say thank you]

Bedell: Okay, we can take...any more comments, Mr. Boyd?

Trustee Boyd: No.

Bedell: We can go to the Consent Calendar, has three items: Diplomas, Williams Report, and Resolution on Art. Do I have a Motion?

Lindholm: So moved.

Boyd: Second.

Bedell: Moved by Gomez. Oh, Lindholm? I'm sorry. Seconded by...

Trustee Boyd: Boyd.

Bedell: Boyd. Okay, all those in favor of the Consent Calendar, please say, "Aye".

[Lindholm, Boyd, Gomez and Williams say "Aye"]

Bedell: Opposed? Passes unanimously. Will we transmit the Resolution on the RF communique that it passed unanimously?

Sisavath: Yes, sir.

Bedell: Please? Thank you. Okay, we're not quite yet at our Time Certain. What is the preference of the staff? What would they like to do? Mr. Wenkart, let's go to Closed Session, are we going to have a Closed Session today? To discuss our litigation?

Wenkart: There's no need for a Closed Session today. There's nothing new since the Memo I sent you in January. There might be an update in March, possibly, but there may not be an update until the April Board Meeting.

Bedell: Sounds good, thank you. Okay, we have two minutes. Do you want to take a lunch break?

Associate Superintendent Boyd: Do you want to give your report?

Bedell: Mimosas in the Board Room. Let's go on.

Associate Superintendent Boyd: The information item related to our Charter Schools, I know we can't do it in two minutes, but we could certainly take that, if you wanted. There's information in your folder related to that.

Bedell: Okay. In the two minutes that we have, why doesn't Mr. Boyd report on the Washington, D.C. meeting that we represented the Board at, and I can do my piece, and that will be done later...and we have do that later? Trustee Boyd on D.C. Freezing.

Trustee Boyd: Very cold, for a Southern California kid. I got there a day early on Saturday and it was twenty degrees when I walked outside. But overall a good conference briefed on what's going on in Washington, D.C., which is the normal chaos of course. Had a nice presentation from Cokey Roberts, one of the keynote speakers. And all in all, it's short. I didn't get a chance to go to the Hill, I had to come back early, but did you make it up? Why don't you brief us on that?

Bedell: Some really good news is that...and it may not be good news depending upon your philosophy, but caps taken off various programs, not just defense. And one of the things our National Association has advocated for was to lift some of the caps. Of course we have growth and changing technology. A lot of emphasis nationwide on rural schools, and what rural schools are not getting, and opportunities those children don't have. We tend to think about what's going on in the cities, Oakland, LA, but there are thousands of rural kids up on the borders that were eastern and northern border, that don't have element...some of them only have one Physical Science course rather than the whole; an all peer Physical Sciences, so they're not going to be CSU or UC eligible out of the gate.

So there's big emphasis on helping those children. Also, spoke about the...our message about the underfunding of I.D.E.A. (Individuals with Disabilities Education Act) has been heard, the government's giving it about 17%, and they should be giving up to 40%. So we continue to push that; that's another goal of this District. Also, we get Forestry money in Orange County. A couple of districts in the county get Forestry money, I think it's about thirty. I'm close this year, and we've advocated for that to continue. I think that's basically...

Trustee Boyd: My impression on the unfunded mandate that some folks are cautionary optimistic that percentage is going to go up. It's not going to be anywhere near the 40% we're entitled to, but it will at least be a few more bucks in our pocket.

Bedell: Yeah. Sometimes you should see the data we give with our lawable. We drill down right to the specific school district of how much I.D.A. non-funding is costing each district, and we tail our conversations with the staff member. Usually we meet with staff. I did spend 15 minutes with Senator Feinstein, but usually we meet with the staff. Even if you have an assemblyman whose grandson is in that school in Aliso Viejo, we can tell him how much that school...we can get down to that level to how much that school is losing because the government isn't funding. So we try to personalize it, but I have three sessions on Tuesday that were the best I've had in fourteen years.

So...including the one with Feinstein and her aid is excellent. That's my opinion. Very interested in hearing impaired, so if any of you in the audience have districts that work with hearing impaired, please get me information for that, because he wants whatever we have in the county and is willing to look very much...he will come out for a visit. Okay, now, 10:16, I can be legal.

Trustee Boyd: Yes.

Bedell: Okay, who was doing the first one? Aracely Chastain. Good morning, Happy Valentine's Day.

Chastain: Good morning, thank you. You too.

Bedell: You didn't give me candy.

Chastain: It's coming.

Bedell: I'm sweet enough, you're saying?

Chastain: All right. So good morning everyone. Today the Board is accepting a request for material revisions for the charter of Scholarship Prep Charter School. Scholarship Prep is a countywide charter that began operation in fall of 2016 with one site location in Santa Ana. The school is requesting to open a second school site within the boundaries of the Garden Grove Unified School District, and changing the charter's enrollment preferences to accommodate the second Orange County location. Education Code 47605 requires a charter school to submit material revisions to the authorizer prior to making substantive changes to the approved charter.

In addition, a countywide charter school that proposes to establish active operations at additional sites within the geographic boundaries of the County Board of Education must notify the school district where that site will be located. The County Board of Education shall consider whether to approve additional locations at an open public meeting held no sooner than thirty days following notification of the school district where the site will be located. The charter school notified Garden Grove Unified School District of the intent to open a school site in their boundaries on January 17<sup>th</sup>. A public hearing on the requested material revision will take place at the next regularly scheduled Board Meeting on March 14<sup>th</sup>, and the Board will render a decision at the April 11<sup>th</sup> Board Meeting. If you have any questions, we have representatives here.

Bedell: Colleagues? Questions?

Lindholm: I'd like to hear from them.

Bedell: Sure.

Lindholm: Okay.

Bedell: Good morning.

Romero: Good morning, Happy Valentine's Day. I am former Senator Gloria Romero, co-founder of Scholarship Prep. Jason Watts, also co-founder. Basically we are...we know that you have a full Agenda today. Today basic it's informational for you to accept the request for material revision; basically to expand. As you know, we came to you a couple of years ago to create Scholarship Prep in Santa Ana. We are committed to establishing and providing a universities pathway for foster youth and underserved youth. We are very excited about our first year in Santa Ana. Look forward to expanding this opportunity, not only to offer the second campus in Garden Grove, but in addition to that, to make a few minor changes including adding Spanish, for example, as a world language in addition to Mandarin; to also prioritizing changing the mode by which students are admitted into Scholarship Prep, given that we would have a second campus, but still prioritizing the entrance of foster youth.

There's some other changes, overall, the main one of course is the addition of a second campus. We're excited about the opportunity and look forward to being able to discuss this with you when we actually have the full public hearing next month. Jason, do you wish to say anything?

Trustee Boyd: Okay, thank you.

Romero: If you have any questions for us we'll be happy, but we will be back next month.

Bedell: Any questions, or will you hold them?

Lindholm: Yeah, we'll hold them.

Bedell: Hold them.

Romero: Thank you so much.

Bedell: Thank you. Okay, is Paul McGregor here?

McGregor: Present.

Bedell: Of course, Paul, come on down. This is for charter school update, Excellence, Performance, Innovation, Citizenship; EPIC, Paul MacGregor, Executive Director. Welcome, Paul.

MacGregor: Thank you. Good morning. Just going to make sure that the multimedia fires up, since I'm the first one up here. We do have a PowerPoint so you don't have to look at me the whole time. It's easier to look that way so your necks won't get crooked. Okay, good morning trustees, Superintendent Mijares. My name is Paul MacGregor, I'm the Executive Director of

EPIC charter school, and thank you for the opportunity to speak to you a little bit about our school update today. We're in our second year at EPIC charter school, halfway through our second year, and if you know anything about EPIC, and I know this Board does, we had quite a first year, and to be here speaking with everybody today is a great moment.

So, our first year...you know, being a first-year non-classroom based independent study school was a very eye-opening experience for a starting school, last year. But through everything that we went through, and through the dedication of our team, our school board, our staff, our families and the Board...the Education Board of Orange County, we were able to finish our first year successfully and actually graduate our first inaugural graduation class and have six of our kids walk the stage and accept a diploma from EPIC charter school, which was probably one of the proudest moments of my life. From thinking about everything we went through last year, to actually graduating students in our first year, was pretty remarkable.

So I was actually up here in the summer of 2016 before the school opened, apologizing to you if you recall. Before the school opened, our website had a marketing mistake on it that actually said we were an accredited California school. Once it was recognized we immediately removed it, apologized to the Board, and moved on. But I'm here today actually, perfect timing, to be able to publicly announce that actually EPIC charter school now is a California accredited public school. We just got our WASC (Western Association of Schools and Colleges) accreditation notification last week, and so we are so thrilled with what this means for our high school students, as well as our school for the future.

So there's a couple slides after this that are in your packet, but I eliminated them for time, since this goes really quick. So what the WASC Committee saw when they analyzed our school, as you know it's a very rigorous process. They analyze everything in your school, they talk to your staff, your students, your families, your board, and they saw what everybody else that analyzed our school last year saw, I think, first hand, and that's our dedication to the execution of our mission: Fulfilling every student's individual potential by personalizing an education plan that focuses on school and family partnership to achieve optimal student performance. That is a huge mouthful, but the keywords in there are potential, personalization, partnership, and performance, and that's everything that our staff focuses on with our families and our kids, every day.

And so, I think people see that when they peel back the layers of our school, that that's what we're trying to accomplish with the model that we have with our school. So a few statistics about our school right now before I talk a little bit more about the model. Currently we have 397 students, 53% female; 47% male. This is a quick snapshot of the grade levels of our school. We have 48% TK through 5<sup>th</sup> Grade; 23% of our students are in Middle School, and 29% of our students are in High School. 92% of our school is made up of 3 primary race categories: White, Black, and Hispanic or Latino. Pull that back a little bit, you can see that we do have a lot of different national descents in our school, but those 3 primary categories are where our students come from.

We serve all of 5 counties of Southern California: 58% of our students are in Los Angeles, obviously it's the largest county; 14% in Orange County; 15 in Riverside; 6% in San Bernardino,

and 7% come from San Diego. We have 16 English language learners in our school and 34 Special Education students. And those kids, and all of our students, are served by 16 full-time California Credentialed Teachers that are dispersed all over Southern California; we have 2 Education Specialists; we have a Charter County SELPA (Special Education Local Plan Area)...El Dorado County SELPA is our...kind of our umbrella Special Ed group that we work with, and then we have an organization called SEAT (Special Education Advocate Training) that we work with that provides all of the Special Education Services to fill the IEP (Individualized Education Program)'s of our students.

We have a ragtag small team of Administrators; anybody in the charter world or in the special education world knows that you wear a lot of hats, but myself, our principal Sandra Clause, and Deshawna Raye, our Director of Student Services and Special Programs; and then we just hired a new Student Services Manager as well. We have 8 single-subject content teachers that support our high school kids and high school teachers, and then we have 40 plus supporting administrators from our charter management organization from the organization that created the EPIC model, that are really at our service disposal at any time. This is just a quick snapshot of our model.

I don't have much more time so I'll quickly break down kind of the 5 pillars we focus on every day. It all begins with the student, obviously. Kids come to independent study for every reason you could ever think of, and for every reason you could think of, we have those kids in our school. The thing about non-classroom based independent study is its personalized option for kids that need it, whether it's a high risk, at-risk kid or a kid that's a future pro athlete that just needs a school program that's going to fit their athletic schedule; we have those in our school. One family called it this, and now we've had multiple people actually say this word, which is Concierge's Education. Thinking of trademarking that, actually, because it's great because that's really what we do.

We provide personalized service to our families and our students to meet the needs of those kids, depending...because they're all different, and one size does not fit all. The next important role in the learning team is the Parent / Guardian. In independent study especially, if you don't have a good learning coach that is actually making sure that kid is doing their work every day, attending class, then the program's not going to work for them. And so it's vital that we have a good parent / guardian and family support team around that kid, to hold them accountable because the teacher doesn't see them every day. So that's a key component.

The third person on that learning team is the actual teacher, and their job is to route that personalized program...that individualized learning plan for that student to make sure that the learning coach, and the student, and the curriculum, and all of the 4<sup>th</sup> Tier customization of that student's program is happening. Even though we're an online independent study school, our kids can use offline project-based learning curriculum; they can utilize extracurricular activities in tutoring and in their communities, and that's all directed by that educational team of the student, parent and teacher. And then lastly us, the administrators, and big thing about the EPIC model which is common in most schools, is that we look at ourselves as servant leaders.



Our whole job is to work for the teachers, and to remove obstacles to their success, so that they can help the kids, and that's what they do every day, and if they have to worry about all this other stuff that, you know...we can take that off their plate and help them, and do it for them, they have more time to actually teach. And so, that's what we focus on every single day. Last thing I want to leave you with is just a quick note that EPIC charter school in Oklahoma has been doing this model for over 7 years on a much larger scale, and they were just recognized recently as the third best workplace in the state of Oklahoma.

And I point that out because that's kind of a beacon of light to show that everything I just talked about executing our model, tells our staff that if we do these things, at the end of the day to help these kids succeed in an environment that is going to be more conducive to them because the traditional facility-based neighborhood school might not have worked for them, then we can actually have a rewarding place to go to work every day, and make a difference in these kids' lives. So, with that, I'm glad we're here in our second year, and I hope to give this presentation every year, going forward, and Happy Valentine's Day.

Bedell: Questions from colleagues?

Trustee Boyd: First of all, Paul, I want to thank you for the invitation a few months ago to visit your site. I probably went back several many months now, and things were still kind of...rocky at that time, shall we say? And I think you were still the rookie. You've obviously come a long ways in the past few months, and the organization has come a long ways in the past few months.

MacGregor: Thank you.

Trustee Boyd: In my mind, the WASC Accreditation is huge. If you'd gotten WASC Accreditation in Year 3, I would've been delighted, but the fact you were apparently able to apply the concepts that the organization brought from Oklahoma to satisfy the WASC officials I think is terrific. Good luck going forward.

MacGregor: Thank you very much.

Bedell: Trustee Lindholm.

MacGregor: That meant a lot.

Lindholm: Yes, thank you, and thank you for the update.

MacGregor: Thank you.

Lindholm: And congratulations, that's...as Trustee Boyd has said, on your accreditation. How often and when do you meet in person with these students? It's online, but you meet with them how long?

MacGregor: At least at once every learning period, which is on average 20 days.

Lindholm: Oh.

MacGregor: 20 school days, so at least once a month, the teachers meeting face-to-face with that student. And in our model, we require our teachers to meet in person with all of our families

unless there's some absolute reason the family can not show up to an in-person meeting, then they can meet face-to-face online. But something we've required our teachers now, going forward, is that they actually meet with them in person; either their home, or coffee shop, or local library.

Lindholm: How long do you expect somebody to stay in this program? Will they be in there for a year? Will they be in there a semester?

MacGregor: Great question. We actually had a 63% re-enrollment rate in our first year, which I didn't know if that was good or not, but WASC said that was tremendous, so we were very thrilled with that. And I know that we have not surveyed our families yet, we will at the end of this year, regarding customer service questions, but in Oklahoma, over 90% of their families, and they serve over 14,000 kids in Oklahoma, would recommend EPIC to another family, and return to the school. So, not that they have a 90% return rate, but that's based on that survey question.

Lindholm: Thank you.

Bedell: Trustee Gomez?

Gomez: Just briefly. You talk about a part of your pillars here are with your parents. How do you engage your parents?

MacGregor: First is with that face-to-face meeting, so typically the parent is with the teacher...

Gomez: On the initial enrollment?

MacGregor: ...at initial enrollment, absolutely. So the initial enrollment is the first time, so...and...I'll be respectful of your time but I want to answer your question, because I could talk all day about every step of our model, but the first...after a family enrolls, the first thing that the teacher does is have what's called a Personalized Learning Planning Meeting with the parent and the student. And so they get together and they go through a laundry list of questions and expectations of what the expectations of the student and the family are for the school, and what they can expect of the school as well.

And so once everybody agrees to those expectations, then the learning plan is put into motion, and then what's unique about our school, and I know this from being a father of 3 and having kids in the public school district where I live in Ladera Ranch, I see my teacher – it's a great school – but I see my teacher twice a year at a Parent-Teacher Conference, and I can email my teacher and they'll get back to me typically within 48 hours or so, but our teachers and students have...our families and students have the teachers' cell phones. They are constantly calling the teacher all hours of the day, they're meeting online with them through Skype or Google Hangout sessions, and when the teacher's not available, because they do get to sleep sometimes, we have a 24/7 homework help option available for the students as well.

Gomez: Last question. You said you had 6 students graduate.

MacGregor: We actually had 10 graduate; 6 walked at the ceremony.

Gomez: Oh, okay. Of those 10, what was the outcome? Did they go to college? Did they go to a Tech school? What happened to them?

MacGregor: That's a great question. If I may introduce Sonja Clause, our Principal, she...can she answer that question for you? Is that okay?

Gomez: Of course.

Bedell: Of course. Anybody who can help.

Clause: I'll do my best to answer it. I don't recall specifically...I haven't reviewed it for a while, but we did have students who went on to study...for sure the Community College level, definitely Vocational tech training for plumbing, I believe it was, and...

MacGregor: 1 was in the military.

Clause: ...1 in the military.

Gomez: That would be helpful for us to know, like what the outcome was, and where they went from there.

Clause: Sure, definitely. Thanks.

MacGregor: We actually did, and I apologize I don't have...

Associate Superintendent Boyd: You want to get to the microphone.

MacGregor: ...I apologize I don't know that off the top of my head. We actually did interview each student. We had somebody from our management organization interview each student to kind of create a profile on them; we were going to do a graduate series which never came to fruition, but we do have that information documented with even more detail of the story. So this year we will...we will do a great job of tracking our students and where they're going, and celebrate their success.

Gomez: It would be nice to see how prepared they are for their next step.

MacGregor: Absolutely.

Gomez: Okay, thank you.

MacGregor: Thank you.

Bedell: Trustee Williams.

Williams: Yes, congratulations on the dramatic improvement from the first time we saw you 3...4 years ago? The WASC Accreditation as expressed by Trustee Boyd is incredible, congratulations on that, and we look forward to bigger and better things.

MacGregor: Thank you very much.

Williams: You too.

Bedell: Is that it Mr. Williams, you done? Yeah I have...I was intrigued by your data on African-American students. That percentage of your enroll...even though they're small ends, is way out of line for Orange County in general. I'm assuming the other 5 counties are giving you these African-American students? Is that accurate, do you know?

MacGregor: I don't know county-wise, specifically, where the racial categories are coming from, that's something I can analyze a little bit closer and find out.

Bedell: Right.

MacGregor: I'm more surprised that we don't have more of a Hispanic population from Orange County, especially where we're located in the Anaheim School District, but because we pull from such a large catchment area in Southern California, it's really hard to determine what category we're going to get, because we accept everybody. So it's interesting to analyze.

Bedell: One of the things that concerned me when I visited the Sunburst Academy was the relatively low percentage of Orange County students being served by that program, and this is Orange County.

MacGregor: Right.

Bedell: So I would like to see a priority, if that's the right word.

MacGregor: Absolutely.

Bedell: That Orange County kids are being served by these great programs.

MacGregor: Absolutely. I think...

Bedell: No, that's fine. Secondly, I've taught online, and I don't translate well online. My sense of humor gets something awful online. But, that said, one of the things that always concerned me, and I know I've spoken of this, thousands of students in California at the University level are online now for pieces of their courses, all right. University of Utah dramatically cut online a couple years ago, according to the then Vice President who told me, because they found out that the students were taking online courses sitting in the University cafeteria or sitting in the University library, and that led them to have some interesting conversations. My main concern was security. How do you know that child is taking that Algebra test? So security, what are you doing to guarantee security that it is in fact the student who is getting the course?

MacGregor: I think the big thing we do at Fidelity is we do what's called Map Assessments, which are measure of academic progress by an organization called NWEA (Northwest Evaluation Association), and we require...a part of our model is doing map assessments of all of our students, three times a year, every trimester. And that is a grade level specific map assessment from Kindergarten through High School on grade level standards and how they're mapping towards those standards. And then after that assessment, most of the curriculum that we provide can have a bridge from their results directly into the online curriculum.

So if a kid is doing horrible with their math assessment but the teacher sees that they're doing great in their curriculum, they're going to put a little bit more attention to that student to see

where they're doing, and everything's geared towards making sure that they're prepared for the SBAC test at the end of the year, and those results are going to be the true determination of how our kids are doing, and the fidelity of their actual curriculum. And that's something we look at very closely is their grades, and their pacing and progress, versus the results on their assessments, and then their summit assessment at the end of the year.

Bedell: Fine. I wonder if you could help me with...there's nothing in this program that the students would get athletically, right, because it's online.

MacGregor: Correct. They have to do P.E. logs like most independent state programs for each school, but they do have access to approved vendors that might offer different physical education curriculums in their community as well.

Bedell: I have no other questions.

Trustee Boyd: I have one follow up.

MacGregor: By the way, sorry Mr. Bedell, but those map assessments are proctored in person by the teacher. So I forgot to mention that key. It's not just an online test where it's like mom's taking it.

Bedell: I have photo I.D.'s...I have photo I.D.'s of people who have never been in the room before, but comes to take a test.

MacGregor: Those tests have to absolutely be proctored by the teacher in person.

Trustee Boyd: That actually pretty much answered my question. There's also an organization called ProctorU.com that my organization uses. They're national, they have very tight security protocols for taking proctor examinations.

MacGregor: Great, I'll look into them.

Bedell: And just finally we'll let you...I'd like to follow up on...you're going to be asked about where do your graduates go, and I think Trustee Gomez, from her line of work and mine, that's a biggie. And personally I'd like to know ultimately, it's too early, but how many qualified through A through G.

MacGregor: Yes.

Bedell: Okay? Thank you very much.

MacGregor: Best believe I will know the answer to that question next time, and before I walk off, I just want to say that I love Kelly and Aracely. They are fantastic to work with, through everything we went through last year, they are incredible people. Your charter unit is fantastic; everybody that I deal with...Nina, Ana, and the whole team are fantastic, so don't let her go, give them all raises...thank you.

Bedell: Thank you very much. Okay, Dr. Christine Olmstead, can you come on down? We have a special presentation for Counselor recognition.

Associate Superintendent Boyd: Jack, before Dr. Olmstead starts, Dr. Mijares had a couple of comments with regards to this particular presentation.

Superintendent Mijares: Yes, thank you Nina and Mr. President, Members of the Board. I want to just weigh in slightly here to extol the...

Olmstead: I think our counselors are all waiting outside.

Mijares: ...extol the wonderful counselors that you will meet in just a minute. You know, counselors often think they're the Rodney Dangerfield of education in terms of educators. You know that they're overworked, they're under-recognized, the amount of appreciation often lags, and yet I believe they are at the fore of the instructional process when it comes to assuring college and career readiness for our students. I mean, I for one went to college because a counselor tapped me on my shoulder and said, "You ought to consider going to college". I was headed off to become a tree trimmer for Los Angeles...City of Los Angeles, and that changed the trajectory of my path.

So counselors are doing marvelous things, and we are acknowledging them today. We have setup a Counselor Recognition Program that we think will provide the due recognition of these wonderful professionals, and I can't say enough. I'm going to turn the thing over to...the microphone to Christine, but those of you that are present today who are counselors, and your family members and school staff people that are here to salute you, my commendations. Thank you for all that you do for the students of this great county. Christine.

Olmstead: Thank you. Well first of all, I want to thank everybody for coming today. We have 9 counselors that we're re recognizing today and I know some of them are under the weather, or not doing too well today and they made themselves here, so thank you for being here, and I'd like to thank their families who supported them to come here today, as well as their districts. I see Superintendent Franklin in the room, any others? Oh I see Superintendent Turner in the room as well. Any other Superintendents here to support their counselors that I don't see out there? Okay, but raise your hand if you're a friend or family that's come to support our counselors in the room today. Thank you for being here.

[Applause]

Olmstead: I'm so excited that we're doing this recognition today. Counselors are just so important to the work we do at schools and don't always get the recognition that they deserve. So thank you, Dr. Mijares, for helping us make this happen, and thank you Board for recognizing our counselors today. We're going to first start off with the K8 counselor award. The criteria for this award was demonstrating commitment to develop and provide comprehensive school counseling programs around academic, personal, social, and career college supports; leadership and advocacy for counseling profession, and leadership to support a multi-tiered system of support through database decision making in order to support the whole child. And we'd like to recognize, and I'm going to call them one-by-one to come up, and have their picture taken.

So first, Alexis Goddard. She is the Professional School Counselor at Las Flores Middle School in the Capistrano Unified School District, and if we could ask Dr. Mijares to come up and take the picture as well.

[Applause and picture gets taken while President Bedell asks a question of Ms. Goddard]

Olmstead: Our next K8 recipient is Patricia Calkins. She is the Professional School Counselor at Ambuehl in Bergeson Elementary School Sites in the Capistrano Unified School District.

[Applause and picture gets taken while President Bedell asks a question of Ms. Calkins]

Olmstead: And our third recognition for K8 is Roshni Patel from Santiago Charter Middle School in the Orange Unified School District.

[Applause and picture gets taken while President Bedell asks a question of Ms. Patel]

Olmstead: So as we make our transition to our next set of awards, I wanted to recognize that last week was also National School Counseling Week, and with the College Board, we've done a lot of work to recognize school counselors, and I just want to thank our team in Instructional Services here: Jami Parsons; Edgar Montes; Amy Kaufman; Kathy Boyd; and Mayu Iwatani for making sure that this has happened and that we are recognizing our counselors across this great county. So our next one is for our College Board Counselor award, we have 3 for that one as well, and for College Board Counselor awards, we recognize counselors who show leadership and advocacy, especially for career readiness, for our underrepresented populations, collaborative partnerships between K12 and post-secondary institutions, and family involvement that focuses on career readiness and college readiness. Our first recipient is Mireya Vazquez from Century High School in Santa Ana Unified School District.

[Applause while President Bedell asks a question of Ms. Vazquez]

Olmstead: Our next College Board Counselor award recipient is Nichole Rosa from Laguna Beach High School, in Laguna Beach.

[Applause while President Bedell asks a question of Ms. Rosa]

Olmstead: And our final recipient for the College Board Counselor award is Luz Arellano from Arnold Beckman High School in Tustin Unified.

[Applause while President Bedell asks a question of Ms. Arellano]

Olmstead: Our third recognition we're giving out today is for Orange County Career Pathways Counselor Award. For this category, Counselors utilize inventories and assessments with students to encourage student awareness, aptitudes, interests, and skills by grade level; they engage in ongoing professional development efforts; and they assume a leadership role in our O.C. Pathways and career technical education pathways and career education to move it forward in their school sites, in their district, and in our county. Our first award recipient is Janice Duzey, from Costa Mesa High School in the Newport / Mesa Unified School District.

[Applause while President Bedell asks a question of Ms. Duzey]

Olmstead: Our next recipient is Julie McGinis from Foothill High School in Tustin Unified.

[Applause while President Bedell asks a question of Ms. McGinnis]

Olmstead: And our final recipient for O.C. Pathways is Kim Goodwin. She is the District Lead Counselor for the Placentia / Yorba Linda Unified School District.

[Applause while President Bedell asks a question of Ms. Goodwin]

Olmstead: So I appreciate your comment about being a listener. So Dr. Mijares and I were actually at a College Board event last week, and there were the Top 10 new jobs coming out, and one of them literally was listed as Chief Listening Officer. So I think you all can add that to your signature lines, and on your cards. So thank you for being Chief Listening Officers, our students could not survive without you. So thank you so much for the work you do, and with that, Dr. Bedell, I turn it back to you.

Associate Superintendent Boyd: Actually, Dr. Bedell, before you come up we'd like the Board Members all to come down to take a group photo with the recipients, so if each of you would step down, and we'll do them in the 3 categories, so if the K8 Award Recipients could come first, the 5 Board Members, and our County Superintendent will take photos with you. Everybody squeeze in.

[Various pictures are taken by the photographer, Scott, as well as faculty, family and friends]

Associate Superintendent Boyd: Okay, Scott got it. Did everybody else get it that needed it? Okay, great. Thank you, and if we could have the College Board Counselor Award recipients. And if you let Scott get the first shot, then we'll let the rest of you get in there and get your pictures. We'll hold them up there for you. Okay, don't go anywhere, let everyone else get their pictures. Okay, great. And the O.C. Pathways Award Recipients, if you would come up. Anybody else? Are we good? Okay, thank you all very much.

[Applause]

Bedell: Trustee Gomez.

Gomez: Well, first of all, I would just like to say that I wish I had a high school counselor like all of you, because my high school counselor was exactly what Dr. Bedell was talking about. Looked at me and said I wasn't college material. And I actually told that story when I was talking to some students at high school, one of our alternative high schools. And somebody from the back, some young lady, said, "I hope you told them where you are now." And I said you know actually, a couple of years ago, I tried to find him, and I could not, so I don't know if he's even still alive, but I thought about that a lot, because I never really told that story until I was talking to those students that day.

So I think it's really, really important what you do. So thank you for doing what you do, and secondly, whoever talked about the health education and health careers, come talk to me, because there's a plethora of different careers in health care besides being a nurse or a doctor. So thank you for all you do.



[Applause]

Bedell: And Trustee Gomez delivers, and she feels very intensely about the issues. One of the highlights of this particular job is that we get to see the success stories going on around the County, and so I consider it a blessing to be Chair of the Board at this time, thank my colleagues for that, but also why we recognized specific human change agents, which for me is a synonym for counselors; protectors, guiders, making them think, making them look at different options, making them believe in themselves. I mean really believe in themselves when forces around them may not have those same beliefs. So I think they are blessed to have you and as a elected official, I can consider myself blessed to have you in our County, so thank you.

[Applause]

Bedell: We will now adjourn for a...

Associate Superintendent Boyd: Recess.

Bedell: ...reception...

Trustee Boyd: Recess.

Associate Superintendent Boyd: We're recessing.

Bedell: ...right out there, where we'll recess, out left, there is usually food, and I'd like to meet you over there.

Associate Superintendent Boyd: How about...wouldn't you want to reconvene...?

Bedell: Well it's now 11:05, so 11:15?

Associate Superintendent Boyd: Okay, thank you. Everyone is invited to the reception next door, so if you follow the hallway, just go outside the door to your left.

[Recess occurs]

Bedell: Welcome back, we will...it's 11:21. Kelly, would you come on down and get us started? I'd like to remind people that we don't wave signs, and we'll just worry about the safety issues on that, so thank you for understanding.

Gaughran: All right. Good morning, President Bedell, members of the Board and Superintendent Mijares. Today we will hold a hearing to consider public input regarding the Adrian Hands Charter School petition. This was submitted on Appeal at the January 10<sup>th</sup> Orange County Board of Education meeting following the December 14<sup>th</sup> denial by Saddleback Valley Unified School District. For today's public hearing, representatives for Adrian Hands Academy, and Saddleback Valley Unified School District, are each allocated 15 minutes, then the hearing will open for public comments for individuals who have submitted a card to address the Board. Each speaker will have 3 minutes, with a total of 30 minutes allotted for comments. I now open the Public Hearing for Adrian Hands Academy and call Lead Petitioner, Dr. Padmini Srinivasan to the podium.

[Applause]

Bedell: They have 15 minutes for this presentation if needed.

Srinivasan: Can everybody hear me?

Trustee Boyd: Yup.

Srinivasan: Thank you very much to President Bedell and the O.C. Board of Education for allowing us to be here for the consideration of Adrian Hands Academy's charter petition; to Kelly Gaughran and the OCDE staff for clear instructions and positive communications; to Saddleback Valley Unified School District for their helpful analysis and feedback; and to all our friends for their support throughout this very important work. Who was Adrian Hands? Adrian Hands Academy is being founded in memory of Adrian Hands, an aspiring individual with firm convictions, a clear vision, indomitable courage, and unlimited energy. He was a bicyclist, engineer, software developer, and environmentalist, who loved learning and new experiences; believed in peace making among cultures and language groups; and had a passion for community building, and serving the needy.

He passed away in February 2011 due to complications of A.L.S., or Lou Gehrig's Disease. Adrian is the kind of person that I hope our students grow into: free, intrepid, responsible, kind and value creating. Who am I? I have had career as a Computer Science Professor, and as an Information Architect in New Product Development. Alongside these I have always been an educator, focused on academics, the arts and world cultures for 30 years. Upon losing my husband, I decided to focus solely on education as my new mission from that point onward. I started the Creative Leader Learning Academy Preschool which was recently closed due to a likely rezoning of the site.

I chose a public charter school as the appropriate structure to offer elementary and middle school programs, so that we could equally reach all families who are seeking a quality education, regardless of socioeconomic or linguistic status, or other potential barriers. The AHA organization, it is operated by Contributive Lives Incorporated, a California non-profit public benefit corporation. AHA's Board includes professors, educational administrators, technologists, and business experts. Chung Salley Chow, in order, Ana Barvack, who is here, Kevin Moncrief, and Nancy Holt, who is also here, thank you very much. Sally is on a WASC Accreditation team visiting a school, and Kevin is busy with big data business intelligence for healthcare.

What we stand for: the mission of Adrian Hands Academy is to cultivate global citizens, empowered to build a peaceful society. Education for global citizenship is the overarching vision and goal of Adrian Hands Academy. It describes the quality we want to develop in our students. Throughout realizing this mission, AHA will empower its students to generate solutions to human problems; to creative and critical thinking; to innovate ideas, thoughts, and services for newly developing needs; and to participate fully and functionally in the diverse society in which they live. This is kind of a dense slide, so bear with me. To prepare our students to be this kind of person, we have put together an educational program which will the competences that we say a global citizen should have.

Through S.T.E.A.M, learning in 3 languages, and peace building, AHA students will acquire a set of academic, linguistic-cultural, and social emotional competences; the development of intellect, a broad-minded empathy, and an ability to build friendships and engage in dialogue; and an appreciation of the inherent respect worthiness of human beings, and of all life. The sciences and math, the S.T.E.A.M. portion of this, are the lens that AHA students will use to see the world. Today's problems are global and are best described and understood through S.T.E.A.M.; the solutions are created and abled with S.T.E.A.M. Technology is an information and communication enabler in every aspect of life today, and of core competence for AHA students.

We mention the Arts in the context of S.T.E.A.M. However, at AHA, the arts including visual, music, creative writing, etc., run through the entire curriculum in the following ways: #1 - Art as self-expression, achieved through learning how to use materials, color, etc. Art in the style of various groups, individuals and cultures that is art as the inspiration of others; and art for representing or recording reality, whether it is an element of life signs, a model, or an experimental setup; multilingualism, the second item on the left, is a reality and normal occurrence in many parts of the world, in Asia, Europe, South America and Africa; in many cases because they want to learn English, which we already have here.

So, in...learning Chinese, Spanish and English will enable AHA students to communicate with 75% of the world. AHA's language program is not an immersion program. All 4 subjects will be taught in English. Through learning in 3 languages, AHA students will experience the powerful cognitive benefits of language learning and develop what are called Basic Interpersonal Communication Skills, or BICS. AHA is not focused on acquiring academic language skills in Chinese or Spanish. BICS, including a cultural understanding, is well understood and can be assessed at various stages of development. Peace building may sound abstract or ill-defined, but at AHA, peace building is a set of concrete competences.

It involves knowing ones identity, and consciously developing and designing it; communicating and coordinating effectively with others; handling disappointments and managing commitments; problem solving and resolving conflicts; and planning and taking action. In this way, peace building is much more than a positive attitude, it is a social-emotional skill set. For knowing self, coordinating with others, and taking action for the benefit of society. AHA will make this tool set available, and provide experiences through which the student will become a competent designer of self, relationships, and community. Learning in 3 languages...so, learning in 3 languages, which are the bottom 2 things here: Learning in Other Languages and Socioemotional Learning, these 2 are both subject matter and method, you know they involve a way of teaching, a way of becoming a student, and they are also the subject matter themselves.

So these have benefits that reach into every aspect of the student's educational experience. The next rhombus on the left, Online Blended Learning: AHA advocates the use of technology to create a variety of learning experiences, to support drill and practice; to provide rich communication mechanism; and to be itself a subject to be explored and constructed. At AHA, technology will be made available to every student for carrying out classwork, as well as to support work to be done outside of class. Project-based learning, the rhombus to the extreme left

on the bottom, provides challenges and experiential learning in coordinating with others; finding one's unique talent and contribution; managing time, materials and information; and moving through obstacles to victory.

Within the PBL (Project Based Learning) framework used in science and social studies, AHA students will carry out subject matter learning while polishing their abilities in oral and written communications, data analysis, etc. The Pillar and Umbrella concept behind AHA's education for global citizenship is differentiated instruction, which is the arrow on top. It's rooted in a constructivist view: each AHA student is a unique individual with his or her own capacity, and prior knowledge, personality and talent. Differentiated instruction is the umbrella that allows us to "meet students where they are and take them forward."

Rather than merely leveling students so that they are mastering equivalent competencies each year, AHA strives to understand the individual student and create a year's worth of growth each year, while completely adhering to and exceling at, California Common Course State Standards, as well as excelling at the Standardized Tests, to demonstrate the minimum competences. MTSS as an RTI (Response to Intervention) program also captures this view by insisting that every student's progress deserves data-driven analysis, refocusing, and improvement. AHA will be an individual focused, continuous improvement environment. Having smaller class sizes, a workshop or rotational model classroom, and grouping students for competence and complementarity, alongside a clearly understood sequencing of skills, especially in language, arts, and mathematics, are important elements of a teachers' toolkit in creating the effectively differentiated classroom.

The differentiated classroom will also be more welcoming and inclusive for English learners, special education students, and other challenged populations. I now go to our challenges and opportunities. What, no TKK? Adrian Hands Academy was viewed as a private school conversion by the district because I operated a preschool which had a Kindergarten class. The gray overlap between the preschool and the proposed charter was considered the reason to deem Adrian Hands Academy as a private school conversion. In order to completely avoid any appearance of a private school conversion, we proposed AHA then as a Grades 1-8 school. In the meanwhile, Creative Learning Academy, the preschool, has closed as I said, due to unrelated facility issues.

AHA values TKK education highly and desires for all children to have an enriching experience at this age. Language learning, character development, and academics are all effectively learned at this age, and in fact, we appreciate the value of early childhood education in general. So we therefore want to be clear that we strongly support effective TKK education. Then, is a grades 1 through 8 school viable? Firstly, in California, kindergarten is not a legal requirement; secondly, many families prefer a full day of kindergarten over the 3 hours and 20 minutes of instruction offered in most public kindergarten programs; and transition into public school, therefore, in 1<sup>st</sup> Grade; changing schools at various ages and grade levels happens for various reasons, including, simply, parent choice.

Therefore we are confident that AHA will be able to succeed as a Grades 1 through 8 program. All of this being said, AHA values a TKK education highly and desires for all children to have that enriching experience. Therefore, AHA would be most willing and able to provide a TKK program as part of our offering as long as there is no barrier to doing so. Special Education: AHA proposes inclusion as the least restrictive approach for our Special Education population. We are committed to accepting the students that come to us, and are committed to providing them a free and appropriate public education. Because we understand that special education may require a higher expenditure than what is covered by State and Federal allocations, we have created an additional apportionment from AHA's general budget over and above the State and Federal amounts as shown.

The left column shows the state of the entitlement, and on the bottom line we did not list this because it's kind of a uncertain how it all falls through and how much federal revenue actually comes will be... I don't fully understand that, but there's some uncertainty on that. The Federal revenues, we expect it to be between \$45 and \$56,000. In addition, the right column is what we are saying we can make available for special needs, as needed. English Learners: at AHA, we have our sights set on the English learner as a target student population, who can benefit from AHA's programs and approaches. The EL student who knows one of our target world languages, Chinese or Spanish, comes into AHA being able to contribute, having a strength that enriches the community, rather than being defined by a weakness, or deficit.

Our EL students are primed for the benefits of multilingualism since in their normal life, they're already immersed in 2 languages or more. So AHA will actively recruit and actively support this group in English acquisition and English academics. ESL (English as a Second Language) teacher training and the existence of clear standards for ELA (English Language Arts) and ELD (English Language Development) in the United States, is a stellar secret weapon that deserves wider use. At AHA, we feel that all teachers would benefit from ESL training. Using these well-defined approaches ensuring excellent first time presentation of materials to all students, and navigating the changing landscape for reclassification testing, AHA will make a real contribution to our English learners and to the challenging world of EL education.

We have student recruitments. We have received about 140+ intent to enroll forms reflecting the interest of parents who have attended our information sessions. We are reaching our families further by meeting them where they are and working hard to get the word out. For some of the families, meeting them where they are may mean having a conversation with them in their living rooms, in their home language, and helping them to fill out required forms. We are aware of this prepared to do what is needed to provide this educational opportunity to a diverse population. Challenge: Faculty Recruitment. What makes AHA attractive to a teacher? A class size of 22 students, the mission of education for global citizenship, effective methods, staff development, and support.

A number of teachers have expressed their interest in working with us due to these factors. Our budget for teacher salaries was developed in consultation with EdTech; the budgeted faculty salaries are based on SVUSD (Saddleback Valley Unified School District)'s salary schedule shown here, and you have it in the petition itself. With this salary schedule, we would be able to

attract a Bachelor's teacher with about 4...5...6 years of experience. This is 2017-18 also, adjust for that, and a Master's level teacher with 3 years' experience, on average, so we would expect to have a range of experience levels around that. There's tremendous support in the community for the establishment of Adrian Hands Academy consisting of parents, teachers and members of the community, some of whom are in attendance today.

Thank you very much for being here. We thank all of you on the OC Board of Education and OC Department of Education for your consideration, and are eager to discuss further any of your concerns or questions. I would like to conclude by sharing a portion of Gabriela Mistral's poem, A Teacher's Prayer. The original is in Spanish but I won't do that to you right now. It captures a determined commitment to honor, respect, protect and nurture our students. The poem reads, this section of the poem reads, "Let me be more mother than the mother herself. In my love and defense of a child that is not flesh of my flesh. Let me succeed in creating in one of my pupils the perfect song, and let me leave within him or her, my most heartfelt melody, so that he or she may sing, for the day when my lips shall no longer sing." Thank you very much.

[Applause]

Gaughran: Thank you, Dr. Srinivasan. Now I call Dr. Crystal Turner, Superintendent of Saddleback Valley Unified School District, to the podium.

Turner: Good morning. I've asked my team to come up in case you have questions for us as well. Good morning Members of the Board, Dr. Mijares, and County Office staff, my name is Dr. Crystal Turner and I serve as the very proud Superintendent of Saddleback Valley Unified School District. On behalf of the District Board, my team and I are here today to encourage this Board to deny the charter appeal filed by the Adrian Hands Academy. While this is the first time you are hearing an appeal from Adrian Hands Academy, it is important for you to understand that this is the third version of the petition that Saddleback Valley Board has carefully considered and denied because approval was inconsistent with sound educational practice and the requirements of the law.

Fundamentally, the petitioners desire to secure a charter which was hindered by the fact that this is, at heart, a proposal to convert a private school to a charter school, exacerbated by the recent closure of the Preschool through Kindergarten program, can not be granted at the expense of students. And the proposed 1<sup>st</sup> through 8<sup>th</sup> grade school is contrary to the interest of the potential students, and further, is not viable. As you are no doubt aware, the Charter Schools Act prohibits approval of a charter that authorizes any conversion of a private school to a charter school. The lead petitioner for Adrian Hands founded and operated the private school, The Creative Learning Academy, which is located within our district boundaries.

It was undeniable that the charter, as initially submitted to the district in January 2017, which proposed a TK through 8 program, constituted a conversion of the private Creative Learning Academy to a charter school, in clear violation of Ed. Code 47602. The charter made numerous reference to the private school; the description of the overlapping grades was very similar; the explicit intent was to copy and extend the private school educational program into the charter school. Further, Adrian Hands granted admission preference to the founding families from the

private school. This was by no means the only finding adopted by the Saddleback Valley Board in denying the first charter, but the fact that the charter proposed to convert a private school to a charter status meant that there were no circumstances under which the charter could be approved.

It is my understanding that Dr. Srinivasan consulted the Orange County Department of Education at the time, and that OCDE staff confirmed that the charter proposal proposed an impermissible private school conversion, and it is our belief that the petitioners then decided not to appeal the district's decision. Instead, just a few weeks later, Adrian Hands submitted a revised charter to the district, again proposing a TK through 8 program. The second charter remained undeniably a proposal to convert the private Creative Learning Academy into a charter school, again violating the law. Between charter version 1 and 2, the Adrian Hands petitioners made very few changes, but those made were effectively efforts to try and distance the proposed charter school from the private school on paper.

For example, by simply deleting references to the private school, but eliminating the references to the Creative Learning Academy did nothing to change the underlying facts regarding the relationship between the private school and the proposed charter. In fact that only real change made by Adrian Hands was to eliminate TK and K in an apparent effort to fix the conversion issue. However, far from resolving the issue, eliminating the private school grade levels and programmatic elements in order to offer them at the charter school is the very definition of a prohibited conversion. Once again the Board denied the Adrian Hands Charter as mandated by the Charter Schools Act.

I know you already have a copy of the resolutions, but we brought you an extra set. For the third version of this charter, the District Board found that the charter school presents an unsound educational program, the petitioners are unlikely to successfully implement the program, and that the charter does not include the comprehensive descriptions of the required elements. The District Board adopted a number of factual findings specific to this charter, supporting its denial, which are set forth in the Board's very lengthy resolution. I won't reiterate all of these findings but will highlight these four: 1) as I've explained, charters 1 and 2 were denied because they constituted the impermissible conversion of a private school to a charter school.

In response to these legal prohibitions, which Adrian Hands could not overcome with its proposed educational structure, this third charter simply has been revised to eliminate the TK and K program, and to pose a 1<sup>st</sup> through 8<sup>th</sup> grade school. It is abundantly clear that this new grade span has not been proposed because it is reasonable, recommended, or viable, or for any logical reasons, but because petitioners were determined to obtain a charter, and decided that the only way they could overcome the legal prohibition against their proposal was to offer this very awkward grade span. Unfortunately for the petitioners, this change does not present an educationally sound school structure, and fails to offer a comprehensive elementary school experience.

It is not in the best interest of prospective students. The overwhelming research concludes that students benefit greatly from attending a quality kindergarten program, with the implementation of Common Core State Standards, it is more important than ever for students to be immersed in

kindergarten in order to master the kindergarten standards before moving to 1<sup>st</sup> grade. Failing to offer TK and Kindergarten as part of a comprehensive elementary school program and curriculum may discourage some students from taking advantage of the many benefits offered by a TK or Kinder experience. In effect, the charter school would encourage students to enroll in an alternative TK or Kindergarten program, and then transfer to Adrian Hands for 1<sup>st</sup> grade, creating an unnecessary and undesirable lack of continuity in the young student's educational program.

Furthermore, such a proposal is just not viable, even among families who might initially be interested in enrolling their student at Adrian Hands, it's unlikely that most would choose to enroll their students in another school for TK and Kinder, and then pull them out of that school environment in which they are comfortable and thriving, to start at a new school that begins at 1<sup>st</sup> grade. This will negatively impact the charter schools ability to enroll a stable student population; 2) Adrian Hands purports to offer a trilingual program, and the petitioners have repeatedly compared the school to the district's own dual-enrollment program. Adrian Hands has noted that the district's program is impacted, and suggests that the charter school would be an equivalent alternative.

It is important to note that the district's dual-enrollment program is no longer impacted. We were able to accept all of our applicants this year due to some changes we made at the site, which again raises the issue of interest in, and need for this proposed school. Furthermore, in no way is this charter school's proposed program equivalent or comparable to the district's dual-immersion program. Adrian Hands proposes a very limited number of hours of Spanish and Mandarin per week, which is decreased for students who need additional academic support, or who need special education. This more limited language instruction model is not a dual-immersion program, and is unlikely to produce truly bilingual or trilingual students despite the petitioners' efforts to compare the charter school to our district program;

3) The District Board made a number of findings of deep concerns regarding the inadequacy of the charter school's plan for the provision of services pursuant to IDEIA Section 504 and the ADA (Americans with Disabilities Act). Notably, the District made almost identical findings in denying Adrian Hands first charter, but the petitioners made almost no revisions to the two sets of charters to address these fundamental concerns. First the charter fails to adequately and correctly describe how the charter school will comply with Section 504. The charter sets forth the wrong standard to qualify for services, does not include appropriate staffing to meet their requirements of a 504 team, and does not discuss or budget for the potentially high cost of related services.

Secondly, the charter does not provide for a special education teacher or resource specialist until later years; so does not have a plan to provide specialized academic instruction to students who require it. The charter also evidences a fundamental lack of understanding of the division of responsibilities between an LEA (Local Education Agency), which Adrian Hands wants to be, and a SOPA (School of Performing Arts). Moreover, Adrian Hands has not properly budgeted for the cost of special education. Unrealistically budgeting for the amount of special education revenue will cover all costs of providing services, despite the fact that the costs invariably exceed a special education funding.



After receiving the District Board's proposed resolution and findings, AHA effectively acknowledged that their special education budget wasn't adequate, and stated that they had augmented that portion of their budget. However, AHA did not actually provide a revised budget, nor did it explain the source of these additional funds, or demonstrate how these proposed additional budget amounts would effectively address the deficiencies of the budget. As such, this special education budget remains unresolved. The charter school, the number 4, has failed to budget properly for the cost of staffing at a school. The charter's LCAP (Local Control and Accountability Plan) specifies that it will offer a competitive salary and benefits package, but the budget is inconsistent with that promise.

For example, the staffing plan proposes that all teachers in Year 1 will be paid \$54,000, with a maximum teacher salary in Year 5 of \$58,541. These are, quite simply, not competitive salaries. The district recently completed a study of... that established its average first year teacher's salary, and it's approximately \$68,000., nor is the budgeted benefits package adequate or competitive. Adrian Hands has unrealistically budgeted only \$8,000 per year for full benefits, though our district, with its greater purchasing power, it costs about \$18,000 per employee. That these budgeted costs are unrealistic, inconsistent with the LCAP, and such low salaries will make it very difficult for Adrian Hands to attract and retain, high quality, multilingual, and experienced teachers, particularly during our current Statewide teacher shortage.

In conclusion, the petitioner's defenses to the District Board's findings are not convincing, and quite simply, do not make this 1<sup>st</sup> through 8<sup>th</sup> grade proposal educationally sound, or in the best interests of students. For all of these reasons, and the reasons more specifically described in the Board's adopted resolution, the district encourages this Board to deny Adrian Hands Academy charter appeal. Thank you.

Gaughran: Thank you, Dr. Turner. The hearing is now open for public comments. Each individual will have 3 minutes to speak with a total of 30 minutes allotted for public comments. The Board Clerk will time each speaker, and a red light will flash, and buzzer will sound, when time is up. President Bedell, please call for the first speaker.

Bedell: Trustee Boyd?

Trustee Boyd: Yeah, before we do that, can we call up Mr. Wenkart? You know, we have a threshold issue here, with respect to the alleged conversion. Have you had a chance to look at that issue?

Ron Wenkart: We have not, but we will definitely look at that issue.

Trustee Boyd: Okay, all right, so... yeah. Okay, what we've intended to do, since we have about 15 cards and we've allocated 30 minutes, we've attempted to separate cards supporting the district, and cards supporting the charter. Right off the bat I think I may have an error. Let's call up Mr. Adams, Tim Adams? I'm assuming you're supporting the charter, right?

Adams: You are correct.

Trustee Boyd: Okay. You're in the other stack here then.

Adams: Dr. Bedell, I think most of you know me on the Board. I am a firm believer in school choice. I'm the parent of 4 children, all my children are multilingual. There are no multilingual options available in the city...in the district that I live. I would love to have a school like Adrian Hands available to us. It is not, and I'd love to see a school like this open in my district, Orange Unified. I've had the chance to meet with Dr. Padmini; I've had a chance to talk to parents; close friends who have thoroughly vetted this charter school. I work a lot with school districts. Some of the folks in the audience know me and have seen me many times. I do not see any fundamental concerns with this charter school petition. My father used to tell me, "When you need an excuse, any excuse will do to not do something."

If you don't want to approve this charter school petition, you will find a reason not to approve it, and I don't see a valid reason not to approve this charter school. I think it addresses the needs of a variety of different students. I represent...for a living I represent special education students. I don't have any fundamental concerns with its inability, or any ability to address the needs of special education student, and I encourage you as a Board to approve this petition. Thank you.

Trustee Boyd: Okay, supporting the district, I hope, Denise Bradford. Is that correct?

Bradford: Yes.

Trustee Boyd: Okay. Let me also comment while you're allocated 3 minutes, you don't necessarily have to take 3 minutes. So if you get to the point where, you know, "I'm supporting the charter", "I'm opposing the charter", and prior speakers have already covered your points, that may allow us to get through all of these.

Bradford: Okay. Good afternoon Dr. Mijares, Dr. Bedell, County School Board members, staff, and guests. My name is Denise Bradford, and I have been teaching at Saddleback Valley Unified School District for over 20 years. Our goal in Saddleback is to teach, innovate and excite our students to become lifelong learners. By now you have probably heard or seen the rationale for denial of the Adrian Hands Academy charter from our school Board. Our speakers today will bring in many aspects of what Saddleback Valley does for all students, and why our school Board and educators are strongly opposed to allowing yet another ill-prepared charter school into our community.

Often, charter schools are a training ground for educators new to the profession. Commonly, they teach a couple of years then migrate to a better paying job, a more secure job. I'm sure there are a few veterans...teachers who are seasoned veterans like me that stay at charter schools, but do they have the advanced degrees that our professionals in Saddleback have? Almost 60% of our SBUSD educators possess Master's degrees. In recent years, our teachers have participated in professional development, worked with colleagues during professional learning communities, taught universally designed lessons, and utilized positive behavior interventions. As a County Board of Education, you should also be alarmed at the retirement plan as proposed by Adrian Hands Academy.

This next sentence comes directly from their petition: "the Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all

employees.” As someone who attends the California State Teacher’s Retirement System Board meetings, I assure you that this sentence does not constitute a plan. Providing a secure retirement is vitally important in addressing the current statewide teacher shortage, and serves as a valuable recruiting and retention tool. We do an excellent job educating our students in Saddleback Valley.

Come visit our schools and see for yourselves. You won’t be disappointed. It’s time to support and reaffirm local control in public education. I ask that you deny the appeal of Adrian Hands Academy and abide by the unanimous decision of our local Saddleback Valley School Board. Thank you.

Trustee Boyd: Okay. Next up, Ashley Dos Santos. Good morning.

Dos Santos: Good morning. My name is Ashley Dos Santos, and I am a highly qualified, multilingual, veteran teacher, and I want to speak in favor of approving Adrian Hands Academy charter petition, specifically addressing the district’s issues with hours of Mandarin and Spanish instruction, and teacher recruitment. I would be extremely excited to work at a school that has such high goals and innovative curriculum for students. A curriculum plan that addresses a world where the traditional classroom setting is becoming outdated, where students need more flexibility to learn independently through projects, with guidance of an expert teacher supporting them, and where multilingual and multicultural education becomes more and more important.

Blended and targeted learning with the rotational model and small class sizes allows for direct academic language instruction through readers and writers workshop, and real world, interpersonal conversational and socioemotional multilingual learning. When learning a second language, focusing on the culture and socioemotional aspects of the language are more important than direct grammar instruction. In my experience, as a heritage Spanish teacher, a Spanish as a foreign language teacher, an ELA teacher, an ELD teacher, and a holder of a Master’s degree in Education, too much time is focused on direct academic instruction, and too little time on the nuances of socioemotional needs and basic interpersonal communication needs.

Writing, speaking, and communicating from the heart is how people develop a passion and real connection to language learning, and it can be very intimate for a young learner. Most ELD students have failed because they don’t have that safe, intimate space to push through their interests, and apply it to literature, storytelling, and intellectual inquiry in their own lives. With small class sizes, a rotational model, and focus on project-based learning, I think less time committed to Spanish and English is very possible, and actually, a better model. Integrating three languages into the curriculum will develop critical thinking skills, provide opportunities for multicultural education, and create the framework for students to have more opportunities to connect with a more diverse content.

In terms of not attracting qualified teachers, I don’t think AHA will have a problem with that. I have a Master’s degree in Education, with research focusing on cultural competency and its development through bilingual education. I have a multi-subject credential, a single subject credential in both Spanish and ELA. I also have 7 years’ experience in both private and public traditional classrooms. With that experience, when looking for my next school to work at, I

would happily sacrifice a slight financial benefit to a more productive, loving and content-focused learning environment, one that focuses on what I feel are the most important 21<sup>st</sup> century skills for global citizens. In my experience, most traditional public schools give teachers workloads that are not manageable, end up holding students back, burning teachers out, and create a negative space for the growth of student and teacher. I left my previous teaching position at a very high-paying district because I felt the district was checking boxes and overworking me.

Associate Superintendent Boyd: I'm sorry, your time is up.

Dos Santos: Thank you for your time.

Trustee Boyd: Okay, next up, Richard Ham, please. Good morning.

Ham: Good morning. Happy Valentine's Day, everyone. I thought I'd throw that in. Good morning, my name's Richard Hand. First and foremost, thank you for what you do, because I know education is primary to everything that I do, in my business. I have a 2-year-old son, and as a parent, my wife and I are strongly on the side of AHA. Not only am I Korean, and I think it's important that as a business owner, we start educating our kids at this age. I own some hotels and restaurants in Orange County, and most recently, the hiring process isn't what we had, as far as the millennial generation. It's not as good as it used to be. I think that the multicultural, multilingual issues are very, very important.

My hotel in Laguna Beach, it has a rooftop bar, it has a restaurant downstairs, and we get a lot of Europeans; lot of Mandarin speaking; a lot of Spanish speaking; and it's very, very difficult for us to find good help, and I know that's a...that's a cliché, but it's absolutely true. I think AHA, the academy that Dr. Hands is putting together is going to be phenomenal for south Orange County. I'm not good at education; I am not the person that...you guys, all of you sitting in this room are probably much smarter than I, but I do know one thing: that my child needs to learn about the world, and not from the small, integrated, Mission Viejo community that I live in, or for that matter, Laguna Beach, where he goes often with me to work. But, really, throughout south Orange County.

So I really wish, and I hope, really, every single day that I take him, wherever I take him, that the Board here will approve this academy. Thank you very much for your time.

Trustee Boyd: Thank you. Next up, Teri Williams.

Williams: Good morning, Superintendent and Trustees. Apologies for my struggle with laryngitis this morning. I have my tea, here, hoping that I can get through this, but I felt it important to be here. I'm here as a parent who can appreciate everything that the Hands Academy parents are saying. I moved from L.A. County to Orange County, specifically to enroll my children in the 2A Immersion Program in Saddleback Valley. I'm a product of school choice. My mother was an educator, as many other people in my family. She founded the first alternative school, which was a precursor to the charter schools in L.A. County. I was a product of that; it prepared me for the university and law school. I look for school choice for my own kids.

Like I said, we moved to Orange County because I had researched all the programs available elsewhere and found that no school compared to the program offered within Saddleback. And I say that I support school choice, but I feel like this is exactly why this charter should not be approved, because I feel like most of the parents, what they're asking for, is already provided in the 2A Immersion Program. The curriculum that I've reviewed – and I've sat through 3 hearings of...hearing from the parents and the founder – they have small blocks of language 45 minutes a few times a week. That is no way compared to the Immersion Program. My daughter right now is graduating high school. She has been in the program for 13 years.

She, along with her classmates, have the seal of bi-literacy and bilingualism from the Embassy of Spain; the Ministry of Education. It's a 2-day exam that they passed in 9<sup>th</sup> grade. Most adults and college students who are studying for this, struggle passing this exam. Not only is the Immersion Program effective in teaching and immersing them in a language so that they're academically sound to read, write, and speak. It is also an international Spanish academy. They are required to have more of a global perspective in their education, a cultural education incorporated throughout K through 12, and that is multiple countries, not just one perspective and one Spanish-speaking country. I feel, and I support school choice. I don't think that there's a need in Saddleback for this charter.

It's already being met by the Immersion Program. If there were a void, I would say, let's fill it. I see no void, and not only that, I think it misrepresents to these parents who are good-intentioned, like I was, that this is going to meet what they're reaching for; the Hands Academy. And having been through this program for 13 years, and I can tell you even from the English learners, and the Spanish learners, this program is sound, and is one of the best in the country; that's why I relocated. I would support this probably being in a region maybe where it's not offered, and if we are going to support a new charter, it should be something where we have a voice. Thank you for your time.

Trustee Boyd: Thank you. Jennifer Televik.

Televik: Good morning, Dr. Bedell, trustees, and Dr. Mijares. I'm speaking here this morning as a Principal in Saddleback Unified School District, and a parent of a Kindergarten student, in the district's Spanish Language 2A Immersion Program at Gates Elementary, in opposition to the charter petition being reviewed. While I respect the efforts of the charter founder to provide an enriching educational experience for students, I feel the instructional programs currently offered by the public schools in Saddleback Valley already provide these opportunities to our students. In addition, I have significant concerns about the ability of this charter school to provide the same quality of instruction and support to the students we expect in Orange County.

One of the key programs promoted by the Adrian Hands Academy is trilingual education, which they plan to accomplish by offering short blocks of language instruction each day. Having had the opportunity to observe an hour of Immersion classrooms, and support my own child with his nightly homework assignments, I can confidently say that it requires far more than occasional practice to master an additional language. To contrast with that, our own Immersion Program focuses on not only teaching the Spanish language, but teaching core subject areas in both

English and Spanish. Students in this program, which serves Kindergarten through 12 Grade, leave our district bilingual and bi-literate across the curriculum.

Our immersion program already meets the needs of our Saddleback families who are interested in an immersive language experience for their children, and is considered to be a model program of its kind. I do not feel that the language program described by Adrian Hands Academy will provide a significant benefit to our students. STEAM education is another area that this charter proposal has included. This is also a key area of focus for all of our existing Saddleback Valley schools. Many of our elementary schools have built STEAM labs to provide hands-on opportunities for our students, in addition, all of our elementary schools are implementing new units of study based on the next generation science standards, and I am confident that the current and future work at our schools meets the needs of our community in this area as well.

At public schools, we provide instruction to students with a wide variety of academic and socioemotional needs, and I take great pride in the work we do to adapt and modify our instruction to serve all students, including students with disabilities. We know that these types of services are not straightforward or easy to implement, and I am not confident in the abilities of a school such as this charter to provide the high-quality intervention and special education supports and services that some of our students require. Board Members, I thank you for your continued support and celebration of the excellent programming you know is currently being offered to our Saddleback Valley students, and I hope that you agree that this charter school does not provide further enhancement to our learning community.

Trustee Boyd: Thank you. Next up, Darren Zhao, I believe? Okay. Good morning, sir.

Zhao: Good morning, everybody. I'm the parent of a 5-years-old kid, and I'm a Law Enforcement Officer. From my own experience, I would like to talk about something; character building. Through the AHA, my 5-year-old kid, he learned how to be proactive, beginning with the end in mind, you know, prepare in the early morning, as well as the night before he goes to school. Prepare the stuff, prepare the lunchbox, everything...he get it ready for that, and help with things like both win-win situation when there's like a conflict. To be honest, we are seeing a lot of conflict nowadays. We have a lot of smart people, but we need more good, smart people.

Through the character building, I believe the education system, the education principle, that embedded into the young kid, will bring our community a much safer, a much peaceful, and much conflict solving, I guess, mentality. So that's my primary concern, to support the AHA Academy. Thank you so much for your time.

Trustee Boyd: Thank you. Next up, Krishan Sammi.

Sammi: Good morning all, and Happy Valentine's Day. I support AHA for 2 reasons: One for cultural, and 2<sup>nd</sup>, for academic. The first one, cultural, as you know, it is Valentine's Day, and the true meaning of Valentine's Day. We also respect other cultures and the best way of respecting other culture is to learn their language. So that way I support AHA; they are supporting or teaching in 3 languages, so once we know their language, we know them better, and when these kids grow for the next generation, the next millennium, they will become good global citizen,

and work towards bringing peace on Earth. And second, about academics, which is more about my personal point of view, I'm a father of 2 kids, one is 5-year-old boy and a 10-year-old girl, they both go to Orange County schools.

So when we came here to America, I was looking for good schools, and my daughter was already going to a school, which is a very good school, no doubt, and the teachers are very nice too, and for my son, I send to regular learning for PT&K. And I don't like to compare kids, but I would like to say that when I see the, particularly math and science, my son is far ahead, and I give credit to Mrs. Padmini and their staff for giving them a fun way of learning math, and getting them interested in doing science experiments. So, therefore, I support Ms. Petay and Ms. Padmini for open this charter school. Thank you.

Trustee Boyd: Thank you. Next up, and I apologize...the handwriting's a little difficult, but Jolanta? Actually your handwriting's not as bad as my pronunciation. And your last name again?

Jolanta Zajac: Zajac.

Trustee Boyd: Okay, thank you.

Zajac: Dear SBUSD Board Members, my name is Zolanta Zajac, and I live in Mission Viejo. I have a kid who will start Kindergarten in this district in fall 2018. I would like to express my support of the charter petition of Adrian Hands Academy. I have newly arrived here in the United States as an immigrant. My husband, my grandmother, Alexandra. All 3 of us are challenging ourselves to learn English, and learn the ways of life in the United States. One aspect of the life here, my family is learning about, is the presence of the educational options; specifically the tuition-free charter option. I learned about Adrian Hands Academy when I received a flier describing it.

Even though we have to work hard to improve our English, I believe it will benefit my daughter to learn Spanish and Chinese and Polish, because we still speak Polish at home, and want her to be multilingual. The message of global citizenship is also very important. We do not want our daughter to be narrow-minded, but rather to understand the people of the world for their languages and cultures. I have met Dr. Srinivasan and several members of Adrian Hands Academy's team, and I am very happy with what I see. Please approve the petition of Adrian Hands Academy charter school. Thank you for your time.

Trustee Boyd: Thank you. Where are we on the 30 minutes?

Associate Superintendent Boyd: It's 11:49 so...

Sisavath: So it's 19...9 more minutes.

Trustee Boyd: Okay, and we've got about 8 left, so, okay. Yvonne Esting? Estling?

Estling: Good afternoon, Dr. Bedell, Trustees and Dr. Mijares. My name is Yvonne Estling. I have 3 children who participated in the 2A Immersion Program in the Saddleback Valley Unified School District. In addition, I'm the Principal of Gates Elementary where the 2A Immersion K6 program is located. I'm here today to state my opposition to the Adrian Hands Academy charter

petition. To begin with, I strongly believe that Adrian Hands Academy is misleading the public by stating they are a trilingual program. Adrian Hands states they will offer 30 minutes of Spanish instruction 4 times a week, with a focus of basic interpersonal communication skills. In addition, they state they will offer 45 minutes of Mandarin, 1<sup>st</sup> through 3<sup>rd</sup> Grade, but starting at 4<sup>th</sup> grade, Mandarin is only offered to those who do not need intervention.

The Adrian Hands Academy is an exposure to language and culture program, and not a true bilingual or trilingual program. I believe this is misleading to the parents who are interested in having their children bilingual. The Saddleback Valley Unified School District already offers a K12 Immersion Program that is committed to making students bilingual and bi-literate. SBUSD's commitment to grow the successful Immersion Program has led to the addition of a fifth Kindergarten class at Gates Elementary School. This year, Gates was able to accommodate all of our SBUSD families who were interested in enrolling their children in the program in the fall.

I'd also like to add that I have concerns for English learners, which is my true passion. As I read the petition, it states that: "English learners will receive 30 minutes of designated ELD instruction within the one hour or a one hour-and-fifteen-minute block of ELA. After working with EL populations for my entire 26-year career, I find it concerning that only 30 minutes of ELD and 30 minutes of ELA will be offered in 1<sup>st</sup> through 3<sup>rd</sup> Grade, where the development of reading foundational skills is critical. In conclusion, I strongly oppose the petition of the Adrian Hands Academy. SBUSD offers an exceptional program and approving this charter would not serve our students in creating bilingual or trilingual students.

In addition, Saddleback Unified School District offers a much more in-depth and comprehensive approach to working with English learners compared to the Adrian Hands Academy. Thank you for your time.

Trustee Boyd: Thank you. Next up, Theresa Janelle-Heto.

Janelle-Heto: Thank you for hearing me today.

Trustee Boyd: Good morning.

Janelle-Heto: I am speaking in support of Adrian Hands Academy, AHA charter. Can you hear me okay?

Trustee Boyd: Yes.

Janelle-Heto: We are here today to determine whether the California School System and this families themselves can see can benefit in the immediate future for another charter school, AHA. Personally, I can attest to the notion that the main objective of primary education is to establish the love, drive and determination within each child to grow, learn and excel in that learning. We need to foster those environments where each child can fulfill that objective. One way we can ensure all California K through 8 students are completing California Common Core State Standards, is by providing every opportunity we can to schools which are committed to and capable of achieving this goal with innovative programs and a rigorous academic standard.



My husband and I are able to see the drive for learning in our 5-year-old son's eyes. He is always searching for new understanding of a concept; that lightbulb moment. The other day when we were reviewing how we tell time, I briefly introduced Roman Numerals up until 12. He was able to form a simple correlation of new material due to his language background from learning Spanish and Chinese while he attended Preschool with the founder of AHA and her educators. By accepting AHA into the community of OC educators, you will see the value, structure and integrity that AHA is looking to bring to the table. The founder does not hesitate when it comes to learning creating learning opportunities for children.

She has not only kept our son safe, cared for, and speaking while we are working and going to school, but she also given him that drive, that value and that passion for learning that teachers are able to give. One last brief example of this is her graciously and seamlessly teaching our son how to play songs; not noise, songs, on the piano and the xylophone this past month. To wrap up, this past year our son has learned to read, and we go to the library to check out books for weekend reading. Every Monday, his teachers and Ms. Padmini are the first people to hear about those new adventures. The smiles and energy I get to observe during these interactions are exactly what we are looking for in our son throughout his primary and middle school education.

We feel now is the time to add AHA to California Education System and support the growth and need of California residents by supporting the growth of the AHA community of educators. Thank you.

Trustee Boyd: Thank you. Next up we have Anna Varvak.

Varvak: Yes sir.

Trustee Boyd: Did I butcher that?

Varvak: My name is Anna Varvak.

Trustee Boyd: Okay.

Varvak: And I'm Associate Professor of Mathematics at SOCA University of America. I'd like to thank you for the opportunity to present our petition, and thank you very much for your hard work. So I will focus in particular on the role of flexible grouping, rotational model, and trilingual education and how it relates to mathematics. Common Core Standards, let's start there, they have shifted away emphasis from root application of procedural knowledge, to more competence and critical thinking, flexible problem solving, and conceptual understanding of mathematics. Not only do they explicitly include those competencies in assessment criteria, they also delay when students learn standard algorithms.

So, for example, the standard algorithm for adding and subtracting isn't until 4<sup>th</sup> Grade, the standard algorithm for multiplication is 5<sup>th</sup> Grade, so what people used to taught in 2<sup>nd</sup> Grade is now delayed. There's a reason for that: is because the students have to play with and develop their own methods. And it actually helps them with developing those deep competencies. Now there's a central challenge in meeting the new standards, and it lies with student variability; students of the same age are nevertheless at different stages of development. This is

psychologically, linguistically, and yes, mathematically. A child makes greater advancement starting where the child actually is, and not where their grade indicates they should be.

The diverse gift students at Saddleback Valley is such that some students have already mastered the standards for their grade, while some have yet to become proficient in the standards of proceeding grades. Now for those students, we offer flexible grouping. Among the students whose development in mathematics fits the standard grade, there is still a lot of variability. Every child is different in some way, and this will affect how they learn mathematics. In light of this, we offer differentiated instruction facilitated specifically by the rotational model. Finally, trilingual education, what's that got to do with math? A third of Saddleback Valley students are English learners, vast majority of whom speak Spanish at home.

These students face an additional barrier in learning mathematics. Our mathematics instruction will be in English. However, these students will be studying mathematics within the greater context of trilingual education. They will be discussing mathematical ideas with students and teachers who appreciate the value of fluency in Spanish. This will help lower that barrier. Moreover, trilingual education helps...develops in all students an understanding of the difference between adaptation of a concept and a concept itself. The number 5 has the same properties, whether we use the Arabic numeral, the Chinese character, or Sign Language.

Associate Superintendent Boyd: Your time is up.

Varvak: Thank you.

Trustee Boyd: Okay, thank you. About 5.

Bedell: Okay, I'm going to make a President's decision. Since they've been going out or order, I want to be sure we have balance, we'll let all 5 go; we have 5 left. That's 3 minutes at most, but if somebody's already made your point, just tell us, "I second the point on...", whatever, okay? So that we can move it along.

Trustee Boyd: Okay, next up, I believe it's Xin Li?

Li: Good morning.

Bedell: Good morning.

Trustee Boyd: Good morning.

Li: Thank you for listening to me. Good morning to the Board Members of Orange County Department of Education. My name is Xin Li, and I am a Mandarin teacher. I truly believe that supporting a school like Adrian Hands Academy will benefit our kids, the school district, our community, and our country. Being a bilingual learner since Elementary School, I feel so blessed to know the world through my native language, Mandarin, and through English. Growing up, meeting friends from all over the world, I gained a great deal academically, emotionally and psychologically. In my experience, when we speak our friend's language, we speak to their heart. As an educator, I am very confident that it will enrich students' vision of the world to experience AHA's global citizenship curriculum.

Students will learn Spanish and Mandarin on a daily basis. Learning multiple languages early in life establish a stronger cognitive ability, as well as culture empathy. Contributing on the AHA team as a teacher is a great honor for me. I graduated from Michigan State University with my Master's in Education, and there are countless programs such as single subject, Chinese credential in California, and the bilingual credential in Michigan throughout the nation, which cultivate teachers like me, I'm sure we will have more and more teachers joining AHA staff from a variety of backgrounds. In conclusion, I support AHA as a bilingual teacher from the bottom of my heart, and I ask you that please approve AHA's charter petition. Thank you for your time.

Trustee Boyd: Okay, thank you. Next up, Terri Parnell. Good morning.

Parnell: Good morning, or afternoon. Hello Dr. Mijares, Dr. Bedell, Trustees. I'm Terri Parnell. I have 2 Saddleback Valley Unified School District students, and I have the following concerns regarding the AHA charter petition: AHA seems to be organized as a direct funded independent charter operated by Contributive Lives, Inc. Generally, I'm not in favor of independent charter proposals as they function as publically funded private schools without the direct oversight of the hosting district. There's nothing preventing AHA from organizing as a private school, funded through either tuition, grants, or other fundraising methods if they want to be independent from our district.

Charter schools make sense when they provide something unique to the school district. AHA does not. Their key arguments is that they will focus on STEAM, offer trilingual education opportunity, implement differentiated teaching styles, and create global citizens. Our district has strong STEAM emphasis with many of our schools using dedicated science labs, and all offer technology, art, and music programs. Beginning next year, SBUSD will offer a STEAM magnet school at our Santiago Elementary School campus. Our district has a 2A Language Immersion Program which you have heard of, and we also offer Chinese language studies of a secondary level.

SVUSD addresses global outreach through our secondary globalization classes, MUN (Model United Nations) programs, and our international baccalaureate program. Our primary level IV Magnet program launches this fall. SVUSD currently has differentiated teaching methods imbedded in its core practices, which meet the student where they are to instill problem solving, critical thinking, and creativity in them. SVUSD students already receive the kind of educational programs that AHA proposes. AHA is applying as a new charter school, not as a conversion of an existing private school, however, it appears to be the exact same organization as the recently closed preschool.

If the educational philosophy, style, and structure is so closely tied to Creative Learning Academy, why not expand that as a private school to include additional grades? It seems to me that the purpose of the charter petition is simply to run a private school using funding and resources pulled from the district. I do not see how this will benefit all of the students of SVUSD, in fact, it would prove to have a negative effect, just as the origination of a previous charter had on its neighbor and campuses. Nowhere did they specify which facilities would be

used for this charter school, they reserve the right to request a facility from SVUSD but are looking for a building situated next to a park.

Since there aren't many of those in south Orange County, it seems it will be likely that the district will have to provide the facility, which would have a negative impact on all of our students, as we would lose the potential rental income, and the ability to use the site for other purposes. In conclusion, the negative impact on SVUSD students far outweigh any benefits of granting the AHA charter. Thank you for your time.

Trustee Boyd: Okay, Anna Casals, I believe. Good afternoon.

Lindholm: Good afternoon.

Casals: Good morning, I'm a student in OC from Spain, quadrilingual in Spanish, French, Catalan and English. I'm here today on behalf of Ms. Carol Ruth Silver, with whom I interned last summer in San Francisco. The statement goes as follows: some 35 years ago, I founded a Mandarin / English immersion elementary school. It's still flourishing. It's called Chinese American International School. Sadly it is a private school because the charter school option didn't exist at that time. And because my plans, the local school board, on behalf of the Mandarin / Chinese immersion bilingual educational program, were treated with polite disinterest despite my then position as an elected official of the city, serving on the Board of Supervisors.

I am sending you this statement today to hope to convince you to not make the same mistake. Not to reject the trilingual proposal of the Adrian Hands Academy. Who am I, and why am I so bold as to come here to Orange representatives of the people and school children of Orange County to approve the Adrian Hands Academy charter school petition? My name is Carol Ruth Silver. In 1961, I was a freedom writer, starting my career by challenging segregation in Mississippi. I founded the Lano McFargo County Law Office of California Dural Legal Assistance, fighting discrimination against Spanish-speaking children in local schools. During my long professional life, I had been an advocate for advancements in education, particularly for the adoption of new methodologies and for the support of experimentation.

For 50 of those years, I was a licensed member of the California Bar; an attorney. I have supported and participated in one laptop per child, distributing educational technology to children in the developing world. And more recently, I co-founded Wind of Hope, a home-based preschool trying to bring Montessori materials and methods to Afghanistan. I first became aware of the Adrian Hands Academy about 16 months ago, and was thrilled to see another new and exciting educational development taking shape. I met with teachers and young students at Creative Learning Academy, a preschool established by Padmini Srinivasan, and enjoyed listening to the children chat seamlessly in English, Spanish and Chinese.

I hope that you will approve the plan outlined in this proposal. It is possibly one of the most cutting edge and important initiatives in education in the Nation today. I hope your support. This program will demonstrate how language skills support education for English learners, as well as for multilingual and trilingual students. Thank you very much. Carol Ruth Silver.

Trustee Boyd: Okay, thank you.

Associate Superintendent Boyd: You can bring that over.

Trustee Boyd: Next up, Lee Dillenbeck.

Dillenbeck: Good afternoon. I want to thank you all right now, here, for allowing me to speak on behalf of Adrian Hands Academy. My career in education, it seems like it's been my entire life, which obviously it has, but the last... I worked as high school teacher, and Principal in the public school system, but for the last 20 years, I have worked in the charter school business. I have worked as a teacher, I've worked as a Principal, I worked as a Business Manager, and even as a Charter operator. Now one of the things I asked Padmini when I met her was, "I need to be part of this team." I read this petition and I said, "This is unique and it's visionary, and in spite of what, you know, some other people have said in here, this truly is groundbreaking, and I want to just be part of it, regardless of salary."

So I asked Padmini and she welcomed me as part of her team, and I just can't thank anybody enough for that, and I surely hope that you allow this charter to exist. Now my other strengths of course, I was going to talk about business and raising money. I also fundraise I, you know, for startups, and I can also do a great job of recruiting students. My last, well the school I'm at currently, we do... we have a 95% Hispanic population, and it had 28 students when I came on board. We now have over 600. And so, those are the types of things that, you know, I can bring to this organization as well, but in reality, I just want to be a part of something that is this groundbreaking, and regardless of salary, so please approve the Adrian Hands Academy. Thank you.

Trustee Boyd: Thank you. Last up I believe it's Nancy Hods? Okay. Was I close?

Hods: I'm Nancy Hods. Thank you for this opportunity. I'm a Professor Emeritus from Sopa University; Professor of Chinese language and culture and... let me get my notes. I've spent my whole life, which is... let's see... at least 50 years of the 70 that I've had so far teaching language, teaching Chinese in the United States, and English in China and Latin America; and I'm a member of the Board of Directors of AHA, and I just want to say a few words about why I decided to support the establishment of AHA as a charter school; and by extension why I urge you to grant the charter. As I say, I've spent my life doing... teaching languages and cultures mostly at the college or adult education level; and parallel to that career, or you know, at the same time, that I was involved in my academic career.

I've been working in various capacities to build bridges of understanding and friendship among different peoples, and nations, and so on. In other words, working for world peace, and so having recently retired from my academic career, I have more time for the bridge building side of my work, and so meeting Dr. Srinivasan and the charter school that she's... we are now working on was kind of a perfect fit. And, the future is said, the expression "think globally, act locally". That seemed like the perfect opportunity to do some of that. And so, the year... more than a year of working closely with Dr. Hands and her team of supporters, has really convinced me that... especially on the peace building part of the curriculum, we haven't talked so much about

that; that there's real...real curriculum there, and it's not just a fly-by-night dream, so I really wanted to let you know that I, as a Board Member, I'll keep our feet to the fire, to see that forest as we nurture each little tree that comes...

Bedell: Thank you.

Hods: ...through our doors. Thank you.

Trustee Boyd: Thank you.

Gaughran: This concludes the Adrian Hands Academy Public Hearing. Trustees at the March Board Meeting, you will receive the OCDE staff report, recommendation, and resolutions for you to take action on the Adrian Hands Academy petition. President Bedell, I now turn the meeting back over to you.

Bedell: Yes. Given what you just said, on our Agenda it says Board Questions.

Gaughran: Yes.

Bedell: Right?

Gaughran: Yes.

Trustee Boyd: Yes.

Bedell: Okay, I have some for the Superintendent first, please. Thank you for your presentation. You have a 5 or 7-member Board?

Turner: We have 5.

Bedell: 5. So it voted on this proposal 3 times, a version of it, with each time it was unanimous?

Turner: Yes.

Bedell: Okay. If you could only give one statement, as a...your doctrine in education, what would be your fundamental opposition to this program?

Turner: I think everything outlined in the resolutions that we presented best state what the Board feels is our opposition.

Bedell: I'm asking you as the Superintendent.

Turner: I just think there are many things I outlined; I don't want to go through them again. I have major concerns about Special Education; I have major concerns about offering multilingualism as a offering, but not really truly multilingual but saying that you are, and I think the budget has some real issues.

Bedell: Okay. Now you have charters in your district?

Turner: We have the Gates charter.

Bedell: And this...that Board approved that charter?

Turner: They approved the...it's a dependent charter approved a long time ago.

Bedell: Oh, okay.

Turner: 2000 what? The school's been in effect a long time, but the last approval was 2013.

Bedell: Okay, thank you very much. I have one for the Director, please. I went to the Google, and it says, "Adrian Hands Academy, AHA, is an upcoming TK through 8, tuition-free public charter school (pending approval), to be located within the Saddleback Valley Unified School District, SVUSD. The mission of our program is, and this is where my...I just want to set the stage for you, because I'm going to be...the mission of our program is to "Cultivate global citizens empowered to build a peaceful society. In our initial year we'll be enrolling 256 TK through 8 and 6 through 7; our STEAM – and then you listed all this – and peace building program to blend 21<sup>st</sup> century skills." Could you please help me...cultivate global citizens empowered to build a peaceful society. What does that mean?

Srinivasan: Global citizenship is...can seem very large and abstract. When we break it down to key elements in our analysis, it involves the understanding that comes through foreign language education. It involves developing the intellect so we can see keenly and hear clearly what is actually going on with human beings in the world. It involves being able to read, by which I really mean, being able to pull information from a variety of sources and make sense out of it. It involves – maybe not so obviously – connecting to the Earth, and understanding how everything we use and have comes from the Earth, and respecting that. It involves being expert at friendship, being expert at dialogue, it involves...I don't want to miss something here...there a couple more things that I want to say but...so those are the kind of...so those are very specific things we have in mind for what it means to be a global citizen.

Oh, Human Rights, and understanding what's going on the world with Human Rights. So, we label these various...this pair of things, but each of them actually contributes to a point of view, it contributes to a commitment of the human being, it contributes to the sense of respect and connectedness, that we think is the global citizen, but a global citizen is not someone who is an idiot, I'm sorry. To be a global citizen...sorry if I used the wrong word, but a global citizen needs to be able to think clearly. Science is an excellent lens with which to see the world. Personally I trust science more than I do the lens of history because the victors write the history books sometimes and gets skewed, so we said science, get really good at understanding the world through science, develop the empathy through language understanding, and become the master of yourself through the peace building curriculum.

Bedell: Great, thank you. Trustee Williams, first.

Williams: So, on the question of the global citizenship, does that mean you will be resolving the North Korean nuclear aggression in that part of the world?

Srinivasan: I wish. Peace begins with me, and end with us, me and my friends, and this community of people that we inhabit. I...it may seem like, how do you make peace with small actions like this? But every human being who goes out into the world prepared to resolve a

conflict; prepared to handle a disappointment without going ballistic is one more peace maker. And I really believe that the slow movements will resolve the bigger issues of the world.

Williams: Could you give me an example of a textbook, or a lesson from a textbook, on the socioemotional competences that you're going to be promoting?

Srinivasan: So we have...sorry, go ahead, I didn't mean to interrupt.

Williams: I'm done.

Srinivasan: So we have adopted 2<sup>nd</sup> Step as our base curriculum. It is an excellent one that is used by many schools. High...one of those charter schools starting with High...I forgot the name of the school, but there are many schools that are utilizing this curriculum. It has a good set of skill building exercises for knowing oneself and understanding what they call character building, you know, practicing the good kinds of behaviors. In addition to that, we have supplemental work that comes from the work of a man called Fernando Flores, one of my teachers, in the...as I grew into education, and he has laid out very clearly exercises and modules. Such as, for example, ontology of a breakdown. So when something doesn't go as I wish, what do I do now? And so, there's a step-by-step understanding of, where is the resentment and the resignation and the negative feeling coming from? Let me address that in terms of, "What did I promise myself? I promised myself I would get to school on time today; I didn't make it. Ouch. I'm not happy. How do I handle, at that detailed level?" And the solutions are as simple as, recommitting from here on. Yes, I made a mistake and I'm onto tomorrow's commitment, and helping children to make that step, forcing, you know, as it turns out in my family, it's going to be difficult for me to make it to school on time every day. I'm going to have a conversation with my mother, with the school, etc. So we guide them into next action – this is a very small example – but that's an example.

Williams: You've answered my question.

Srinivasan: Okay, thank you.

Williams: So, what is a priority for you? Inculcation of facts and knowledge? Global citizenship? Socioemotional development? What is the primary purpose of education according to your plan? And you only get 30 seconds, okay?

Srinivasan: Global citizenship...global citizenship to me is an umbrella concept that includes all of these pieces, so one can not say I'm going to create or cultivate global citizenship, and not do, and not provide skills and not provide social emotions or anything. All of it is part and parcel, our commitment is we will create global citizens.

Williams: You've been criticized by Saddleback Valley for having and promoting a multilingual program, and yet there's not a whole lot of time commitment put towards that. How would you compare your program to a traditional program at Saddleback Valley? What's the time element?

Srinivasan: Oh, it's very different. In Saddleback they are going from, I think, 90 to 80% of the day in the target language, down to maybe 50% by the end of elementary school. We are devoting a short period of time each day to language learning in each of the foreign languages.



We are not prepared to sacrifice academic prowess for the language courses. It is really important to us that the academic prowess is maintained along with the cognitive benefits of language learning.

We believe that the big standard encapsulates correctly the goals that we are striving towards. If we referenced Gates Academy in our writing at all, it was really to congratulate Saddleback Valley for its attention to an interest in language learning. So we are not immersive, and – except maybe within the context of that lesson – it is possible that the children will have some subject matter that is covered in another course, happen or show up in the language lesson, but that is not our promise.

Williams: Okay, thank you. Mrs. Turner, if I can get you, or Dr.? Is it Mrs. or Dr.? Doctor. What's your background? Ph.D.Ed?

Turner: Ed.D.

Williams: In what?

Turner: Educational Administration.

Williams: Very good. Okay, quick question here. This is just a yes or no. Did you request or coordinate with any of the staff from your district to come here and speak today under Public Comments?

Turner: Yes.

Williams: Okay, good, thank you. Are they being paid to come here?

Turner: No.

Williams: Okay, so this is all on personal, private time and they have nothing to do with collecting any sort of fees for being here?

Turner: No.

Williams: Salary or nothing. Okay, very good.

Turner: Well, I mean, I have 2 Principals here...who work for my district.

Bedell: But they work there.

Williams: So this is part of their workday? Okay. You criticize this charter and characterize as being the conversion of a private school to a public school, which runs afoul of the State Education codes, we know that. And as I understand it, this school was a kind of Pre-K, K program, and then you get kind of lost the lease and it no longer exists. Is that correct? Okay. So when you're saying that this is a private school becoming a public school, was there an existing 1<sup>st</sup> through 8<sup>th</sup> Grade program?

Turner: No, but there was a Pre-K through K program that was in existence, but moved right into 1<sup>st</sup> Grade in the first 2 charters, and now they are closing it, which is, by definition, the very problem that we're talking about. They've closed it and now are turning it into a charter school.

Williams: But you said here the petitioners were determined to obtain a charter, and decided that the only way they could overcome the legal prohibition against this proposal was to offer this awkward grade word, grade span. How do you know that? How do you know their intent?

Williams: Well I'm guessing, but it is our third visit with them, and so we've seen over history what they have offered to us in the past.

Williams: So that's a guess on your part?

Turner: It's an assumption.

Williams: Okay, it's an assumption. You also said it's unlikely that most of the families would choose to enroll their kids in another school for Kindergarten and Pre-K, and that you thought that might be hard to pull them out and put them into this Grade 1 through 8 program. Did you talk to any of these parents out here, if that was going to be a problem for them?

Turner: What we used is our enrollment history in our school district, and seen the trends that once parents tend to start at a school, they want to stay there. TK is a great example of that. We have regional TK offerings, and often parents, they are so immersed in that school at the end of TK they use school choice to stay there. That's what we use.

Williams: So the answer to my question is no, you didn't talk to them. I mentioned the multilingual aspect to this in earlier questioning. I'm going to pose it the same to you as I did to the petitioner. What is the difference between what you offer in your district, and what their program is going to be presenting?

Turner: They offer language exposure to students. Our students immerse from our program multilingual and bi-literate.

Williams: Okay, the claim was that you don't put the same amount of time in as they will. Is...what's your view on that?

Turner: We put in...we use very strong researched-based strategies to make sure our programs produce the bi-literate, bilingual students at the end of our program, because that is the goal of our program. I think claiming that you are going to produce trilingual students is a problem for me, as it doesn't appear to be time equaling that.

Williams: I share your concerns about the inadequacy of the ADA and IDEA, the section 504, you make some good points there. And then you make the point about the teacher salary. You said that there was a study that was completed. Do you have any copy of that that we can have as a Board?

Turner: Sure.

Williams: I'd like to see that personally. Your statement that your teachers make \$68,000 for the first year. That is salary plus benefits, is that correct? Or is that just salary?

Turner: That's just salary.

Williams: That's just salary, and the benefits you average is \$18,000 per year?

Turner: Yes.

Williams: Okay.

Turner: We consider our benefits a bit of a Cadillac offering.

Williams: I'm done.

Bedell: Thank you, Trustee Williams. Trustee Gomez.

Gomez: Well, I have 10 pages of notes and questions, so I'm going to boil that down to hopefully just a few. And first off I want to say that Dr. Turner and I do know each other from Tustin Unified, but we have not discussed this petition at all. So I'm going to ask the petitioner first to come forward. I don't really...I don't want to get into a lot of specifics, but I'm going to point out a couple of things that I have concerns about. First off, I appreciate your passion for trying to do this, and on paper, a lot of things sound really, really good, but I'm very concerned about the budget.

There are different...and I want to tell you I have a lot of trouble with the notebook because many on the pages were misnumbered and I had difficulty finding certain things, but tell me...well I'm going to get my budget questions in a minute...but tell me, where is the need that you see? I don't see the need for having this school from what Saddleback Valley is now offering. Can you, in just like 30 seconds, tell me why you think that there's a gap?

Srinivasan: First, there's no Chinese offering in the district. Second, I am not clear about the ability of Gates to absorb all of the students that come to it, even though Saddleback Valley has said they opened one section, because one of our parents actually called Gates soon after our third interaction with Saddleback Valley, and we were told by that front office that Kindergarten has a long waiting list, and Grade 1 is an even longer waiting list. So I don't know what the accurate statement is there. And in dealing with parents who have responded to the website, or to fliers, or to the ad, we see a great deal of interest. There are many, many parents who have said we want this, so it's not like we sort of made up a nonexistent need...

Gomez: But are these parents that already have children in Saddleback Valley, or are these parents of younger children, who aren't familiar with this?

Srinivasan: It's a combination. We've had among our intent to enroll about 140+ people. They're evenly spread across the grade levels to about half the enrollment in each grade level is what we have in terms of parents that have expressed interest. So it's all across.

Gomez: Okay, thank you. I'm just going to hit on a couple budget issues on this. You really put forth a lot of individualized instruction and small groups, but I don't really see where there are

aides to assist in the classroom while the teacher is doing the small group or individualized instruction. Classroom libraries: I actually ended up talking to a teacher that I know very well, who teaches the Readers and Writers Workshop, and I asked her about the training; I asked her about the books. The numbers that she expressed to me, and she said, "I overestimate. I buy a lot more books for my classroom." But the numbers that she gave me aren't even close to the numbers that you have in your budget, so in order to teach that, I have some difficulties with that.

What about the budget for those students who do not have internet connections at home? What's the plan? I don't see that in your plan anywhere. The Budget Preparer Professional and Resource Specialist. That's not very strong. I see P.E., but I couldn't see any funding for P.E. equipment. And I don't really see any plan for age appropriate P.E. activities. There was a scenario in there, I think it was Page 66, where "David can play after school." but there's no supervision, no child care indicated there. Wednesday classes, they end at 12:30 PM. What...how is a parent supposed to manage their child care after that? Staff Resources for the student IEP; and then the Resource Specialist in later years; a Nurse is needed; a Speech Therapist is needed. I don't see the budget that supports that.

Contract Services; School Psychologist; OTPT Speech Therapist; again the budget. Disabled students having time away from the classroom. Again, I don't see where the budget is. Low-achieving students: you talk about tutoring and focused attention. And you say more frequent parent/teacher...parent involvement. How often will that be? What will be done for those parents who don't speak English fluently? I don't see a budget for that. Later on you talk about extended after care provided pending funding, in parentheses. Financial planning and annual budgets reflect appropriate resource allocation. I don't see that. I don't see that support. Later on I see the thing about the Business Office Manager, but I don't see a budget for that, but yet in another part of your petition you talk about daily oversight of facilities.

Is the person full-time or part-time? Again it's unclear. The...Mr. Dillenbeck, who looks like he's going to be the Business Manager, I don't even think he lives in the area, so I don't know how he's going to do that daily review. These are just a few of the things that I'm seeing; whether or not we can support that. Again I think there are some good things in here, but I don't see how we can actually provide this to parents if we don't have a sufficient budget. I see that you have some...you said that there are pledges of \$145,000 but I only see one pledge letter in there for \$25,000, if I remember correctly. I see some bank statement but that doesn't tell me those dollars are going to go to that startup. So these are my concerns, and in 30 seconds, can you tell me how these are going to be managed?

Srinivasan: I think it will take more than 30 seconds to, and I would really...

Gomez: I just want you to hit a few of the highlights. I just ran through a whole laundry list of things.

Srinivasan: So on Special Needs, particularly, we have made a very strong budget allocation to go about \$50,000 above and beyond the allocation that comes from State and/or Federal. We have allocated for a Resource Specialist who is on staff. The rest of the services do come from

DirectEd, or one of these contractual service providers for the various specific therapists that may be needed. So that's one example. Yes it is true that especially starting up, it is a big challenge to get the library up and get the so on, and all of these things done, and we are really pushing hard to be able to get the funds together and make this happen.

And even as we speak, we are developing a couple more pledges, a couple more people are saying get approved and I'll be able to help you, which I'll will be happy to share with you in offline. So yes, funding is a big challenge. Yes, we are working very hard to make sure our most sensitive populations get the support that they need. And we are, for example, with access to after-school time to take care of technology-based homework. These are all true challenges, and I can outline to you a number of steps that we are taking to make that support available to every single student.

Gomez: But that should have been in the petition to tell us how you're going to do that, and I don't see that in the petition.

Srinivasan: Oh.

Gomez: Okay, thank you. Dr. Turner? I have one more question for Dr. Turner. Could you tell us a little bit about Gates and the enrollment, and there's been some miscommunication or disparity about the enrollment. Could you talk to us about that?

Turner: So Gates Elementary is a very popular elementary school, and we realized that about 4 years ago, and so what we've been doing over time, it used to serve dual-enrollment students, dual-immersion students, and regular education students, and we've been phasing that out. And the students who are not in the dual-immersion are now going to a different elementary school to make space for the interest in our school. So over time, now we have our Kindergarten through 4<sup>th</sup> Grade. I'm sorry? K through 2 now it's completely dual-immersion. 3 through 6 are the ones who now are both dual-immersion and General Ed, so we are able to...

Gomez: As they graduate out?

Turner: Mmhmm.

Gomez: Okay.

Turner: So we're able to accept a lot more students now because we have only dual-immersion students starting in the Kindergarten class. Is there a wait list right now for that?

Turner: Can I ask Yvonne, the Principal...

Gomez: Sure, sure. Absolutely.

Turner: to come up? She'd be better to talk about it.

Gomez: That's okay.

Estling: So we have space for about 165 Kinders. We were able to enroll everyone. As people have come in, there have been times we might have 1 on the wait list, but then attrition, someone leaves, so as of right now, we don't have a wait list, but that's not to say day-to-day that kind of

changes. So on a given day it might be that we're full but then someone moves, because we do have attrition with having that many students at our school. So in Kinder right now, we will be able to accommodate everyone.

Gomez: Okay, okay thank you. That's all the questions I have for now.

Bedell: Does your school...you offer Chinese in the district?

Turner: We offer Chinese in 2 of our secondary high schools through AP courses, I believe. Yes, so we have it in our secondary schools.

Bedell: Okay, thank you. Trustee Boyd?

Trustee Boyd: Yes sir. A few observations; just a couple of questions. First of all, I appreciate the petitioners' willingness to work with the district. I consider the fact you've gone through this process three times to be positive that you tried your best to work with the district. I wish more of our appeals would go through that route. I think a lot of times, these issues can be resolved without ever coming before us. There's a common misconception out there that if a local district or city has great public schools and there's no need for a charter, that's not part of the charter act. The charter petitioner does not have to demonstrate that there's a need. Now that may go to the ability to recruit but with respect to the actual need, the fact that Saddleback has great schools that I'm sure...everyone in this room would agree that they have great schools.

That's really not relevant for purposes or review. Mr. Wenkart is going to give us an opinion on the conversion issue. I noticed, too, there was also an issue with respect to teacher's signatures. Would you take a look at that and get back to us, and the petitioner, preferably sooner rather than later? I have a question now for the petitioner, if you can come up. I want to follow up a little on Dr. Williams' comments on Global Citizenship. Are you adopting a United Nations-type curriculum, and how does that compare with the curriculum that has been established by the Board of Education here in California? In other words...well, I guess my question is, how do you balance, you know, traditional U.S. History, Patriotism, with the Global Citizenship?

Srinivasan: I think that when we are global citizens, we are truly devoted to our own country. We are truly devoted to the people that are right around us and to the culture and values that are our home. And being solidly and firmly grounded in those values, we are able to confidently and comfortably and acceptingly interact with people who are different, and having an understanding; empathetically seeing that maybe their home ground is different; maybe their home values are different. Without giving up or relinquishing anything of who we are, we can definitely be in interaction with the world in a peaceful way.

Trustee Boyd: How would you balance the politics, for example, of the political system we have in the United States – which may or may not be working all that well – with, let's say, Iran or North Korea?

Srinivasan: At a human level is where our focus is. Countries and governments are going to do things at that level, which may or may not reflect the values of the individual people, or even the

values of that culture, and we can see many examples of that. And the place where the solution, to us, happens is between human beings.

Trustee Boyd: Okay. Do you have a plan to, assuming this petition is approved, do you have a plan to come back to us in say, 2 years, and establish a TK-K program?

Srinivasan: I believe that TK-K is very important and I agree with SVUSD in that respect, and if we are able to offer it, I would be most happy to do so.

Trustee Boyd: Okay. Following up with Trustee Gomez's concerns, the budget is a big, big deal in my mind. I'm the only CPA on this Board, when things go wrong they'll say, "Boyd, how come you didn't pick up on this?" So if you're going to depend on outside funding, which you apparently are, I would like to see some type of either documentation, firm commitments; or even better, a trust account established, so we can say, "Okay, here's our budget deficit for Year 1 and here's how we're going to make it up." You could do that, it would go a long ways towards satisfying my budget concerns. And, I think that's pretty much it.

Bedell: Trustee Lindholm?

Lindholm: Thank you. I might ask them a question first. Thank you. First I want to thank you all for coming. That gives us information and I do appreciate that. Okay, I'll start going there. Tell me about this TK. Was there a school that had a TK program but not through 8<sup>th</sup> Grade, only Transitional and Kindergarten, that was it, correct? Or is that incorrect?

Turner: I believe, well, you'd have to ask her [motions towards Ms. Srinivasan]...

Lindholm: Oh, okay.

Turner: ...but I believe it was through Kindergarten.

Lindholm: Okay, so it was Transitional and Kindergarten and that was it, not this grade.

Estling: [While looking at Ms. Srinivasan] We feel weird answering for you.

Lindholm: No, that's it. Tell me more about the Chinese program because I've heard some of you speak on the Spanish and have been very comfortable with that, but the Chinese is only offered AP through your high school...

Turner: We have 2 high schools that offer...I'm going to invite Laura Ott. She's our Assistant Sup...I've been on the job 10 months and I'm going as quick as I can.

Lindholm: You're doing fine, you're doing fine. Thank you.

Ott: We currently have Chinese at 2 of our high schools and it's for General Education students, as well as Advanced Placement students.

Lindholm: What grades?

Ott: 9 through 12<sup>th</sup> Grade.

Lindholm: 9 through 12 and it's offered...it's not an AP class or it is an AP class?

Ott: You can take it as an AP. We have Chinese 1 through 4, so the first level of Chinese, second level, 3<sup>rd</sup> year you can take AP, and 4<sup>th</sup> year you can take AP.

Lindholm: But nothing offered in the early years.

Ott: Correct.

Lindholm: Okay. That was my question. Thank you. Thank you for coming up, and you're doing great. So questions for you, the petitioner. And I do agree with Trustee Boyd on some of the issues of the relevance to the Charter School Act does not necessarily...that, that it's exactly the same, but that it's providing something for the parents to choose from. You said, and please be brief, you run by Contributive Lives. What is that?

Srinivasan: It's a California non-profit corporation.

Lindholm: And do they do a lot of schools?

Srinivasan: No, this is their...it's formed for the purpose of Adrian Hands Academy.

Lindholm: It's very specific, and this is the Governing Board Members? I'm always interested, well the Board's always interested in the Governing Board.

Srinivasan: Yeah, it has 4 Governing Board members who are on the presentation, 2 of whom are here. Raise your hands. 1, 2, and there are 2 additional: Kevin Moncreif and Sally Chou.

Lindholm: Okay, so you've got 4 and this is specifically formed, so it has no experience even though I was reading the same thing about 20 years' experience. So this is newly formed...

Srinivasan: Yeah, for this purpose.

Lindholm: ...entity.

Srinivasan: Yes, that's correct.

Lindholm: And this would be the Governing Board and the Principal doesn't interact, or these are the ones voting on the budget and signing the checks, and all that.

Srinivasan: Correct.

Lindholm: And where are they located?

Srinivasan: Local.

Lindholm: Local to...

Srinivasan: Local to Orange County, and L.A. Sally's in LA; Aliso Viejo, Lake Forest; Laguna Hills, sorry.

Lindholm: All your Board Members are local Board Members.

Srinivasan: Correct.



Lindholm: And it's a new Board. Okay. How are you going to begin starting this school? Are you going to start with a couple grades? Are you going to start...how are you going to begin? What's your vision to start this school?

Srinivasan: So our vision is we will have several sections of the lower grades, and single sections of the higher grades. There are parents in the higher grades who have said they would like to come and be part of AHA. So wanting to not prevent that by just not offering those grades, we have decided we will offer all of the grades, and do the preparation to be able to open all of the grades, with like a single section for the older ones, as I said, and multiple sections for the lower grades.

Lindholm: And you're anticipating...where did I see...two hundred and...?

Srinivasan: 86.

Lindholm: Okay. So you're anticipating starting every single grade. Some of the charters, what they do is they start and they build a product. So that's not your plan, so you might start with some 8<sup>th</sup> graders.

Srinivasan: Correct.

Lindholm: Hmm. Okay, I'm very, very interested...I think in today's technology, in STEAM. I'm not hearing a lot of that. I heard a lot of presenters on this side. I thank the parents for coming. That really helps us and we like to know that you have children and are interested in it, but I was only hearing from people who had 5-year-olds. So I'm curious...can you elaborate briefly on what your plan is for STEAM? Are you going to bring in BOEING? What are you going to do that's going to knock our socks off in STEAM?

Srinivasan: Our attitudes towards science particularly, are that it must be experiential. If the phenomenon I'm studying is something I can not experience, it's very difficult to understand, to put numbers around it, etc., especially at the younger ages. And even as the children go into middle school, to be able to experience phenomena...

Lindholm: And how are they going to do that? I want specifics.

Srinivasan: So for example, curriculum wise, we have committed ourselves towards FOSS, Full Options Science System, which is everything is taught through kits, that every child has a kit with which they can experience magnetism, electricity, or whatever it is, and then ease into the mathematical descriptions and the theory. So physical experimentation is the beginning of their experience, and the way we're doing that is by committing to curriculum that is well organized and well defined, called Full Option Science System.

Lindholm: Do you have any relationships with any of the community colleges or universities? Do you have a relationship with them so that the students can go out and RC Google? Do you have any relationships in that manner?

Srinivasan: We have some beginning relationships but I'm not prepared to put on the table until we have something more firm.

Lindholm: Okay, but you said your priority is Global Citizenship; it's not STEAM, it's not academics.

Srinivasan: So as I had mentioned, for us, the global citizen kicks in science and math. They know how to look at climate change numbers; they know how to look at population figures; they know how to understand what is happening scientifically with the phenomena in the world; they know how the Stock Market works. These are things that require science and are integral to global citizenship.

Lindholm: Okay, and then your language is 45 minutes a day?

Srinivasan: For Chinese, and 30...for 4 days a week, 45 minutes a day.

Lindholm: All right, and so that is your Mandarin. What is your Spanish?

Srinivasan: 40 minutes a day, 4 days a week.

Lindholm: Every day.

Srinivasan: Yup. 4 days a week.

Lindholm: So 4 days, got you.

Srinivasan: Wednesday's is a soft schedule.

Lindholm: I understand. All right, thank you.

Bedell: Okay, Kelly.

Williams: Real quickly.

Bedell: Oh, I'm sorry.

Williams: Just real quick; yes or no. Do you have any relationship, or are you working with the California State Charter School Board Association?

Srinivasan: We have. We have had many conversations with them about our work, and I think they understand well where we are. We unfortunately did not meet their timeline for...they have a preauthorization timeline that we did not meet as a...as we went into our multiple reviews with Saddleback Valley.

Williams: Okay. Thank you.

Bedell: Just refresh my memory, please. Your goal is to open in September 2019 or 2018?

Srinivasan: We would like to open in 2018.

Bedell: 2018? Okay. Do my colleagues have any other questions? Hearing none, we are done, right Kelly? We will take a break for lunch. We should be back here at 1:30 PM.

Lindholm: Thank you.

Bedell: Thank you everybody.

[MEETING BREAKS FOR LUNCH]

Bedell: Now that we're all awake...

Gomez: And have a headache.

Bedell: ...we're going to start...I'm sorry...Aracely Chastain will facilitate a Public Hearing for our school initial presentation, and we're going to do...we'll be a little irregular here, we're going to take the Public Comments first after you speak.

Chastain: Yes, thank you so much for doing that. So good afternoon. Today we will hold a Public Hearing to consider input regarding the Tomorrow's Leadership Collaborative Charter School, which was submitted on Appeal at the January 10<sup>th</sup> Orange County Board of Education Meeting following the January 8<sup>th</sup> denial by Orange Unified School District. Just for your information, a clarification meeting was held yesterday with the charter school representatives, and the OCDE charter petition review team. At this time we'll open the hearing for Public

Comment for individuals who have submitted a comment card to address the Board, and just really quickly, I'll just reiterate you have 3 minutes to speak with a total of 30 minutes allotted for comment. The Board Clerk will time each speaker and a red light will flash and a buzzer will sound when time is up. Then representatives from Tomorrow's Leadership Collaborative Charter School are allocated 15 minutes to speak. Representatives from Orange Unified School District are not present and stated that the District Board resolution explains their position. I now open the public hearing for Tomorrow's Leadership Collaborative Charter School. President Bedell, please call for the first speaker.

Bedell: Yes ma'am. And just to understand your last comment, we're going to delete the District response?

Chastain: Representatives from Orange Unified are not here today. When I called to check and see if they were attending, they said no, and that their Board Resolution adequately explains their position.

Bedell: Okay, so delete, colleagues, from your agenda, delete that 3<sup>rd</sup> ite...3<sup>rd</sup> line.

Chastain: Please.

Bedell: Okay. Public Comments. Vice-President Boyd.

Trustee Boyd: We have 10, and as I said, you're allowed 3 minutes. If we get down into 9 and 10, and there may be additional ones that come in, you don't have to speak for 3 minutes. If you just say I agree...I agree with the previous speaker, I disagree with the previous speaker, we'll get the point, but first up, Gina Plate.

Plate: Good morning, well I guess it's not good morning. Good afternoon, now. It's a lot of pressure to go first before the presentation, but thank you for having me. My name is Gina Plate. I am a Board Member at TLC. I also Chair the Statewide Advisory Commission on Special Ed, which, if you're not familiar, is an advising body to the Governor, State Board and the

Legislature on all things related to special ed., and then I am also employed by the California Charter School Association. So first I just want to point out that I'm thrilled to be joining an esteemed Board of colleagues that have a wide breadth of charter experience. So as it relates to governance, Board development, finances, we have not only the expertise on the Board but also a broad infrastructure of support; a network to help as this Board grows.

So I appreciate some of the conversation I heard this morning, and I just want to reiterate that each and every child deserves a setting that is structured and designed to meet their unique needs. And in the charter movement, we have the flexibility to do that, and we have that flexibility in exchange for accountability. So the developers and the visionaries for this school that you're going to hear about soon have National recognition for building an inclusive setting that is successful. And what I mean by that is every child, every classroom is setup to design...meet the needs of every child, so every teacher understands what it means to have the entire continuum of learning represented in their classroom.

The administration structures their professional development so that teachers are supported in serving all kids. And then they're transparent CHIME about accountability and finances, which I know is an important one. So to add TLC to your portfolio here would be an incredible asset, and I know that the leaders are already eager to approach this as a partnership, and see what they could bring to your community, and in exchange, what we could learn from the programs that already exist. So with that, thank you, and we respectfully ask for your support of TLC.

Trustee Boyd: Okay, next up, Dr. Jennifer Reiter-Cook. Dr. Cook.

Reiter-Cook: Good afternoon Board Members, Superintendent. Again my name is Dr. Jennifer Reiter-Cook. I am the Director of School Development for Southern California for the California Charter Schools Association, and my role, primarily, is to assist petitioners and their teams in reviewing their petition prior to submission at the local level, and preparing that petition so that it can withstand the appeal process if necessary. So we have spent an extensive amount of time not only reviewing the petition, but similar to a doctoral dissertation, going back and forth, making sure it doesn't just meet the legal requirements, but also that it...having worked with...charters that have come to the County Board in the past; knowing your high expectations and what you expect to see in the charter petition, working with them through that process.

As a side note, my background is in Special Education and since this petition serves the needs of all students, and focuses primarily on making education meaningful for students with disabilities. That was also a way I could provide some insight to the program, above and beyond, if I could, what they've done already in previous schools. So the team was very responsive; worked with me and my team to make sure the petition was in a good place.

We were able to arrive at an agreement that the petition was not only well-suited at the local level, but was ready to come to appeal to you. So I'm happy to answer any questions you may have regarding the petition, but we believe and fully support this petition, not only meeting the minimal legal requirements but also the capacity of the team, and who they are and how they will execute the program. So we are respectfully asking that you support this school and these petitioners and this petition. Thank you.

Trustee Boyd: Thank you. Next up, Dr. Susan Toma-Berge. Did I get that right? Okay, close.

Toma-Berge: All right, good afternoon. Thank you for considering the petition from TLC charter. As the Secretary on the TLC Board, I feel qualified to speak about our Board, and our collective experience, and expertise. Our Board President, Meghan Kozier, was unable to be here today, she had a work commitment, but she is a Professor of Special Education and Disability Services, and has extensive experience on a Charter School Board. She has received training from Charter Board Partners on the topic of Board Governance, Budget and Board Development; and in order for all the Board members to learn more about governance and recruitment, we have an agreement to work with Charter Board Partners for additional training.

I, myself, work with pre-service teachers in Orange County, and I also have previous experience serving on a Charter School Board, and I understand the process of overseeing an Executive Director, as well as overseeing school budget. TLC charter is working closely with EXIT on budget and the Board receives regular updates at each of our meetings. Everyone else on the TLC Boards, they all work in diverse fields, and they are able to advise the Executive Director on issues of curriculum, Charter School Policy, budget and recruitment. I believe in the soundness of this petition, and I believe in our Board, and I'm positive that the OCDE Board, with your extensive institutional knowledge and diverse experiences, is also able to recognize the soundness of the petition and the people who stand behind it. Thank you.

Trustee Boyd: Thank you. Next up, Dr. Shawna Draxton.

Draxton: Good afternoon Board Members. Good afternoon Board Members...

Trustee Boyd: Good afternoon.

Draxton: ...and Superintendent. My name is Shawna Draxton and I am the Executive Director of 3 inclusive charter schools in Los Angeles called WISH. Our commitment, just like TLC's, is to provide a high-quality, inclusive education experience that's meaningful and engaging for all students. In the short time that we've been open, we are carrying a waiting list of over 1200 students just this year. The WISH and CHIME family are thrilled that Orange County is considering a similar model to serve all families. To be at a school that welcomes all children, including those with the most severe disabilities, in general education classrooms, is what families deserve.

It is clear from an abundance of research that inclusive education increases the academic outcome for students with and without disabilities. In addition, when we embrace students in socially adjusted classrooms from the outset that value all abilities, they in turn grow up and build community spaces and work places for all people. The school model, as identified by TLC, is fiscally sound. As a charter leader that's operating 3 schools, with the same projected population of students with disabilities, we have always been able to meet our fiscal responsibilities, especially around the unique needs of students with disabilities. Ensuring that high-quality special education services are provided has been a priority for us, as it will be for TLC.

The Special Education teachers, TIS providers, the oversight and implementation of those services have always been provided and integrated so that services in the general education classroom from experts can be shared with teachers so that all students benefit from those unique services through co-teaching and collaboration. Even with the extensive service provision for students with disabilities and all students, we have been able to give our faculty and staff anywhere between a 2 – 5% raise every single year. Dr. Tanny is an exceptional leader. I had the privilege of teaching with her when I worked at CHIME, prior to opening WISH. TLC is fortunate to have her at the helm of this school program.

Like Dr. Tanny, when I started WISH, I didn't have my Administrative credential. I relied on the macro and micro structures and systems instilled in me when I was a teacher at CHIME, working in that research to practice model. As a teacher at CHIME, Dr. Tanny participated in building and refining operational and instructional programs. She always exceeded expectations, and she was an outstanding coach to teachers. I have no doubt she can lead this school given the strong foundation of understanding she has built around instructional programming, inclusive education and educational leadership. She has personally lived the tenants of inclusivity, parent partnerships, and the implementation of evidence-based practices through university partnership.

Bedell: Thank you.

Draxton: Thank you.

Trustee Boyd: Next up, Dr. Erin Studer, and she'll be followed by Michelle Lopez.

Studer: Good afternoon President Bedell and Orange County Department of Education Board Members. It's a pleasure to be here with you this afternoon and have the opportunity to address the Board about Tomorrow's Leadership Collaborate Charter. My name is Erin Studer and I'm the Executive Director at CHIME Institute in Woodland Hills, California. CHIME was a non-profit that was started over 25 years ago. We operate educational programs and schools for children birth to age 14. CHIME's mission is to operate model programs which demonstrate research-based educational approaches in fully-inclusive classrooms that serve children of all abilities: those who are typically developing, those who are gifted, and those who are identified with special needs.

Currently, our charter school program serves 770 students, TK through 8<sup>th</sup> grade in the North Los Angeles area of the San Fernando Valley. And we also serve as the Professional Development School for California State University, and my esteemed colleague Dr. Shawna Draxton, as she mentioned, was a founding teacher and she went on to found WISH using that same model of education. We also have the privilege, in addition to being a Professional Development School, of being visited by teachers throughout the state, from across the country, and even from countries overseas. Educators come to visit us, as well as from Orange County. We have many teachers how come up from Orange County all the time.

Today I'm here to offer words of support for Tomorrow's Leadership Collaborative Charter, and the petition they have submitted. TLC, as it is known, seeks to develop a partnership with Chapman University as a similarly-modeled school to CHIME and WISH here in Orange

County. With a strong founding team, support from Chapman University, and technical assistance and partnership with CHIME, as well as WISH, TLC will become a model of full-inclusion here in Orange County, and best practices, benefitting hundreds of children locally and their families, as well as giving back to the Orange County community. I'm confident that this school program will not only serve all students in a high-quality learning environment, but also provide a training and demonstration site, the training and professional development of educators and future educators in Orange County.

Much like CHIME trains dozens of teachers that are then hired by our local school district, I'm confident that TLC and its partnership with Chapman will provide similar benefits to Orange County. Board, thank you again for your time and attention, and I hope that you approve the petition for Tomorrow's Leadership Collaborative charter, as I know its presence in Orange County will be a great benefit to the community, and make a profound difference in the lives of many, many children. Thank you.

Trustee Boyd: Thank you. Michelle Lopez to be followed by Irina Castillo.

Lopez: Good afternoon. Thank you for your time this afternoon Board Members, and Superintendent. My name is Michelle Lopez. I'm an Attorney with the law offices of Youngminy and Core, proud to represent and support the TLC petitioners. I wanted to give you a little flavor and background of what happened at the Orange Unified School District Board Meeting. I'm the attorney who worked with the district's legal counsel in December in preparation for what we thought was going to be approval by the District Board. The process had been, what I would call, definitely a collaborative one. I normally don't go engage in 3 weeks of back and forth with the district's legal counsel, and then negotiate a bunch of redline amendments if it's not leading towards approval.

That's really honestly never happened in my professional career, but we went through 3 weeks of back and forth, and during multiple rounds of questions, TLC produced a petition that had been drastically altered to meet the needs of the district, tailored to them. This included multiple pages of legal assurances, district-specific reporting requirements, by-laws, amendments, insurance and indemnification agreements, and even agreements by TLC that went far beyond what was required in the Charter School's Act. These agreements remain in writing and their own charter petition was a good-faith understanding, like I mentioned, that the negotiation process would lead to a positive staff recommendation for approval of the charter.

However, the Agenda was posted on January 5<sup>th</sup> on a Friday with no staff report or recommendation. We were in the dark when we walked into the Board Meeting on January 8<sup>th</sup> with no staff report or recommendation knowing what the staff was intending to do. We were handed, walking into the Board Meeting that evening, a staff report with the surprise staff recommendation for denial just 10 minutes before the meeting started. The district staff had prepared a report with alleged findings that TLC had no reasonable time to review and respond to, in which TLC was certain all the issues had already been addressed in the prior 3 weeks. We had the rug pulled out from under us.

It's impossible to believe that the district would have engaged TLC in this extensive back and forth with its own attorney's fees and staff time, had it not believed that the petition exceeded all legal requirements like we did. At the end of the day, the district's findings amounted to concerns over a few budget assumptions that the district disagreed with, or requirements that don't actually apply to charter schools, such as Administrator's credentials, and which did not rise to the level of legal findings for denial of the charter. The fiscal concerns were based on conjecture, hypothetical situations, and a set of assumptions that have not come to fruition, as this school hasn't even opened yet.

Despite these events, we're very happy to be here before the Board in the dis...sorry, the County today. We're certain you will find that TLC is backed by experienced and knowledgeable educators and leaders in the charter school movement, with demonstrated success in operations, academics, fiscal soundness, and serving students with exceptional needs. They've committed to everything required by the Charter School's Act, including the Brown Act, as well as Government Code 1090, going beyond what's required of the Charter School's Act. So we look forward to your questions and deliberations today. Thank you.

Trustee Boyd: Thank you. Irina, and followed by Dr. Don Cardinal.

Castillo: Good afternoon Board Members and Superintendent. My name is Irina Castillo and I am a Senior VP at. ExEd is a non-profit mission-driven business partner for south California's leading charter schools. We work with more than 100 of California schools that serve over 20,000 students. I've been working with ExEd for over 7 years. I'm a Senior VP and in my tenure with ExEd, I worked with schools, small stand-alone schools with 400 students, I see most with 3 different sites, and a conversion charter school with over 3,000 students, so I have a very extensive experience in budgeting and forecasting.

In the last year-and-a-half, I've had the privilege to work with CHIME charter school, so I have a very deep knowledge of their budgeting and their actual expenditures when running an all-inclusive program. So with that experience, I engage with TLC staff to prepare their budget. I also utilize some of the knowledge of my colleagues here that serve schools in Orange County. So the budget...I stand behind the budget that we presented and the assumptions that the Orange Unified put in their findings, I clearly disagree. And, in fact, the special education assumptions, the cost of the special education assumptions we put in the budget, it's sufficient for the charter school...for the startup charter school, and is way more than we would usually assume for a startup charter school.

We add 5 additional Special Ed teachers; we add additional Para-Professional staff; and the cost for outside services. So, with that, I just want to say it one more time, I stand behind the budget with my experience and the experience of the staff with ExEd, and thank you for your support, and I hope you will support this petition.

Trustee Boyd: Okay. Dr. Cardinal, to be followed by Denise Olivo.

Cardinal: Thank you Board Members, Superintendent Mijares. Happy Valentine's Day.



Trustee Boyd: You too.

Cardinal: My name is Don Cardinal. I am a Professor of the Occala College of Educational Studies at Chapman University. I am also Director of the Thompson Paul Institute on Disability and Autism, and since I'm used to 3 hour lectures and I have 3 minutes...

Bedell: Thank you, thank you.

Cardinal: ...I'm going to stay focused. Chapman University is truly excited to be a part of this...the TLC charter. It's going to be the first fully-included school in Orange County. Imagine a place for future educators to train and learn within a full-included environment, right here in Orange County. As the word has spread across California, government officials, my colleagues throughout the state have said, "Tell us what we can do to help you and support you." They really want this to happen; I really want this to happen. The TLC school will not only serve Chapman students, but by being a demonstration site for best practices, Chapman and TLC will be able to collaborate with other universities, and most importantly, other schools here in Orange County.

We're happy to announce that Chapman's Attallah College and the Thompson Policy Institute has received a technical assistance grant to educate current and future teachers, school psychologists and school leaders. The objective of this grant is to increase the overall capacity of Orange County schools in the area of inclusion and other areas. TLC charter plays a central role in this job. Excuse me. Just last week, the National Council on Disabilities released its findings on the effective education of students with disabilities. One of the dominant findings in this 61-page report, was that we must find educational models to serve all children. We need schools where parents, regardless of their children's learning differences, can send all their children to the same school, not separate them based on their learning needs.

Research clearly shows that all children learn better when they're educated together, and there's 0, no research to counter that. I want to read that one more time. The research clearly shows that all children learn better when they're educated together. TLC is the future of this way of learning. Additionally, and this one I think you're going to relate to, the cost of litigation is increasing at an unsustainable rate in special education. We have to do something. Research tells us that fully-included schools have substantially less litigation, as well as less costly litigation, when it does occur. The fact that the TLC budget reflects this reality should be a brilliant attribute to the proposal, not a distraction from it.

Finally, Chapman University is honored to collaborate with this very stellar, impressive group of individuals. We hope you'll approve the charter. We hope you'll follow us for years to come. Thank you for your time.

Trustee Boyd: Thank you. Denise Olivo.

Bedell: Is that it?

Trustee Boyd: That's it.

Olivo: Good afternoon. My name is Denise Olivo, and I am here representing the following parents: Kelly Esperanza, Jessica Peterson, Angela Walker, and Jessica Culver. They were not able to attend due to other obligations on this festive holiday, so although I'm representing other parents, I am going to speak on my personal experience. I'm a parent of 3 boys, the oldest, who is 6 years-old is my special needs son. His name is Geon Raul. We call him Gemo. My son survived a birth injury when he lost oxygen to the brain. Due to this event, he is severely disabled. He is quadriplegic, cerebral palsy, non-ambulatory, non-verbal; he is trapped in a body that does not work for him.

That being said, I always tell people that he speaks with his eyes and he is responsive to his environment. He hates being left alone, he loves being read to, and he loves to be spoken to, amongst other things. He's the most social child I have for being non-verbal person I know. I also have typical children; near typical children. I have a 4-year-old, which is Luis. He handed you guys these cards, and then I have an almost 2-year-old. All 3 of my boys attend Blind...the private school, Blind Children's Learning Center, in Tustin. BCLC is the only school in Orange County that practice a full-inclusion model. That being said, BCLC only goes up to 2<sup>nd</sup> Grade. My oldest is already in Kindergarten.

The educational goal I have for my oldest is, after he graduates, I was planning on packing all my kids and moving to L.A. County. If and when he gets accepted into Chime or Wish Charter School. Both schools that practice inclusion models, and a mission that's based on a lottery. This decision was based upon not only looking at schools here in Southern California, but also looking at schools in Long Island where all my family is, where I'm from. However, if TLC is permitted to open in Orange County, there is no reason for me us to move. Furthermore, I know many parents who desire for their children to have mainstream their child. I quickly want to point out the difference between inclusion and integration, and that's why you have these cards here.

Many times, schools will say they participate in integrated school programs. What that means is they either bring in typical children or special needs children into the other classroom for either an hour, or during a non-academic class. Let's take a closer look at that model: What you are basically doing is taking a child on a field trip to see other children who are different from themselves in hopes that they may learn something; sort of like Show-And-Tell. Now in a true inclusion environment, no one is going to see a special group of kids since they have already been learning and growing together. That unspoken division has already been removed. Now I can go on-and-on about the benefits of both special needs children and typical children, however, I would like to speak on the benefits of having a family in an inclusion school.

If TLC grants permission to open, I will not have to worry about putting my children in different schools. They will continue to grow up with pride in themselves, each other, and they will learn although they are different, they still have the same rights to the same education. They will also be all the more prepared for college and the rest of the real world, where companies are not only more open to diversity, yet they expect one to know how to interact with a diverse group of people. In addition, the other parents have basically said that they their kids are not fully integrated, how they should be, and their children are not as severe as mine. So...

Bedell: Thank you.

Trustee Boyd: Thank you. Okay, Aracely, it's your show now.

Chastain: Thank you to all the speakers. I now call lead petitioner, Dr. Jessica Tunney, to the podium.

Tunney: Excuse me while I get my tech setup. Good afternoon the Board and to Superintendent. Thank you so much for the opportunity to come and present to you today. I also want to thank in particular your flexibility about having Public Comments occur first. We had, aside from the fact it's Valentine's Day and several of the families were not able to come due to parties and being with their children on this day, many of the people that took time out of their work to be here, I know appreciate that version of flexibility. So I met you last month when I came to present the charter for appeals here, and I gave you just a little bit of an introduction about who I am and what it is that we are hoping to bring to Orange County.

And today, what I'd like to do, is just begin with a brief overview of the team and our approach to education, which you may already have a bit of background with...given that the public comment just occurred. And then, after that, I'll address the specific findings that we were provided with by Orange Unified School District so you can see what it is that we would like to...how we would like to redact those. Okay. So TLC stands for Tomorrow's Leadership Collaborative and it really is a collaborative effort. That's an intentional name. That's not an accidental title. So our finding team includes Chime Institute, which you just heard from Dr. Aron Studer, as in their working with us in a consultant capacity; Charter's OC; the Attallah Educational Studies at Chapman University; the California Charter Schools Association in El Dorado County Charter Selpa, which we have recently been accepted as a member to participate in their Selpa.

I believe they sent a letter already over to the County Office. We also have our business partners of ExEd. We heard from Irena Castillo a few minutes ago, and we have Legal Service Partners in Youngmini and Core. I am the Executive Director and Founding Principal. And, hi. So you heard from 2 of our Board Members today, and I won't go through a, you know, a kind of rundown of everyone's description, but I wanted to share this with you to demonstrate the areas of expertise that our Board brings to the mission of TLC. So here I just want to highlight: There are expertise existing within the Board's knowledge of Finance and Financial Oversight and Education; and the Processes and Responsibilities of Schooling; Special Education, in particular; Charter Oversight; and then there's the real knowledge of the local community of Orange County.

This is a local Board. As you heard from Dr. Jaxton and Dr. Studer, we think of ourselves as families in Chime and Wish schools; however, the Boards are local and the model, while patterned on the same vision of inclusion, is really focused on the particular communities in which we reside. So what's our Mission and Vision? Well, just broadly speaking, our mission is to educate diverse students in a rigorous and standards-based way, so that they'll become conscientious, caring and responsible members of 21<sup>st</sup> Century society. Our tag line is: Leadership, Equity, Everyone; and we really think of leadership as leadership in innovations in

schooling; leadership and research to practice partnerships; and collaborations with community organizations, families, schools and districts.

Our vision of equity includes having students engaging in rich and rigorous learning; having a curriculum that's imbedded with opportunities for student choice, for student voice, and student interest; and really placing an emphasis on the cultural assets that students bring to the learning environment for the purposes of education that is socially just, and educates students into becoming caring and respectful individuals for all. And finally, everyone is welcome at TLC. We are a fully-included model school. We believe that students learn best when they learn together. All students have access to the shared expertise of co-teachers, both general education teachers and special education teachers to meet their diverse needs, and we also believe that parents are welcomed into the environment, and in fact, necessary to contribute their knowledge of their children, their knowledge of their own experiences and belief systems so that we can make sure we attune our educational practices to the particular needs of the families that are there.

So I'm going to take just a minute to speak about what we mean by inclusive education, because we've been talking about that term. I'm going to specify exactly what it means in the field and what we mean at TLC. So in the field of education, inclusion refers specifically to learning environments, in which children with and without disabilities learn together, side by side, in the same classes. Inclusion is rooted in the fundamental belief that all children belong; all children learn in different ways, and it's every child's right to be included. We believe in this right for children at TLC and we furthermore believe that all students learn best when they learn together in the settings that honor the spectrum of knowledge, experiences, abilities, understandings and perspectives represented within our cross communities.

Our guiding ideology at TLC is therefore actually quite simple: we believe in high-quality education for all students. We're committed to ensuring that every child, including those who are gifted, typically developing, culturally diverse, linguistically diverse, socioeconomically diverse, are able to reach and grow to their unique particular special and best personal potential. As several of the speakers have already alluded to, there are several research-based benefits to inclusive education. This body of research is expanding and is also well-established. There's improved academic outcomes for all students; positive social relationships, especially the development of empathy and care; skills in group problem solving and collaboration; resulting in reduced referrals to special education services as students' needs are met prior to them being...struggling in the classroom and experiencing failure that causes them to be referred to special education; there's improvements in student behavior and reduced discipline referrals; lower rates of truancy and overall a stronger sense of belonging and connection.

These skills, we are well aware, prepares students for needs of the 21<sup>st</sup> Century, and in particular, we just highlight those kind of 4 C's: Critical Thinking; Communication, Collaboration and Creativity. So our petition was submitted to Orange Unified School District. Why Orange? There are several reasons: one is the diverse community. So approximately 40% of the students in Orange Unified School District qualify for free or reduced-price lunch, representing and reflecting the socioeconomic diversity in that area; we also have approximately 20% of the students are English Language learners with the primary home language being Spanish in Orange Unified; Orange Unified is also the district in which Chapman University is located, and

so our goal is to be near our University partners so that, in our partnership, can really flourish, and we can have an exchange of ideas and observations of practice, and really be that demonstration site we seek to offer to the community.

I'm going to take you through a couple of things about the petition process with the Orange Unified and then I will share with you the specific findings. Michelle Lopez, our Attorney, took you through some of what happened behind the scenes, prior to the Board vote, and here's a little bit more about that. So we reached out to Orange Unified staff in September. We met with them in October prior to submitting our petition. We told them of our plans; we told them about the model of the school; we followed their guidelines for petition submission, and we had our Public Hearing on November 9<sup>th</sup>. Following that we engaged in those extensive conversations, negotiations between our team and their team, and our counsel and their legal counsel.

Throughout the month of December, we were responsive to all of their district inquiries and their request for clarification, particularly around the topics of special education costs and services, our budget, and our fiscal policies. I think you've already heard that the inclusive model departs from traditional models somewhat, of special education service provision, therefore the budget reflects that. We received no inquiries or requests directly related to the education program itself from them. We made multiple petition revisions at the district's request. Michelle Lopez also mentioned that to you, that included the budget, the governance, and the handbook, even those appendices attached.

And once again though we were not asked to revise anything related to the education program itself. The district then did not make the report of findings available to us until the start of the Board Meeting for the scheduled vote, therefore we were unable to prepare any substantive responses to findings prior to the Board taking the vote at the January meeting, which of course we would have, and we strenuously disagree with most of their issues from staff, related to the budget in particular. Finally, their district CBO did not attend the meeting for the scheduled vote, so the Orange Unified Board was not able to ask their own CBO about the budget assumptions that she had placed in her recommendations of findings for denial, and we were unable to identify or speak directly to her about special education service provision, and her own budget estimates in the report.

So, here's the first of three findings that the District presented to us as their recommendation for denial. On the first was that "the petitioners are demonstrably unlikely to successfully implement the program set forth in the charter." As we mentioned, the main issue that the District staff mentioned was the budget assumptions as justification for our unlikelihood of being successful in that. We mention that inclusion is much more of an efficient model and a slightly different model of special education provisions. Irena Castillo mentioned to you that she has worked with ExEd for many years. She works with Chime Charter Institute right now, and ExEd is a very well established organization that has placed the budget assumptions in our budget for TLC that we feel are sound and completely reasonable.

TLC has been accepted as a member of the El Dorado County Charter SELPA which partners with over 300 charter schools to provide special education services. They have a vigorous application and review process that includes an examination of our budget assumptions and our

fiscal policies. And finally, we include this team that is extending highly successful charter school program models that are currently in existence and in operation. Chime charter school has been operating for 17 years. You heard from Dr. Aaron Studer a few minutes ago. Wish Charter School founded by Dr. Shawna Draxton, one of the founding teachers at Chime, is highly successful and is gaining steam day to day, well deserved, and finally, TLC public charter school will be led by myself, who also was a teacher at Chime Charter Elementary School.

I worked with Shawna Draxton. I worked with the teachers at Chime for many years. I understand the model and very unique ways. I did introduce myself last month but I'll just give you a little bit more background on who I am. I've been leading professional development and coaching teachers in New York City, and Los Angeles, and Orange County schools, both traditional and charter, for many years. The specific topics I lead professional development in are the very instructional model features that we will be having TLC model for the community, and that includes universal design for learning and differentiated instruction, neural developmental understandings, student strength and differences, strength-based teaching approaches, mindset, things like that.

I have in the last 7 years earned a Ph.D. in Education from the University of California, Irvine in the O.C., and I have worked as a course instructor...one of the main course instructors in the multiple subject masters and single subject master's program, in topics of social theories of learning, educating special populations in the general education classroom, teacher inquiry and data-driven instructional improvement. I've supervised student-teachers across the county, and many of the districts that are here I have scored the ED TPA and the PACT, and I have been able to oversee the process of credentialing teachers to make sure that they're highly qualified to educate students in our classrooms.

My specialization in research was on Teacher Development and Organizational Learning for the Purpose of Improvement. My teaching Master's is in Special Education from Main Street College. That...I developed an integrated curriculum design emphasis in my Master's, and I have had teaching credentials and engaged in classroom teaching in both New York City and Los Angeles. I've taught Kindergarten, 1<sup>st</sup>, 5<sup>th</sup>, 4<sup>th</sup> across the country, and I've also conducted literacy support services for students at risk. Therefore, we find that we are demonstrably likely to successfully implement our instructional program. Our second finding that the district provided us with was that "the charter school presents an unsound educational program for the pupils to be enrolled in the charter school."

They noted the same budgetary concerns that they used for the justification of the first idea of denial of findings. So in response to that, we would like to just return to what we've already shared, which is that Chime and Wish in fact are outstanding and highly acclaimed charter schools with many accolades throughout the country and locally, and Wish, as I've mentioned, is beginning to collect the kinds of accolades we've seen Chime has been able to accrue over the many years that it has been in operation. We base our TLC employee qualifications and requirements on the program and position descriptions that are currently in place at Chime Institute.

We believe our employee qualifications and requirements are more than reasonable, appropriate, and they are certainly aligned with charter school law. The Executive Director and leader of TLC requires a very deep understanding of inclusive practice of staffing structures that allow for the kinds of collaboration necessary to implement the model. Those are also not specified in charter law but that is the case for our school, and we believe that our Board includes the expert knowledge and experience with school operations that prepares them to be able to oversee the Executive Director and determine who is the most qualified individual to run this school. Just a little bit, very briefly, about the program design so you see the reason I'm going back to that.

If you see, is that the second finding was that it was an unsound educational program, The reason the District provided us with for that were the budget and the administrative credential requirement that we did not include as an additional mandate. So here's the actual program that we'll be presenting to the community, and it has this...it's anchored by the California Content Performance Standard. We use effective and research-based methodologies for instruction and we have a 3-strand framework for the educational program design that includes an inclusive learning community, and that really looks like, on the ground, co-teaching, which is at the heart of the model; a focus on positive classroom mindsets and mindsets for growth, both within the classroom for the students that are there, but actually also for the entire community; and we really hang our hats on the importance of understanding that parents and community partnerships are essential for building an inclusive school.

We have constructivist approaches to education, and that includes constructivism itself as a educational philosophy and understanding; project-based learning and culturally-relevant teaching and our educational program is student centered, which looks like universal design for learning to remove the barriers to learning, that certain students experience differentiated instruction and individualized learning. Therefore, we believe our educational program is sound. I see that timer, so I'm not going to talk you through a snapshot of a day at TLC, but it is going to really great, and will involve some co-teaching, which is the picture in blue up there, a lot of interaction and collaboration among students, focused student-centered instruction and joy.

Finally we know that faculty collaboration is essential for this model and so TLC specifically provides time and structures for teachers to share their expertise and directly...and learn together for student success. Teachers have a daily debrief where they'll go over student successes, challenges and actions for tomorrow; they'll have time allotted for grade-level planning and co-planning time, daily co-teaching, and professional development in summer. Finally the last findings – I know that beeped, this will be very fast – the third finding won't take long. It says that the charter does not contain reasonably comprehensive descriptions of all the required elements and then it refers back to their concerns about the budget and our decline to add an additional mandate for an administrative credential.

To us, we believe very strongly that that does not mean we have not comprehensively described all of the required elements. It more reflects a disagreement about the budget and a disagreement about the program itself. So we have some enrollment plans. If you let me, I'll just read this quote, I find it inspiring. It is that, and this has a lot to do with our philosophy of education: “the key to transformation is not to standardize education, but to personalize it.”

Associate Superintendent Boyd: I'm sorry, your time's up.

Tunney: Okay.

Associate Superintendent Boyd: The Board will ask you questions.

Tunney: Totally fine. Thank you.

Trustee Boyd: Okay, thank you.

Chastain: This concludes the Public Hearing for Tomorrow's Leadership Collaborative Charter School. Prior to the March meeting, the Board will receive the OCDE staff report, recommendation, and resolutions for action on the charter school petition. President Bedell, I now turn the meeting back over to you.

Bedell: Thank you.

Trustee Boyd: While you're at the podium, can I ask you a quick question?

Chastain: Of course.

Trustee Boyd: Orange Unified was invited, correct?

Chastain: Yes, I personally called the District.

Trustee Boyd: And who makes that decision? The Superintendent or...?

Chastain: Typically, I reach out to the charter schools folks, whoever those might be. They might be in HR; they might be in the Superintendent's office, and what I'm usually told is that the Superintendent is the one who decides whether to send...

Trustee Boyd: Okay, I just want to make sure that it was in the record, that Orange Unified was in fact invited.

Chastain: Yes, they were.

Bedell: Board questions. Trustee Lindholm, I've started from the right all day. I'll start from the left now.

Lindholm: Thank you.

Bedell: It's kind of strange having you on the left.

Lindholm: That's true. That's true, I should move down there. Thank you for the excellent presentation. I don't think I've ever seen that many doctors in one room. I do appreciate a very



excellent presentation and background and background information. I think it sounds very exciting. I'm a little confused as to why Orange would not take this particular school. It's very well thought out and has excellent background, excellent staffing; finances look like they're going to be in order. I did have a question...who was our speaker? Yes, to Ms. Tunney, or Dr. Tunney, all doctors...so when you have – and I come from a background in physical medicine and rehabilitation to – how do you integrate them all the time?

How do you not have speech therapy? How do you...how do you integrate somebody like the wonderful person who...the mother with the 3 children who's saying she has a non-verbal child who's a quadriplegic. How do you integrate them? Do you integrate them all day? I mean, surely there has to be some time when they're one-on-one with a...

Tunney: I really appreciate...

Lindholm: ...specialist.

Tunney: ...that question. Thank you for asking it. They stay in the general classroom and instead of removing the child to provide specific therapies, we bring the specialist into the classroom to help the child integrate themselves with peers. So if the student is requiring an occupational therapy support. For example, use of a technique to calm their emotional responses in moments of frustration. The occupational therapist comes into the classroom and consults directly with the student in the moments when the student becomes potentially frustrated and works through the kinds of practices that you would also involve in a pull-out situation.

But really at the heart of the model is that slide I sped through right at the end that talked about faculty collaboration, because the model lives largely in those moments of collaboration between the specialists and the general educators in the classroom to ensure that the particular supports each individual student needs are imbedded directly in the curriculum. So if a student is using a modified curriculum, for example, of reduced language demands at a 4<sup>th</sup> Grade level, but the student is reading at what they might kind of test at a 1<sup>st</sup> Grade level, they would likely need a reduction of vocabulary demands in a task. So when co-planning the week prior to, or a few weeks prior to, the lesson occurring, general education teacher and special education teacher will plan a lesson or unit of study, then identify the particular needs that the students in the classroom have and create those supports for them. It might look like re-writing a text that provides an option for that student who has the needs for a reduced text, whereas other students in the class are simultaneously reading about the same content, but they're reading about it in a different way. That also allows for one more thing: extension and enrichment for students who are gifted or who are performing beyond grade level.

Lindholm: You're not very excited about this are you?

Tunney: I have led just a little bit of professional development on these topics over the years. I am very passionate about making sure all students have joyful experiences at school and that means them being appropriately challenged.

Lindholm: I think for the parents and for the student to be included and not be separated...

Tunney: Yes.

Lindholm: ...not be identified, is a very exciting concept.

Tunney: Yes.

Lindholm: That you have all the teaching credential instructors who are going to be able to help. You have a strong allegiance to Chapman, who is going to be able to help.

Tunney: Yes.

Lindholm: It should be highly successful and if I was a parent...so in terms of your lottery selection...

Tunney: Yes.

Lindholm: ...you're going to be in huge demand...

Tunney: Yes.

Lindholm: ...but you're going to have a lottery system for applicants?

Tunney: Well, that would be delightful if we...that would indicate that we have more interest than spaces available, so we sincerely hope to, and are confident we will have a lottery. Yes, and so there's...as families, as I've spoken to families about the potential of the school coming to Orange County, there has just been resounding eagerness to participate in the community. Not just by families of children with disabilities but by all families who are interested in having their child's unique needs met, which is every parent last time I checked.

Lindholm: Wait, it does benefit able-bodied also to...

Tunney: Most certainly.

Lindholm: ...to be able to interact and just see the wonderful genius behind somebody who may not have the physical abilities. In terms of roll out, which is a question I asked earlier to a previous applicant, you're going to be not be doing all your grade levels at once.

Tunney: Correct.

Lindholm: You're going to roll them out. Can you...?

Tunney: Our plan...so some of that will depend, of course, on who chooses to enroll, but our plan is to emphasize the primary grades. Initially that's typically when students enter a charter school, they're not already established in another school, and so we are going to emphasize...our outreach is focused largely on parents of young children, and then the goal would be to expand

over time, as enrollment increases, and that's in the document that you have, but yep, we want to emphasize primary grades.

Lindholm: So you're going to start it and you're going to roll it out. That makes a lot of sense to me. Okay, that's all I have. Thank you.

Bedell: Trustee Boyd?

Trustee Boyd: Yes sir. Have you identified any potential locations, please?

Tunney: We have. We have not confirmed it quite yet, and we're happy to provide the information once it is confirmed.

Trustee Boyd: We understand it's almost impossible to confirm without having an authorization...

Tunney: Yes.

Trustee Boyd: ...but there are locations available within your budget...

Tunney: Yes.

Trustee Boyd: ...that would fit your needs.

Tunney: Yes, actually under what's projected in the budget.

Trustee Boyd: Okay. Once again I'm disappointed Orange Unified is not here. I would have some questions but...

Tunney: I have questions.

Trustee Boyd: You know, they talk about the application is not reasonably comprehensive. Well what does that mean? Does that mean 100 pages? Does it mean 30 pages? Does it mean...you know, we've seen, you know, great applications that were, you know, 50 pages or 100 pages and...

Tunney: This is really heavy.

Trustee Boyd: ... poor applications that were over 1,000. Well I'll get off my soap box for a minute. Is Attorney Lopez still here, or did she have to take off?

Tunney: She had to leave.

Trustee Boyd: Maybe Ron can answer this question. They were criticized for not having leadership that has an administrative credential. Administrative credentials have two

components: 1 is a purely educational component; 1 is an experience component a I understand it.

Wenkart: Yes.

Trustee Boyd: Is it possible to get the necessary experience to earn an administrative credential if you are strictly teaching at charter schools?

Wenkart: I believe so. I'd have to check to be sure, but I believe so.

Trustee Boyd: I'm just curious because it's...

Wenkart: And the law does not require...

Trustee Boyd: Right. It's clear that the law does not require an administrative...

Wenkart: It does not require administrative...

Associate Superintendent Boyd: Can you wait until you get to the microphone, because we're recording?

Tunney: I've taught in traditional public schools as well and had a regular credential in New York State and in California as well, so I don't only have charter school experience, but a PS321 in Brooklyn is a traditional public school, and that's where I began my teaching career.

Trustee Boyd: Okay. I think that's pretty much it. I will compliment you on your presentation. It's nice to get a presentation from a school that actually apparently read the Board Policy. I always like the applicant to address the specific reasons for denial at the local level, and a lot of times we don't get that. You know, they talk all the way around it but they never really get to, okay, what's your response? And you guys hit it right on the nose.

Bedell: Trustee Gomez?

Gomez: Just in the interest time, I just want to check on a couple of things. You addressed the population of predominantly socioeconomically disadvantaged. How do you expect to serve them? What would be your strategy there?

Tunney: Our strategy is serving each child's unique needs by honoring what they bring to the learning environment, and the assets that they have from their own experiences, but also addressing the needs that they have educationally speaking. So we will have free and reduced-price lunch options for students; we will have before and after-school care so that working families are able to have their students there full day, including for students that are in TK; we will be partnering closely with families, and one of the things I'm particularly excited about, is bringing in parents to be able to conduct workshops for our teachers, so our teachers can learn more about experiences of the students that they're teaching in the classroom, and make sure that

they're very able to address the kids particular needs, including those that they've had in their life experiences that maybe more challenging than the teachers themselves have had.

Gomez: What about the homeless and foster youth?

Tunney: How would I...?

Gomez: How would you address those needs?

Tunney: Well, the model is about identifying what are the particular ways that homelessness or life in foster environments have impacted a student's learning, so if there are gaps in schooling, it may be that our differentiated instructional approach is something that that child may or may not have an identified learning disability, but that child might be offered then choices of text or materials where the content concepts are maintained but some of the gaps in schoolings don't create a barrier to their participation.

Gomez: Okay, if you see families that are not English speaking, how will you engage the parents?

Tunney: Well we'll have people on staff that are bilingual if it happens to be those families speak Spanish. I myself am like very close but not quite, so I don't put it down in materials that I'm fully bilingual in Spanish. We'll make sure that we have translations available; we'll make sure that we have interpreters available at any meetings that we have for the PTA or that I do presentations. The materials that we send home will be translated English / Spanish...

Gomez: And is all of that budgeted?

Tunney: Yes. We have some in our consulting... I don't think it's a line item in the budget. We can ask Irena, it's not, but we have that institutional capacity right now through our consultant relationship with Chime Institute and also through...

Gomez: Well I want to tell you that it was a little difficult without any tabs or anything of us getting a whole blob of material here...

Tunney: Okay.

Gomez: ...that it's really difficult for us to find things and go back and forth. This was extremely difficult for me to read. Most of my pages fell out because the notebook wasn't big enough.

Tunney: Yeah.

Gomez: So it's a little difficult for us to do our due diligence when we can't locate things easily, so I would recommend that going forward that you do that for the people who are going to read your petitions and your information, so it's easy for us to find, because you want us to be educated about what you're doing.

Tunney: I certainly do, and I appreciate that, and will do that. Thank you.

Gomez: All right. No more questions.

Bedell: Okay, I have nothing.

Tunney: Thank you.

Trustee Boyd: Thank you very much.

[APPLAUSE]

Bedell: Aracely, you want to tell us the next steps? What are we going to do in March? Or Kelly, what are we going to do in March?

Associate Superintendent Boyd: It's Aracely.

Chastain: So the next steps are for us to complete our report and recommendation to you, which you will get before your meeting in March, and then you will render a decision on that day.

Bedell: And now you talk all the comments...

Chastain: Right. So we take the information from the petition; we take information from the clarification meeting, this public hearing and all of the input from all of the folks who take a look at the petition and all the different aspects. So it's EL, Special Ed, their LCAP, their budget; we look at everything, and literally read that petition multiple times, line by line, and we use all of that to come up with our recommendation.

Bedell: Okay. That's a period, end of paragraph. Are we going to have more presentations in March besides those two, do you think?

Chastain: No, we're not. This will be it. You'll have, of course, the opportunity to ask questions because the petitioners will be there.

Bedell: Thank you. Thank you very, very much, Kelly and...okay. Kelly, you're next, right? Am I reading this right?

Trustee Boyd: Yes.

Bedell: I think so. You're going to do an update, and it looks like this, right?

Gaughran: That's it. Well thank you for this opportunity to update you on our authorized charter schools. In your red folders, you have the charter schools update chart that gives updated information including Los Gatos, among other things. We also gave you a copy of our Save the Date flier for our upcoming annual meeting, and then also copies of last year's annual review report that were provided to each charter school. Speaking of that, this is the time of year that we

are conducting our annual visits to each school. Review focuses on Governance, Operations, Educational Program, Facilities, Student Services, and we also closely monitor their Budgets and request clarification and additional information whenever we have questions.

Last year we had no concerns with the schools and operations that were not addressed by their team. As I said, we have actually sent out the Save the Date notice to each of our schools for the kickoff meeting that will be held on August 2, 2018. This year the meeting's going to be held at Samueli Academy and Anthony has kindly agreed to give a tour of the school to everyone who comes to that meeting, as well as an overview of the renewal process because all of our charter schools are very interested in that. We also plan to review Conflict of Interest laws, the budget processes and deadlines because each year those deadlines change, the LCAP and Science Instruction. And finally, we've been given the green light by our Superintendent to hire additional staff to ensure we're able to monitor and provide the support for all of our charter schools adequately. I'm happy to answer any questions you may have. Yes?

Bedell: Well I was looking on this page...the first page.

Gaughran: Yes.

Bedell: The biggest jump in enrollment, if I'm reading this correctly, is on College and Career Prep Academy, going from 174 to 450? Am I reading that right?

Gaughran: You're reading...does it say Projected Enrollment at the top?

Bedell: It says Projected '17, '18...

Gaughran: So that's the projected. Right now, they're at about 250.

Bedell: 'cause right here it says 174. Actually...

Gaughran: That was last year was 174.

Bedell: Oh, '16-'17, oh I got you. Okay, so it's a jump but not that big, okay.

Gaughran: So, their jump...their projection was 450.

Bedell: Right, okay, thank you. Any...Trustee Gomez?

Gomez: No.

Bedell: Trustee Boyd? Trustee Lindholm?

Lindholm: Quick comment. I just want to thank you and all your staff. I want to thank our Superintendent, because I know you are...you attend the meetings, you listen to some of the hearings; you've been out there and you've been stretched, and I've never heard anything but high praise for your work, as for all our staff, always high praise, and I think having somebody

there would be a...very helpful as we go forward to make sure the schools are staying online with what they've got. So, I'm just...

Gaughran: Thank you.

Lindholm: ...I'm grateful for your work, and I'm grateful for the Superintendent.

Gaughran: Thank you.

Bedell: Dr. Boyd?

Trustee Boyd: No. Very good, very useful data.

Bedell: Associate Superintendent?

Associate Superintendent Boyd: Just a reminder that we have Charter Schools Conference next month. We have 3 of you confirmed for attendance. That would be Jack, David and Linda, March 26<sup>th</sup> through 28<sup>th</sup>, so would you let us know, if in fact, anything changes in your plans, because I know some of the responsibilities you've taken on...?

Lindholm: I'll talk to you.

Associate Superintendent Boyd: Okay, and then our next Board Meeting is March 14<sup>th</sup>, so again, that will be a full Agenda because you'll be rendering your determination on both of the charters that were presented today, but in addition to that, we will have a public hearing for Scholarship Prep related to their material revision, so it will be a similar structure that you saw today in terms of...we understand there will probably be representatives from Garden Grove Unified because of the fact that they're now talking about expanding into that area, and so they've already contracted us with regards to that.

And, so, there is some questions related to that, so the district will be here, along with the presentation that Gloria Romero and Jason will conduct at the March meeting. So, I just want you all to anticipate and plan accordingly, and then we'll also have second interim report to the Board on the budget. And with that, Superintendent?

Mijares: Yeah, all right. Good, thank you Nina. You know what? Dennis, open that door just a little bit because it's a public hearing. I remember one time at Santa Ana we had...

Associate Superintendent Boyd: I think it was the noise.

Mijares: I know, but it's not supposed to be closed.

Lindholm: That's okay.

Mijares: So, anyway, I do want to thank Aracely, Kelly, Nina for their amazing leadership and your staff, Nina, because we have been on a quest to really improve our delivery, our services to



charter schools, and you know, it's just part of the DNA, actually, in this office. We work with all of our 27 districts and charter schools are very much a part of the work that we do, in as much as serving our students. So, great job. Just a couple things that I wanted to mention the Board. As you know, the Dashboard is out, I mentioned that last time, and the notion of differentiated assistance is what the County office must do when we see a red on the Dashboard.

Of the over 1,000 districts, 228 of them showed the need for differentiated assistance, which means the local County office has to be like the first responder to help these districts, so that intensifies, increases the bandwidth of our work, and I wanted to say, the interesting thing is that most of those districts were put in differentiated assistance because of high suspension rates.

Bedell: Suspensions?

Mijares: Suspensions, and suspension rates of particularly foster kids, and it's ironic because, you know, we forget that these are learning environments, and you have to be able to work with students to increase civility, increase character, increase discipline; so we're going to be in the thick of this real soon in terms of language, arts and mathematics, for sure.

Bedell: But do we have any red lights in Orange County?

Mijares: We have 3 districts that were in the differentiated systems, yes. Okay that was one thing, and Dr. Olmstead and her staff have done a great job, and Dr. Hittenberger as well, who is out today by the way, in terms of helping us be sharp with respect to the interventions that we provide on those districts that need technical support. I also wanted to say that we also had a Dyslexia Conference, Demystifying Dyslexia, where we had our State Superintendent here, Tom Torlakson. We also had Dr. Struppa, the new President of the Chapman University's...he's probably been on the job for over a year, so maybe he's not new anymore, but they spoke and we had a great opportunity to talk about the needs that our students have who suffer from dyslexia, and you may be interested in knowing that they estimate that as high as 20% of the population has some form of dyslexia or another, so when you feel your mind getting a little addled up here and everything, maybe a little bit of dyslexia.

I know mine feels that way often. And I just wanted to give a shout out to the Orange County Special Ed Alliance, Dr. Jean Martin, who was our Director of OC North SELPA, Pam Tupy and Allison Granger. Great job organizing that event. We packed the building DL. Then, I wanted to let you know that I did have a chance to speak last Friday in Sacramento at the Policy Analysis for California Education Conference, and I had a chance to speak about the work that we're doing here with regards to differentiated assistance and other interventions that we do, including MTSS. Also, I was a speaker at the top Teacher of the Year Awards at Bowers Museum, which was presented by Parenting O.C., and a shout out to 2 of our teachers.

One is Janet Dicker, who is a teacher at Venado and works closely with Dennis, our Deaf and Hard of Hearing program, and Alan Whitten from Sunburst school. Fantastic teachers, so they were 2 of the 25 that were recognized across the County. Last Friday, I attended a breakfast with Senator...State Senator Janet Nguyen, from 34<sup>th</sup> District. She had a chance to talk a little bit about what's going on in her district, so that was a great opportunity, produced by the Chamber.

Went to the Harbor Learning graduation ceremony a couple of...last week, and my commendation to Vern Burton, the Principal, Laura Strachan was there, and they did a great job recognizing our students.

And, you know what, we've had 3 students, no, was it 4 students who spoke, Laura? Every one of those kids delivered a speech that could easily have been a Valedictorian speech at a comprehensive high school. They were phenomenal speeches. The technical language they used and the life experiences was very compelling. So, my commendation to our schools, and I had a chance to speak yesterday at the Linked Learning Conference at Anaheim Marriott, where we had about 900 people attend from across the country, in terms of Linked Learning. This is all about career technical education; it's about kids who have high aspirations; they're interested in rigorous challenge and courses, but they may not necessarily be headed to a 4-year university.

They may want to go right into the world of work as an engineer, studying to be an engineer, through the hands-on learning experience, which is still a model out there, believe it or not. So that was a great experience; great opportunity, and that's all I have under my reports, Mr. President.

Bedell: Great.

Mijares: Thank you.

Bedell: Any other Board members have any reports?

Gomez: Just one real quick comment.

Bedell: Sure.

Gomez: I was tasked with trying to look at the different online Agenda options. Unfortunately, some of the...I had some conflicts. I was supposed to be on a webinar in about 12 minutes, and I'm not going to make that, but I'll be still on that and looking at some of those options.

Bedell: Sounds good. Thank you for following-up on that. Anything else from the head table?

Associate Superintendent Boyd: No.

Bedell: Okay.

Trustee Boyd: One follow-up comment if I may?

Bedell: Yes.

Lindholm: Go ahead.

Bedell: David?

Trustee Boyd: When we talked to local districts about...at these hearings, speaking for myself, comments made by the Local Board, if they choose to attend, have influence on the ultimate decision. So, if there's a way they can make it, I strongly encourage them to make it.

Bedell: Okay. Yeah, When that Board votes 3 times , 5-0, that's for an Elementary School Board Member, that says something to me as a Board Member, so I would them to at least be empathetic and it's, I think, they do that with Orange.

Gomez: Yeah, it's very unfortunate that they chose not to come.

Bedell: Yes.

Associate Superintendent Boyd: And as Aracely said, if both she and Kelly, when we're conferring, in preparation for the Board Meetings, they are going back and rechecking, because we had heard that there might be representatives, and then they contacted us and said that they weren't going to come. Then through conversations, it came up again, so, you know, it's almost weekly that we're revisiting to just make sure, and then either the day prior, or the day of the Board Meeting, since we don't meet until 10, then we also try to do another call, just to reconfirm, because things change.

Bedell: Sure.

Associate Superintendent Boyd: And we want to make sure the Board has the full knowledge, and so, they are in communication and are letting me know, so that I can, you know, let you all know, and that's one of the reasons we leave it on the Agenda, even though in some cases we've been told that they're not going to come, but we don't want it to be suddenly they show up and we don't have, you know, them listed. So...

Bedell: Thank you. Anything else for the good of the order?

Lindholm: Yes.

Bedell: Trustee Lindholm?

Lindholm: Quick one. I wish Orange had been here today, but that was their choice, so that's not on our...an issue for us, but I do have when they bring Principals from...when we had the other Saddleback bring Principals from several other schools. That doesn't influence me particularly because those are staff members of theirs. I do appreciate when the Board comes, and the Superintendent. Please, when we get the material revision from Scholarship Prep, can we get it at least in the Friday packet? Not presented at the dais? Will it be strikeout?

Associate Superintendent Boyd: Yes, you will have it before the Board Meeting, so it won't be in your Board Packet, you'll have it prior to that.

Lindholm: At least by Friday?

Associate Superintendent Boyd: We'll try to get it to you 5 days prior if we're doing it with the other document, so you'll have it before that.

Lindholm: I would appreciate it, because one of the other comments we had was, they didn't get to see the denial until right at the Board Meeting. I know you don't do that but I'm trying to get a little chance to read it. And the other was real quick on Counselors. I think they're absolutely fantastic. They make a difference in so many people's lives, as do teachers, but I'm glad you did Counselors; incredible people and I didn't add that earlier because I didn't want to make it longer. That's all.

Bedell: Okay, anything else?

Gomez: Too late.

Associate Superintendent Boyd: The State Teacher of the Year recognition was last Monday evening. We had a Semi-Finalist from Huntington Beach High School District. I'd like to ask the Board to recognize him at one of the upcoming Board meetings.

Bedell: Please.

Gomez: Yes, please.

Associate Superintendent Boyd: So, if that's okay with you all, we will make arrangements for that to happen.

Bedell: We'll get him a plaque and a picture.

Lindholm: And a question.

Bedell: Yes.

Gomez: They grilled me in there about your questions.

Bedell: Did they?

Gomez: That's why I was late coming back.

Bedell: Oh, sure, sure. Ron, you have...I want to 2<sup>nd</sup> what Trustee Boyd said about this whole notion of what constitutes a conversion to private. Is the private out?

Wenkart: Yes, we will work on that and have information to you before the next Board Meeting.

Bedell: And if you can get it before, before, so I could reflect on it.

Wenkart: Yes.

Bedell: 'cause that's one of the things that flagged for me. We had a previous one that we denied because of that.

Wenkart: Yeah.

Bedell: Thank you.

Trustee Boyd: And of course, we'll make it available to all parties involved.

Wenkart: We'll make it available to everybody involved.

Bedell: Do I have a motion to Adjourn? Moved by Gomez, Second by Boyd.

Trustee Boyd: Thank you.

Gomez: Yes.

Bedell: We are adjourned.

[BOARD MEETING CONCLUDES]