

Board Meeting 1-16-19 Transcription

[DR. WILLIAMS BEGINS THE MEETING BY STRIKING THE GAVEL FOUR TIMES]

Williams: Good January morning to all who are here. We welcome you and on behalf of the great Superintendent, our wonderful Board and staff. Thank you for coming here and participating in a public dialogue about public issues. Our Regular Meetings are held monthly at about 10 A.M., about this time. The Agenda and the Minutes and everything else about what we do are on our Board website. Agendas are also available at the back of the table here. Anyone wishing to address the Board or express their free speech rights is required to, or excuse me, is requested to fill out a card that is given at the back and given to our good Assistant Superintendent, Nina Boyd.

Each individual is allowed up to three minutes per meeting and you may not give up your time to other people. This is a public meeting and we're obligated to be respectful of and demonstrate civility towards the Board, Superintendent, staff and other guests attending this public meeting. Anyone deemed to be disruptive will be requested to leave and will be removed by the Orange County Sheriff Deputy pursuant to Penal Code 403, and it is posted at the left-hand side of the entry into this Board Room. Penal Code 403 is defined as every person who, without authority of law, willfully disturbs or breaks up any assembly or public meeting.

Examples of disturbing a public meeting include, but is not limited to, verbal outbursts, standing up during the meeting to draw attention, clicking fingers and clapping of hands. Thank you for attending the Board Meeting for the Orange County Department of Education. Next in the order for the meeting today is we will stand for Invocation and the Pledge of Allegiance. Our Invocation will be led by our good Superintendent, Dr. Mijares, and the Pledge of Allegiance will be led by our good Newport-Mesa Superintendent, Fred Navarro.

Mijares: Good morning. It is an honor for me to deliver the Invocation and our Board President asked me to do this just a few minutes ago. So, thank you, Ken. Let's bow our heads.

[AUDIENCE MEMBERS STAND AND BOW THEIR HEADS]

Mijares: Lord, help us to be mindful of the power of kindness and humility in our lives. It was Lincoln who said that kindness is the only service in the storm of life that will not wash out. Gandhi, Kennedy and Churchill all stated that a nation will be judged by how it treats its weakest members. And then, I'm reminded of the gospels according to Matthew, where Jesus said, "suffer the little children. Forbid them not to come unto me." So, these are weighty times, Lord, and it is imperative that we treat education as a sacrosanct profession. It is a calling. It is imperative that we serve our students and have an equity lens so that nobody is left out.

And, give us wisdom as we handle these affairs before us today. Help us to have the right priorities in life in as much as life is but a vapor, and I pray for the Board as it

contemplates its business, that it will be thoughtful and exercise due diligence as is required of them. I pray the same for the staff and I just ask that this meeting today will honor you. In the name of Christ, amen.

Williams: Thank you, Dr. Mijares. Dr. Navarro, come up and lead us in the Pledge of Allegiance.

Navarro: Please join me in the Pledge by placing your right hand over your heart. Ready, begin.

[THE AUDIENCE MEMBERS RECITE THE PLEDGE OF ALLEGIANCE]

Audience: I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.

[AUDIENCE MEMBERS SIT DOWN]

Williams: Very good. Thank you, Dr. Mijares. That was a very thoughtful and deep reflective... words from your heart. Roll Call.

Sisavath: Trustee Sparks.

[TRUSTEE SPARKS IS NOT PRESENT FOR THIS MEETING]

Sisavath: Trustee Barke.

Barke: Present.

Sisavath: Trustee Williams.

Williams: Present.

Sisavath: Trustee Gomez.

Gomez: Present.

Sisavath: Trustee Bedell.

Bedell: Here.

Williams: Very good. Dr. Boyd, any...any Introductions?

Boyd: There are no Introductions at this meeting.

Williams: Very good, and allow me to welcome our education-related friends and colleagues who are here from the good District of Newport-Mesa. We have our Superintendent, Dr. Fred Navarro, and our good trustees from that District, Karen Yelsey. Will you stand? Martha, where...there you are. Good to see you again, and Char Metoyer, is that...

[MS. CHARLENE METOYER PRONOUNCES HER LAST NAME WITH A FRENCH ACCENT]

Williams: ...a little bit of French accent. You'll never get it for me. Okay, and then from our Ocean View we have the good Superintendent, Dr. Hansen. Where is Doctor Hansen?

Bedell: She's here.

Williams: And then our...the good trustee from that District, Mr. John Briscoe. Stand up, say hi. Very good. Anybody else I missed that's an elected member in Education or any Elected Office?

Bedell: You didn't introduce us.

Williams: Introductions are not necessary for you, the good doctor, Jack Bedell. Okay, so moving on with the Agenda. May I have a Motion to Adopt today's Agenda?

Bedell: So Moved.

Williams: May I have a Second?

Barke: Second.

Williams: Very good. Any discussion? Barring none, all those in favor say, “aye.”

[ALL FOUR BOARD MEMBERS SAY, “AYE”]

Williams: Opposed? None. Abstain? None. May I have a Motion for the Adoption of the Minutes from the December 12th meeting?

Barke: I'll make a Motion.

Bedell: I'll Second it.

Gomez: Second.

Williams: Okay, we have a Motion and a Second.

Boyd: I have a comment, Mr. Chairman.

Williams: Yes, sir.

Bedell: On Item # 5, there was a presentation by Dr. Craig and Mr. Kim on Unity Middle College High School. You remember that?

Williams: Yeah.

Bedell: That was...okay. I seek your guidance as Chair of this. I expressed during that Item that I was frustrated, or tired, or not annoyed but...over and over and over and over again, we've had something with this Charter. Just about every time there's a different moon, we have something with this Charter. That's New York hyperbole and I apologize for that. The way the Minutes are reflected I do not think are fair to the Charter, because I indicated to them that I've had it. There's always been something and I've been very supportive of the academic program. I just seek your guidance that...my understanding is that my comments are in the Transcript and on tape.

Williams: And on audio, correct.

Bedell: Right, and I just wonder...I don't want the Minutes to mislead...be misleading because...just speaking as one Board Member, I was not hunky-dunky-dory with that, and I want to be fair to the children in that program. Do you see what I'm saying, Mr. Williams?

Williams: Yes.

Bedell: And so...

Williams: Sure.

Bedell: ...the Minutes are analytically called inclinal and I understand that, but I don't want anybody to walk away to think that that was an uneventful session.

Williams: Sure.

Gomez: That makes sense.

Williams: Sure. So, good point. Let me kind of historically go through what we have done in the past. So, when I started in 1996 in the Stone Age here, we did it this way, and then we kind of gravitated to more of a historical note taken...

Bedell: Meaty.

Williams: Yeah, to provide more detail. Then there was a lot of concern about that. That was too meaty, it was too political, it was too biased. And so, we've elected to go back to this methodology. So...

Bedell: Well, I would be happy if that Item said, “Please reference the tape and the transcript for further detail.” I would be happy with that.

Williams: Okay.

Bedell: Does that reflect what happened?

Williams: So, I suppose we could do that. We have to take a vote on that.

Bedell: Of course.

Williams: Yeah. So are you making that as a Motion?

Bedell: Well, I just want to hear your thoughts about it because I understand the needless...the need to have...

Williams: So...

Bedell: ...succinct Minutes, but I don't want that to be lost because it's not fair to the Charter.

Williams: Right. So, I thought your words...I was a little confused about the context...

Bedell: Okay.

Williams: ...of what you said. I didn't know if it was saying you're unhappy with Charter and it's their fault and that you were blaming them, or were you unhappy because the process? Because the process would be paired to a Charter. It wasn't all based upon Erin Craig.

Bedell: No.

Williams: It's the people of the Charter.

Bedell: I get that.

Williams: There's a lot of stuff in between there.

Bedell: But my point in that...my comments were time after time after time, unlike any of the other Charters we've had, unlike any other Charters we've had, we've had more issues, in my opinion – I would be willing to do a count – with this one than any other.

Williams: Oh.

Bedell: And I supported the program completely academically. I've had a lot of trouble with financial and other issues and relationships with the District and the City. So, I just... as long as these Minutes for today show some of my concern about that Item, then I'm okay. So, at least there's a public record of that. And, I'm saying again for the sake of the Charter.

Williams: Okay. Trustee Gomez.

Gomez: Well, I would tend to agree. I was a little bit taken aback by these Minutes, simply because...I think more than anything, I think it needed to reflect the lack of communication between the Charter and the...the County and our Charter School Unit, because there were numerous issues and you're right, it wasn't all the Charter. It had to do with the City. It had to do with some zoning issues and... and construction issues, but I think that there needed to be more information here in...to be fair to the Charter, as well as to our oversight, because otherwise, it doesn't look as though we gave the oversight that that needed to.

So, if you're...if you're confident that...that you want to reflect back to the transcript or the audio, I'm okay with that, but I think that there was a considerable discussion. And...and to be fair to everyone and, you know, to give that...that information back to the public because if you were to look at these Minutes, it doesn't...it doesn't reflect much of the discussion at all.

Bedell: And that's my concern. Thank you, Trustee. My concern is if something goes down south further with that Charter, and I indicated that I had no patience for that much and I think I may have even used that word, but it's been a...it's been...we've been on that

Ferris Wheel, that I didn't want somebody to say, well, okay. On December 12th, you just reported that there was an update. It does not report the sensitivity of the issues in the update. And, I guess if you're comfortable that anybody who knows these Minutes can reference the tape and the transcript...but I don't want...again, it's unfair to the Charter to think that everything was good that day, because it wasn't. Is that fair?

Williams: Kind of. So, as I see it, what you're suggesting would be a change in the policy and how we're doing things by changing how we record the Minutes. Without Trustee Sparks here, it probably wouldn't be a fair debate at this time. I certainly...I want to give you the respect that if you want to change how we record our Minutes, I think that's a Board decision. I would be open to that.

Bedell: I am comfortable if we went...that your recommendation that these Minutes be postponed to the next meeting until Trustee Sparks is here, I can live with that as well.

Williams: Can...question from a parliamentary administrative perspective. Can we delay the Approval of the Minutes until the next meeting?

Boyd: I think that's a question for your...

Williams: Legal Counsel.

Rolen: Yes.

Williams: We can? Okay. So, we have from our Legal Counsel...our special Legal Counsel, Mr. Greg Rolen, a statement that we can delay the Approval of...

Bedell: I would respectfully request that they be postponed until Trustee Sparks can be here.

Williams: Okay, and perhaps I'm hearing there may be an interest in expanding upon a policy regarding Minutes?

Bedell: No.

Williams: How we record?

Bedell: I think this case is unique; almost said so unique which is terrible grammar. I apologize. It's so unique that there may...even just a sentence. Concern was...there were con...the Board expressed concerns about.

Williams: Okay.

Bedell: That...that...I don't need a dissertation here.

Williams: Sure, sure.

Bedell: Some red flags that went up in that meeting...

Williams: Yeah.

Bedell: I seek a further point of clarification in honor of Trustee Gomez.

Boyd: Point of clarification. What I understand...stood Dr. Bedell to be saying, he's not necessarily changing process. He's wanting to make a friendly Amendment to add some language behind what's stated there. So, you've got two things that you could potentially do in parentheses, you could just, you know, for notation is further detail on the update provided to the Board is in the transcript that's posted on the website. Or, you can wait to change your whole process and then look at what type of detail and how much detail you want to put in there.

Williams: Yeah.

Bedell: Or, number three, some Board Members expressed concerns about enrollment

and financials.

Williams: Yeah. So, here's my thoughts, just real quick. So, every single situation, every single decision that is made is weighty and has controversy associated with that. I mean, I'm not so sure I would categorize or characterize what you just suggested as a friendly Amendment. It raises red flags. I'm not so sure.

Bedell: Okay.

Williams: My initial reflection upon what you said, it is a friendly or positive thing. Again, that's a very controversial issue and the process for that charter school has been very difficult. So, to say anything in a negative light, I don't know if it would be good. I mean, if the Board chooses so I would be in favor of that, but I'm hesitant at this time. Trustee Barke, your thoughts. You've been quiet.

Barke: I don't know. I...I was comfortable with it. I think maybe because I know that the transcript is available where everything is there. And so, I think, you know, I didn't have issues with it.

Williams: Okay.

Gomez: I think that there was enough discussion. I don't recall the amount of discussion, but there was considerable discussion, and that's why I say in...in reflecting upon this, I think it's important that it wasn't just the Charter. That's why I mentioned the City and I mentioned some of the...the contracting issues; construction issues. And so, again, I agree with...with Jack that clarifying that doesn't show it's all on the Charter, that they had some challenges. And, that again, we just need to show that we're doing our job with the oversight because doesn't show that we did our job with the oversight.

Williams: Yes, and I would agree and disagree. The transcripts that are transcribed reflect the great amount of detail.

Barke: Right, that's what I...

Williams: ...and of course, the audio is the audio. So, it's a process. How do we want to change this because every single thing, or every single Item on our Minutes, are we going to start putting comments on it? So, do we do want to do that because now we're getting back to the old policy where we did...we did put a lot of individual comments and it brought controversy.

Bedell: So, I don't want to bury a dead horse here. But, just with #5, Mr. President. If you read that Item #5, Unity Middle College High School – Erin Craig, Ph.D. and Roy Kim provided an update. Not knowing what you know, what would you take away from that sentence? What would you take away from that sentence?

Williams: I would say they provide an update and there's no details in there.

Gomez: Exactly.

Bedell: Yeah.

Williams: So, if they want...if you want it...so again, it gets back to the...the process. Do we want us to add details to our Minutes?

Bedell: All...I am comfortable with this saying is the some Board Members expressed concern. Period. That takes them some other place.

Barke: I'd be okay to add that.

Williams: Okay. So, address concerns regarding...

Bedell: The Unity Charter. “Unity met”...with a title and some...

Williams: Would you then be supportive of concerns and respect for the process and what they had to go through?

Bedell: I...I don't have trouble with that.

Williams: Because I think that kind of balances...

Bedell: That's more balance and it goes to Trustee Gomez because there was issues that they had to...there were issues they had to go through, but I think this is very anemic and misleading to the public given the depth, and also I think it's misleading to the Orange...the Orange Unified School District people as well.

Williams: Well...

Bedell: I...I can live with what you...

Williams: Yeah.

Bedell: ...creatively suggested.

Williams: So, I'm not so sure it's as misleading as stated here, but I think...

Bedell: It's incomplete. I'll go that way.

Williams: I like that word better. Why don't we do this? Why don't you and I work on language and we'll talk about policy; about how we're going to do our Minutes and we're going to bring this back in February, and add and improve it. How does that sound?

Bedell: As long as this does...as long as this specific Item, as a unique Item, does not get lost.

Williams: Yeah, because we're not going to approve this. It'll come back to February. Would you be open to that? Okay. No, sometimes it's you have to be like Solomon and being able to have the wisdom and discernment of what to do here in being serious.

Bedell: I know I get attacked on that all the time, Trustee Williams.

Williams: Okay. Okay, so...

Bedell: Postpone. I Move to postpone further conversations about process and Item.

Williams: And bring it back for the Approval in February.

Bedell: Thank you.

Williams: Okay, very good. I think that's reasonable. You okay with that?

Bedell: Yeah.

Gomez: I'm okay with that, but I do have another question about the Minutes.

Williams: Okay.

Gomez: I'm looking at Item #8 on Page 6 of our packet. I read the Minutes on Item 8, third paragraph. “The Board without opposition consented of a legal update on State Education Code, etc.” I don't recall the conversation that way. I actually went back and I looked at the...the transcript and we were kind of all over the place, but it was my understanding that we were going to Agendize whether or not to have a legal update for this meeting.

Not that we were giving direction, and I think that's where we keep getting sidetracked a little bit, is that who is giving direction to Mr. Rolan? It was my understanding from a couple...over the past couple meetings that it was going to be the Board that would give direction to Mr. Rolan as to how we would proceed.

Williams: So, thank you for bringing it up to light because that is something that I did review myself, and I would, with all due respect, disagree with your interpretation. I

asked for a consensus by the Board if we would have an update and a presentation on the Budgetary Adoption Process by Mr. Rolen, and my interpretation was such we talked about it in Executive Committee and I asked Mr. Rolen to do that. So, that's calcott...the genesis of why it's on today's meeting.

Gomez: Okay. Well, that was not my understanding because it...that...that conversation got really muddled up with the subcommittee, Trustee Sparks and I, looking at the budget. That's where I think it got really muddled up because when I looked at the transcript, it is not clear.

Williams: So, with all due respect I think it is clear, so...

Gomez: Okay, I will vote not to Approve these Minutes because I do not believe that's an accurate reflection of what occurred and what the discussion was.

Williams: Very, very good. Okay. So, we're, again, we're going to bring this up at our February meeting and you can vote against it at that time.

Bedell: Trustee Williams.

Williams: Yeah.

Bedell: I guess I'm somewhat aligned with Trustee Gomez on this and I, too, want to read the transcript as we do the other part. So, I suggest you and I when we talk, talk about that paragraph as well, okay?

Williams: Absolutely.

Bedell: Okay.

Gomez: Because it's several pages in the transcript.

Williams: I know...I know.

Gomez: So...

Bedell: Thank you very much.

Williams: Very good. Okay, so, we're postponing the Minute Adoption to the next Board Meeting. Public Comments? Nina?

Gomez: Before we move on, can we be sure that when we go back and we postpone the Minutes that we are looking at Item #5 as well as #8? Okay?

Williams: I think that's what we...

Gomez: I just want to be clear because we just got muddled up in something else. So...

Williams: Very good. Any...

Boyd: So, I'll make sure that each of the Board Members have a copy of the transcript. The audio is posted but the...the transcript is...we have not posted because we're still working on it.

Williams: Okay.

Gomez: Okay.

Boyd: Okay. We have 16 individuals who have given us cards for Public Comments in 30-minute Public Comment General.

Williams: Okay. 16, so that means we're going to have 30 minutes, we're only going to hear from 10 of them.

Boyd: Unless some of them are less than 3 minutes.

Williams: Unless some of them are less than 3 minutes. And, for those who aren't called, we have a part in our meeting at the very end where Public Comments are also heard, too.

Boyd: 15 minutes.

Williams: 15 minutes. Okay, very good.

Boyd: So we will...for those who are not familiar with our process, we have a timer light. The timer light will be...the button will be pressed. It will show green. After 1 minute it will move to caution which is yellow, and then it will move to red and 30 seconds after it moves to red, the buzzer will sound. If you have not stopped talking, I will request that you stop talking.

Okay, I'm going to call, just so that we can keep this moving, I will call 2 names at a time. So, the first person can come to the podium and the other person would go right behind over to the side and line up, then we can try to move this so that we can get as many people as possible. The first person is Joyce McNabb followed by Linda Cohn.

McNabb: Joyce McNabb, West Michigan transplant to Costa Mesa. Thank you for the chance to talk with you this morning. This is the second installment in the Betsy DeVos Saga. Last month, I talked about the multibillion-dollar fortune of the DeVos family built upon their pyramid scheme to sell their household cleaning products. But, Betsy DeVos was not always Betsy DeVos. She grew up as Elisabeth Prince. Her younger brother is Erik Prince, our country's most notorious mercenary. He is the founder and he financed the "government services and security company known as Blackwater." More recently he is known for his efforts to privatize the war in Afghanistan. And so, Mrs. DeVos' efforts to privatize our education system should come as no surprise. Everything in fact seems designed to take Public Funding intended for Public Education and divert it to Charter Schools and Private Schools and Religion-affiliated schools. Here's the mantra: Defund, devalue, demoralize, destroy; DeVos. And, what happens to our programs like ACCESS and specifically, juvenile court schools.

If we truly believe in education for all our kids, what happens to our most vulnerable? The ones at greatest risk. The answer: making public education better able to meet the needs of all our children. There are people who know what needs to be done and who know how to go about doing it. Some of them are in this room. I implore you to listen to them. Thank you.

Boyd: Linda Cohn, followed by John Briscoe.

Cohn: I hope all of you were paying attention to the previous speaker who's raising some really serious questions about who's really in charge of our education system, and I think all of us need to be very, very...paying very close attention to these issues but I'm up here for a different reason. Actually, I have some, I think, good news for you. The recent review, second review of the Health Framework State of California has just been completed as of last Friday. We have...I have indication that there were hundreds of people that participated in this review, and that is a very, very good thing. Secondly, I would also like to make you aware of the fact that there will be a public rally of parents in particular, to address issues raised by AB329 and the proposed Health Framework.

That particular rally will take place next Friday, January 25th in Sacramento. So, you see, Dr. Mijares, we are listening to you. We are going to Sacramento and I think that is a very good thing but for all of you, I think holding this forum, clearly in my opinion, provided the impe...impetus and the galvanization of a lot of these parents. And so,

again, I thank you so much for holding a forum that I myself personally had serious doubts about, but I think overall this is the result. For my own role in all of this. I think my greatest frustration continues to be my inability to maintain open, respectful dialogue with leaders of the LGBTQ community. I've tried very hard.

It was going well for a while, but I can't maintain contact with certain people. I think Laura Kanter, in particular, we were right on the verge of discussing some of our mutual concerns, particularly about the medical accuracy of the framework and the curriculum. I'm going to renew this effort. I spoke recently with Scott Miller at a CTA Conference on LGBT issues just last month and I have a transcript of his response to some of the questions that I raised which I felt very helpful, but I don't have time to show those. Again, thank you for the forum and we are involved.

Boyd: John Briscoe followed by Michelle Anderson.

Briscoe: I'm John Briscoe, the elected and re-elected trustee for the Ocean View School District and Board President. My comments here will be brief at the request of the President. I have three things to say today. One, our Board will be presenting its views in two component parts. One will be a 15-minute allocated presentation time across a broad spectrum from Board Trustees.

And then, in addition to that will be Public Comments on that specific Agenda Item. I would request that this Board not restrict...constrict public input and Public Comments in the Public Comment period and let everybody speak that needs to speak. I'll keep my comments short here. I have 3 minutes. I don't want to preclude any of the other people and your restricted 15-minute program that you have up here for general Public Comments.

Boyd: Michelle Anderson, followed by Cindy Borcoaman.

Anderson: Good morning, Superintendent Mijares, President Williams, honorable Board Members and staff. I'm Michelle Anderson, Regional Manager for Advocacy for the California Charter Schools Association. CCSA wholeheartedly supports both petitioners that are here today. That's the International School of Science and Culture, and the Sycamore Creek Community Charter School. We have vetted both of these charter petitions in a very rigorous process that includes looking at their operational, educational, and legally set standards, and we find them to be well-written petitions and to show that they have the ability to open.

Furthermore, we are very encouraged by the level of expertise in leadership that they have put on board at both schools. They have...have vetted out and found some very good, experienced leaders, and we see that they will be the people that can take these schools, open them, and be successful within their first years because it is difficult to open a charter. Speaking of difficulties, the other difficulty is facilities and CCSA has been made aware that there has been a denial of Proposition 39 classroom facility space to both petitioners, and this is classroom space that they are entitled to. Let me make it clear.

We know that there were fear-mongering scare tactics and bogus ADA calculations that were made in order to deny both of these schools space that they are entitled to under the California law of Proposition 39. And, both CCSA and legal counsels for both petitioners will pursue every avenue possible to get them the space that they are entitled to. Finally, let's talk about myths and some of the things that happened under this fear-mongering and the scare tactics that were used, and you Board Members can ask during a question-and-answer period the petitioners some of these things that were done, because they have documented information on this. Charter schools are public schools.

They provide a choice for families and they...this choice is available whether the school offers that possibility of education or not. When a charter opens, it does not mean that a District school closes. That is a downright lie. Your District schools will remain open even when a charter school opens in your District. Finally, charter schools that co-share space or close by to an existing District school actually do not hurt the schools, they help the schools.

We found, and you can look at a New York City public school study, that a charter schools co-sharing a space actually raises the scores and the academic performance of the existing District schools. So, I'm asking these Districts rather than creating mistruths and adding angst and creating the divisiveness in the community, that you come together and embrace these students. They are your students as well. Thank you.

Boyd: Cindy Borcoaman, followed by Christine Silvestri.

Borcoaman: Good morning, Dr. Mijares and Board. I'm a retired teacher with ACCESS. I have agreed to be a spokesperson for a group called SOS, Save our ACCESS students. I represent many teachers and ACCESS staff who are concerned about the declining population of juvenile court school...school students. Los Angeles teachers are on strike. They're on strike primarily for their students and their conditions. They want smaller classroom size and more student services. Similarly, the teachers at Orange County Department of Ed are protesting or are in negotiations. Much is at risk.

2016, Laura Strachan became the Assistant Superintendent of Juvenile Court Schools. The population was 2,808. 2017, it dropped to 1,631 and it's at now, 2018, 1,499; 43% decrease. This concerns is not only the cost of living that teachers are concerned about but it's about the future of juvenile court schools. There have been a drop of 80 teachers and a total of 80...of a total of staff with teachers 100 in the last two years. At this rate, there'll be no program. The staff want to know is Laura Strachan operating to drastically reduce juvenile court school population at the direction of the Superintendent and the Board.

Last month, I came as an advocate for juvenile court school students and Dr. Navarro was talking about the lowly. These are the students that don't have people to represent them. Their parents live chaotic lives and they are the type to go to the....they're not the type to go the School Board Meeting to try to change the policy. Superintendent Al Mijares and Board, you are elected to have a responsibility to these students. Last month, I went over the reasons for the decline. The student that were 18 years old were dropped. There was a

letter to all the students and parents saying there's going to be three-pods schools, which was a concern for them because they'd be rival gangs in the same school.

And, the curriculum changed so some of the students weren't able to adapt. Laura Strachan has failed the students in Orange County by changing the summer school practices. Summer school is a wonderful opportunity for students in all over the District. The cost of summer schools going sky high and online programs provide students to catch up on their credits. 15 credits were offered. Against advice of administration staff, she's now only letting students have 10 credits and they are not adjusting the summer school's schedule to adapt the school schedule of the different school, so it's only six weeks.

This is going to cost our ACCESS program millions of dollars. I'm a taxpayer and this is unacceptable. This is not being flexible, doing what the schools Districts want. This is bad leadership. I have worked on many Democratic campaigns this fall and it's unanimous that all these people that are elected now in Orange County want the best for our Juvenile Court School population. I am not going to be walking away from this. I just want the students to have a voice. Thank you.

Boyd: Christine Silvestri, are you here? Followed by Ligia Hallstrom.

Silvestri: Good morning, Board of Trustees and Dr. Mijares. It's an honor to be here today. Thank you for this opportunity to speak to you. My name is Christine Silvestri from Healthy Smiles for Kids of Orange County where I work as a Community Relations Manager, and I'm proud to represent Healthy Smiles. We are the largest nonprofit in Orange County specializing in dental services for vulnerable youth in Orange County who have limited access to dental services. How this ties in to education. I wanted to present to you alarming statistics in regards to oral health and the severe epidemic of chronic tooth decay.

51 million lost school hours per year due to chronic tooth decay, cavities, a lot of children ending up in the ER due to severe infection, and that could be a life-threatening situation. Healthy Smiles is working really hard to address all those barriers that families are facing which you are well aware of. Lack of transportation, dental fear and anxiety. About 30 to 40 million Americans across the nation have some form of dental fear and anxiety; could be a lot of folks in this room. And, what we're doing is providing a lot of services where we're actually going to the community with our Prevention, Teledentistry and Outreach programs, eliminating those barriers, educating parents on the importance of oral health, and we're committed to that, our mission, of improving access to oral health.

There's about 60% of children at the school sites that we serve throughout Orange County that have chronic tooth decay. So, we would love an opportunity to discuss with you, along with our CEO Ria Berger; provide you a tour. Also, to see our programs, Community-based programs, in action, and we definitely want to keep kids in school, keep them healthy and we want to make sure that we partner with you as well. So, we would love an opportunity to speak with you in further detail about the work that we're doing and the passion that we have for oral health. Thank you.

Boyd: Ligia Hallstrom, followed by Victor Valladares.

Hallstrom: Good morning, Superintendent, Dr. Mijares, esteemed President, Mr. Williams and Board of Trustees. My name is Ligia Hallstrom and just like some of you, going to the dentist is not just an easy route to my dentist. It creates some anxiety. Let me give you a little bit of background so that you know that I'm speaking from some level of authority and knowledge. I was...I have been in education, not anymore, for 27 years. I held different positions: Principal at the elementary, middle, high school level; District Administrator, and School Counselor. I know the dynamics that what happens on a daily basis for school administrators.

This is why I'm coming today as a VP of Fields of Operation for Healthy Smiles Kids of Orange County. Equity and access. Equity and access and I listened to Dr. Mijares' invocation. True, equity and access but most importantly, we need to stop...creating barriers for our kids. As a Principal, I had about 85% of my students on free and reduced lunch. We started a pilot at Wilson Elementary School to be innovative so that the Common Core, the academic, the instructional minutes did not...integrated was not a hurdle for our kids. I'm coming here today, Dr. Mijares, because I know you have contact with superintendents of Orange County, and what I need is a forum to be able to do a presentation to our superintendents.

Santa Ana Unified School District has almost 25 schools. We also have schools in Tustin. I want to make it even bigger. In fact, charter schools, we're also open to...to give you services. We're doing resta...restorative practice on Saturday. So, we want to eliminate any barriers. Our kids need and deserve oral health. There is a big...a big research. In fact, I just read it yesterday that talks about the relationship between Mental Health and Oral Care, and there's a huge relationship. We have kids that are suffering for dental and it impacts mental, vice versa. So again, once again, Board Members, I like for you, like Christine Silvestri said, the opportunity to give you a tour to show your service at no cost to our kids. Thank you very much.

Boyd: Victor Valladares, followed by Bertha Valdez.

Valladares: [MR. VAYADARES SPEAKS SPANISH AND DR. MIJARES INFORMS MR. VAYADARES, ALONG WITH NINA BOYD, THAT A SPANISH INTERPRETER WILL BE PROVIDED FOR HIS PUBLIC COMMENTS]

Boyd: We're going to bring an interpreter up. If you would start over and just do short segments. She'll tap you on the shoulder if you're going too fast.

Valladares: Okay.

Boyd: We'll start over again.

Interpreter: Good morning. My name is Victor Valladares and I am a resident of the Oak View Community and I am 32 years old. I am here representing all the members of our community and a lot of them are here present today, and a lot of them couldn't be here today, as well, but here we are live on Facebook so they are informed of what is happening in our community. Basically, last November and December, there was a tactic

attack against our community and Oak View. The tactics employed were false claims where residents were required...asked to sign a petition to provide after-school programs. A lot of the members are present here that are trying to go against what I am telling you today, and one of the incentives provided to the residents was free books.

A lot of the community members are not aware of what charter schools are and just asking that it's not a good way to start by selling lies to those members. Another thing is, lies are lies and it's not fair that our community is being lied to. That's why I'm here and that's why I feel like they don't have the support of outside communities and they came directly to our community and attacked the Hispanic community because that's...they thought it was an easy target – I'm just paraphrasing here folks.

And, I feel like they're using charter schools because they say, hey look, they don't have the community support, so they...the charter schools become a target...sorry, the community becomes a target for charter schools. Absolutely. This is not only going to happen here in Oak View of Huntington Beach. It's also going to happen in other communities and just be careful of what's happening; be aware. And, I'm here to ask the Board of Directors to listen to your members and to the community.

Boyd: Can you translate that the time is up so would you let him know, and also...

Valladares: Okay.

Interpreter: So, what he's asking is that you guys are aware that you need to make aware of the community of the pros and cons of the charter school, and right now, nobody is willing to sign the petition. We are here representing the people that are against...all the signatures are against the charter school.

Valladares: Gracias.

Interpreter: Thank you.

Boyd: Bertha...Bertha Valdez? Bertha Valdez here? She needs translation?

Valdez: [MS. VALDEZ SPEAKS IN SPANISH AND THE INTERPRETER TRANSLATES ACCORDINGLY]

Interpreter: Good morning, my name is Bertha and I'm here to ask you...to make you understand what is happening in our school. I'm just asking for you to listen. All the parents, we're just trying to find out what's happening. Every...all the parents are confused. And, we are here today for you guys to listen and to help us understand and to take matters into your own hands of what is happening. And, I'm just here representing because my children went to these schools and I don't understand why this is happening and I feel like this isn't right. And, I'm just here to ask that you help...you understand us and see where we're coming from because my children went to these schools and, you know, I have a lot of kids that and...I know a lot of kids that go to these schools. So, thank you for your understanding and for listening to our plea.

Boyd: Emily...Emily Anderson and she will be our last speaker for this time period. We only have 30 minutes to during this time period and then there's more time available later in the Agenda.

Anderson: Good morning, Board. As a parent of OVSD students, my kids are receiving an education from caring and highly qualified teachers. I am also a teacher in Orange County and have first-hand experience with our teachers and knowledge of the school system and can attest that OVSD excels at supporting our students, families and staff. I understand the desire for choices in education but we have so much here and I believe Sycamore Creek Community Charter School is dishonest, unethical and a detriment to our students. The charter proposed a Waldorf method of instruction with no guarantee of Waldorf experienced teachers.

To say all students, TK through 6th grade, will be able to learn instruments, World languages, woodworking or how to knit with only eight planned teachers for next year, including teaching core subjects meeting grade level standards is unconvincing at best. There is no Director or Principal hired in place, to my understanding, until charter approval as well. We have all they propose and more. We have wood shops, dance for PE, GATE program, BAPA, STEAM, and an Environmental Science Program with a two-acre farm. The head petitioners of Sycamore Creek have lied and deceived parents of our Oak View students.

After being denied previously, testimony was given at the last meeting that these people went door-to-door in Oak View seeking signatures to get school property under Prop 39. They told them they were building, the word ‘construire’ was used, and as a bald-faced lie. They promised to give each family books as well if they sign the petition. This is about local control, so let our School Board in Ocean View make the decisions and don't saddle us with the Prop 39 nightmare. What really angers me is as a parent and a fierce supporter of OVSD, I pay a lot of money to live in Huntington Beach and work hard to get our bond passed.

That 170 million dollars is for OVSD improvements and I'll be damned if my tax dollars that I pay as a resident of Huntington Beach and OVSD are going to go to some charter who could have students from all over Orange County or even nearby Districts. I find it appalling and even racist that they only went to the parents of Title 1 schools, especially those in Oak View, where there have...which has a 90% or more Spanish-speaking parent and is having a brand new gym, special HVAC and other improvements being made currently. Singling out Spanish-speaking minority parents to get signatures is deceptive, at best, and mine and all other OVSD resident tax dollars are for modernizing buildings that OVSD students attend only.

If they don't live here, they don't have any business with our bond tax dollars. OVSD previously denied Sycamore Creek petition twice and I am disturbed and alarmed by the motive and unethical tactics of the lead petitioners and Sycamore supporters. We are an excellent district with above average state testing to show for it. As a parent, teacher and O...regular OVSD meeting attendee, I am aware of Sycamore's petition and I reject it because OVSD is already an excellent District offering all they proposed. They claim to offer curriculum instruction and offer the teachers tremendous freedom...

Boyd: Your time is up.

Anderson: ...but we already have that. Thank you. Please reject this.

Williams: Okay, that ends our first Public Comment section. Again, at the end of the meeting, we will have another Public Comment opportunity. Moving on with our Agenda, we have a presentation by our Special Counsel, Mr. Greg Rolan on the Board Budgetary Oversight responsibilities and duties.

Rolan: So, how do we work this thing? Is there a button or a clicker?

Boyd: Media will come and assist you.

Rolan: Mr. Superintendent, Board, members of the public, staff. Thank you for the opportunity to be here and discuss the Budgetary Authority of the respective parties, the County Superintendent versus the County Board of Education. What I want everybody to know in context is how did we get here? Evidently, we've been discussing this matter for about three years. There was...we have a matter of dueling legal memoranda from dueling law firms and so, those are the legal memoranda that have been presented to the Board to this point.

On February 6, the former General Counsel, Mr. Wenkart, presented a memorandum demonstrating or explaining the Cota Cole, the second law firm, that he had informed the Board and Council that the Board's only Budgetary Authority was to approve or deny the budget. Consequently, the Board requested a subsequent opinion to try to seek some clarification, and that is the March 5, 2015 Cota Cole memo reference, and Cota Cole determined that the Board had significant Budgetary Authority. So, as you might imagine, one month later there's another memo requested and the memos from Atkinson Andelson, and they acknowledge the Board has some Budgetary Oversight Authority.

However, they determined that they don't have a gubernatorial Line Item Veto and evidently, the issue remained dormant for about three years and came up again at the December 12 Board Meeting, which is why I was asked to make this presentation. So, the purpose of this presentation is simply to put all the statutes before the Board, before the staff, and before the public, and do the best analysis of which I am capable. I'm just going to put the statutes out there in their plain wording, and it's important to understand as we run through all these statutes, I think somebody said it at the December 12 meeting, is that none of these statutes can be interpreted to the exclusion of others. They have to be reconciled much like life. Everybody has...every statute has to be given a voice.

Williams: Greg real quick. If you can speak into the microphone. You're kind of fading.

Rolan: Am I fading in and out?

Williams: Yeah.

Rolan: I'm sorry. I sound much smarter when you can't hear me. There are statutes that vest authority in both the Superintendent and the Board. These statutes, which I will not use my 3rd grade reading skill to read to you, are the Permissive Code. Essentially, they allow school Districts to do things that aren't otherwise prescribed by law. They can do something unless it's in conflict with law or in conflict which the purpose first that a school District is established. It recognizes flexibility, but it wants you to exercise your flexibility within the context of your purpose.

They don't want you declaring war on Imperial County, so, the legislature recognizes the Boards and Superintendents and need this flexibility, and they clarify that for the purposes of this statute, School District includes County Superintendents and County Boards of Education. So, there are let...Boards and Superintendents are allowed to do things that aren't otherwise violating law; expressed statutes. The next thing we have to analyze is each party's respective statutory authority in the context of the budget approval process.

So, Education Code Section 1240 is the authority of the County Superintendent, and the County Superintendent superintends – I didn't even know that was a verb, but that is the first...that's the first word of the statute, so I had to look it up – and superintend means to...it's, let me see, it's to direct or otherwise arrange an activity. So, that is the hard work of the staff. The section also talks about the Budgetary Oversight of the Districts within the County and has a number of visitation and reporting requirements attendant thereto. But, it doesn't specifically address Budget Authority in that particular statute.

Next, we move to the authority of the County Board. Authority at County Board are in statutes 1040...Education Code section 1040, etc. The first entry is adopt rules and regulations that are not inconsistent with the laws of the state for their own government. Now again, this is consistent with 35160. I mentioned earlier it allows you to adopt rules and regulations that are not inconsistent with law, and again, they don't want you declaring war on anybody. They can approve the annual budget and approve the county school services and there are also additional...additional powers of the County Board.

Adopt rules and regulations governing the administration of the office of the County Superintendent of Schools. This is Board policy. This is Administrative regulations. This is what we're used to being the rules by which staff conducts their business. And, 1042B allows the Board to review the Superintendent of Schools annual itemized estimates of anticipated revenue and expenditures before the annual itemized estimate is filed with the auditor, and they can make revisions, reductions, or additions to the annual itemized estimate it deems advisable and proper. Now, so the Boards can make rules and they can revise the budgetary estimates.

There are additional powers to contract for special services. We don't need to get into that right now, and this is all done. So, we have three separate sources of Authority for the County Board and for the Superintendent. Three...the Permissive Code, the Authority of the Superintendent, and the Authority of the Boards, and we have to put that in the context of the statutorily mandated budget approval process.

Bedell: Mr. Chairman, can I ask a question on that last slide?

Williams: Sure, absolutely.

Bedell: Great. Go back to the last slide, please. That last sentence. “The County Board of Education may pay from any available funds the compensation that it deems proper for the services rendered.” Is...that's literally true?

Rolen: That's what it says.

Bedell: Okay, so that means we could pay for – I'm being silly here – painting the building out of a line for a purpose that's for books or whatever. I mean that...the way I

literally read that, that's a license to hunt anywhere to do anything in the budget you want to do. Is that correct?

Rolen: Well, I don't read it that way.

Bedell: Okay, help me.

Rolen: The...it requires it to be proper and it's special services limited to Engineering, Legal, Administrative Matters, Financial and Economic. It's essentially Special Services.

Bedell: So, you're saying that sentence is totally derivative from the preceding sentence? Literally.

Rolen: How do you mean?

Bedell: So, those services from above can be paid for anywhere else. Is that right?

Rolen: From any available funds, yes.

Bedell: So, Legal Service...I don't even want to talk about Legal. Okay, County, let's go with County. We could pay for County out of...

Rolen: The General Fund.

Bedell: Fill in the blank, right?

Rolen: General Fund.

Bedell: Okay. Fascinating.

Rolen: Where were we?

Bedell: Next slide.

Rolen: The Budget Approval Process, 1620. This requires the Board to hold a public hearing on the budget. Again, and it allows the public, you folks, to comment on the budget. This is clearly a transparency provision, correct? We put the budget before the public, before the Board, and allow them to ask questions and have input. 1621C says the budget may contend a fund balance designated for any specific purpose as determined by the County Board of Education. Those funds shall be made available for appropriation by a majority vote of the members of the County Board of Education. So, you can read that slide for it's...for yourselves. It is both permissive and mandatory.

The Board may create a designated fund balance, and, in order to access that fund balance, they must have a majority vote. This is, again, the Annual Budget Approval Process that we all go through. The County Board of Education shall adopt a budget and file the budget with the Superintendent, County Board, and...and Board of Supervisors, and County Auditor. Now again, this is the process that's contemplated. The staff prepares the budget, the Board approves it and submits it to the County and the Auditor. There's more in this statute regarding the LCAP but isn't necessarily pertinent to this discussion.

So, again after the Board approves the budget, it is returned to the County Office, to the Superintendent to make sure it complies with law. To make sure it meets the standards set forth in Ed Section 33127; make sure the County Office can meet its Financial Obligations; that the LCAP is included and that sort of things, and also, the Superintendent can make technical corrections to the budget that need to be made, i.e. rectifying accounting errors that are found. So that, again, is part of the hard work of superintending and is consistent with Section 1240, which requires the...requires the Superintendent to superintend and manage the budget, and the County Office...

Williams: Question, Mr. Rolen. In the...the previous slide there, it talks about sending the budget to the Supervisors and the County Auditor. Is that under the old pre-1980 standard when the County Department of Education was under the Supervisors? Do we know if that language is related to that?

Rolen: I don't necessarily know the language is related to that. It's the most recent language in the statute.

Williams: Okay.

Rolen: It's just taken straight out of the statute.

Williams: So, does staff...do we send our budget to the Supervisors and...

Boyd: It's related to the Counties that are required to do that, that have appointed boards like LA.

Williams: Right, right. Okay. So, that's the pre-1980 new laws...

Boyd: It's...there's some Counties that still operate that way.

Rolen: It's independent versus dependent.

Boyd: We don't...

Williams: We're independent, so we don't do that.

Boyd: send ours...we're independent, so we do not send anything...

Williams: Right.

Boyd: ...to the Board of Supervisors.

Rolen: I'm sorry, I misunderstood the question.

Williams: It was a poorly worded question. My bad.

Mijares: There's only...there's five Counties...

Bedell: Five.

Mijares: ...of the 58. Only five do that.

Williams: Okay.

Rolen: Okay, we've gotten to technical corrections. And again, when the budget is completed, County Office of Education presents the budget at a regularly scheduled meeting and request responses. The response shall include any revisions to the adopted budget or other proposed actions be taken, if any, as a result of those recommendations. So again, this is another opportunity for the public and Board to respond to the revisions to the budget.

Now it is unclear, necessarily, if the response is related strictly to staff recommendations or to other recommendations that can be made. However, the terminology, other proposed actions be taken, appears to give the Board the opportunity to make further...take additional actions outside staff recommendations regarding the budget, but it clearly contemplates some Board involvement in the Budget Approval Process; its undoubted.

Williams: Greg? Just real quick here. So, in that last...if you can go back to the last slide. So, it says here and see in the event of disapproval of the budget. I'm not sure how that...that...this particular para...

Rolen: It relates to the slide before, if the County Superintendent finds errors in the budget.

Williams: Okay.

Rolen: I'm sorry, I missed one. And again, this is Budget Adoption, 45 days later, after

the budg...after the Governor signs the Budget Act. The County Office is required to present the budget to the public. Again, another transparency provision similar to 1623 which allows the Superintendent and County Board to create a budget committee from the public. People in the public, private citizens that are facile with the budget, who can comment on the public budget as members of the public. It's another transparency provision.

Bedell: Point of information. Ken, have we ever done that? I don't know...

Williams: Not to my knowledge in my 23 years here.

Boyd: It's not a requirement. It's a Code Section that allows you.

Williams: Well, it says shall, so that's a good question. So...

Rolen: It doesn't necessarily say whether to require but it does say it's required to be selected by the County Superintendent and Board, and discusses the composition.

Williams: Okay. So, if it was decided to have this committee it shall be composed of between the Superintendent and the...

Rolen: Correct. It would be...it would be people...candidates provided by the Superintendent and agreed to by the Board.

Williams: Right, because Renee and Nina and Al, I don't think we have that...now. Is that correct?

Boyd: We wouldn't because the Board and the Superintendent have not done that.

Williams: Exactly...exactly.

Rolen: Don't worry, you're not in trouble.

Williams: Okay.

Rolen: So, there are a number of Statutory Provisions that pertain to the power of both the Superintendent and Board as it relates to Procurement, Budget and Operations, and I call these checks and balances because it's essential for the smooth and accountable operation of County Office that you vest authority in both the...both the Board and the Superintendent. I'm going to run through these real quickly because you'll see that they demonstrate that there is a split of authority and a shared responsibility.

1275 is the delegation of a Purchasing Agent. You can see the statutory language: County Superintendent may arrange in accordance with the regulations of the County Board a Purchasing agent. This is the well-known \$25,000 limitation that the Superintendent is allowed to spend on contracts or services under a \$25,000 threshold. And, if it exceeds that threshold, then it has to be brought back to the Board for approval, which explains why I sign so many \$24,900 contracts in my day.

Bedell: Mr. Chairman?

Williams: Yes, sir?

Bedell: There is no limit on the number of revisions, right? It says "if a revision is about \$25,000." It could be an infinite number as long as that above \$25,000 they come back.

That's the way...

Rolen: That's a matter of Board Authority. There's...there can be an excess of \$25,000 brought back repeatedly. Yeah.

Bedell: Right? Okay. Thank you.

Rolen: Where are we, audio-visual? Again, the County Superintendent, with the approval of the County Board of Education, may enter into audio-visual contracts. Again, there seems to be an emphasis on audio-visual contracts. The County Superintendent of Schools, with approval of County Board of Education. Audio-visual equipment is far beyond projectors and film strips, so that becomes big business. The County Superintendent of Schools, with the approval of County Board of Education, may conduct research and an investigation to improve education. And the County Superintendent, with the approval of the County Board, may even market software licenses.

So, there are a number of statutes, and I'm not going to mention all of them, that contemplate a split of authority between the County Superintendent and the Board of Education. Legal decisions. Well, as we heard earlier, there's no shortage of legal opinions on this issue, but there are very few. There's really a paucity of legal decisions that specifically address the split of authority between the Board and the Superintendent, and that's probably why we're at this position today, but there are a few and I'll explain them to you. This is Ross versus Campbell Union School District. This was a case involving a dispute over who is...which entity is responsible for paying a large inadequate supervision judgment, and the courts were trying to determine who was responsible.

And, they identified the problem very well, I might say. Says, "not the least of the anomalies in the Education Code is that seemingly random assignments of power, many to the County Superintendent of Schools and others to the County Board of Education. It does seem clear that in single-budget counties, the total education function of the County is necessarily invested in an entity that is either sometimes called the County Board and sometimes called the County Superintendent. So, the courts recognize the reason we're here today. The next decision is the 58 CalApp...CalApp opinions of the Attorney General number 90.

That's a 1975 decision, and this decision was referenced in each of the memos that we discussed earlier. So, I'll explain to you what that quote means at a context but first, I want you to understand what a California Attorney General opinion entails. It's what lawyers use when they don't have anything else. It really is, because what a...what an Attorney General opinion is, is that a member of the public or an elected official identifies a legal issue that needs resolving, but there's no lawsuit. So they write an opinion and it has little or no precedential value, it's directive, it's instructive, and when we have nothing else, that's what we rely on.

In this particular case, there was a...an issue where the County transferred budget approval authority to the County Superintendent of Schools, and there was a dispute whether the County Superintendent of Schools or the County Board had that...had that approval authority. And, in this case, they opined that it was...that the Board had the authority consistent with Section 1240 discussed previously. And, this is another decision we found that has been not...that's not been referenced by either...by any of the memorandum. This is a PERB decision. PERB decision...PERB, they...they're the state agency, the Public Employment Relations Board, that resolves disputes regarding

contracts and negotiations, and in this particular decision, the County Board withdrew from the negotiations process.

I bet you wish you could do that. Under the...under the theory that they weren't the employer. So, the Board analyzed the respect of authority of the Board and Superintendent and said the following. "Even though the County Superintendent actually prepares the annual budget in practice, the Board of Education has substantial input into the process. Superintendent Kony testified that he keeps the Board informed throughout the budgetary process so we'd have no trouble obtaining approval for the final product. Although his testimony...although it in his testimony he maintains the Board's approval is merely a ministerial act, he could not cite nor can the administrative law judge find authority for this proposition.

So, the PERB and the administrative law judge ordered the Board back to the table on the theory that they had so much budgetary authority they must be...they must be...an employer. That's all the law. So, here's the moment we've been either addressing or anticipating or dreading, because there are going to be conclusions. In a way, I conceptualize this issue is a separation of powers issue. Okay, we've heard a lot about separation of powers in the news. There's three separate sources of authority and each part...each authority has a specific role to play, and I think it's akin to the...the Superintendent's Office is the Executive Branch.

They...they create, submit, correct and execute the budget. The County Board is akin to the Legislative Branch. They have approval authority. They can modify, revise and/or approve the budget. And, the California legislature tells each party how to do their job and drafts laws related to the execution of that power. 35160 says that you can act when it's not otherwise prescribed. 1042B allows the Board to revise, add or subtract from budget estimates and 1021 C allows the Board to create a fund balance and access that balance as they deem appropriate by a majority vote. So, I know it sounds like a jumble. There's a lot of statutes being thrown out you, but you simply have to ask yourself, why?

Why would the legislature do this? Why would the legislature write laws that no word can be ignored in any of these laws? We have to reconcile each word and all these laws. Why would the legislature write a laws giving Board specifically enumerated authority; revise budget estimates, create contracts, create fund balances; if they didn't intend for the Boards to have those powers? Why would the legislature write a law permitting Boards to act unless otherwise prescribed by law if they didn't intend Boards to have some power?

Why wouldn't they just write a law saying that the authority is vested solely in one party or the other to remove that flexibility? The question is, they wouldn't, and they didn't. There's a separation of powers here. Everybody has their role to play. No single entity governs the budget process. It's the laws kind of strained way of saying two heads are better than one, and the law wants all of our electeds working together for the benefit of our students. My secretary put that slide in. I don't really want any questions.

Williams: Very good. Thank you. Thank you, Mr. Rolen. Are there any questions from the Board on the presentation? Yes?

Bedell: I was intrigued that one of the most recent citations you had was from 1982. Is there anything more up-to-date than that?

Rolen: Just the statutes.

Bedell: Just the statutes.

Rolen: We did an exhaustive search of all authority and there is no authority provided in any of the memos preceding us and that was...that was a novel.

Bedell: So, there have been no more recent attorney General opinions...

Rolen: No.

Bedell: ...of any of that?

Rolen: No, sir.

Bedell: Okay. I'll...I'll default to...

Rolen: Much to my chagrin. Yeah.

Williams: Trustee Gomez?

Gomez: No comments. No questions, no comments.

Williams: Okay.

Bedell: May I ask you, Mr. Chairman, then?

Williams: Yes, sir?

Bedell: What was your purpose of agendizing this?

Williams: Be...so, to...

Bedell: I'm...it's not cheeky. It sounds New York and I apologize.

Williams: Sure, sure. So, I know sometimes our memories can be short and forgotten, but I remember very specifically.

Bedell: Please.

Williams: During our Board review we talked about the controversy of passing the resolution to pay for. Mr. Rolen...

Bedell: Okay.

Williams: ...and there was a lot of concern and debate...

Bedell: Sure.

Williams: ...as to what is a budgetary authority, because we wanted to make a line item to pay for the future cost of Special Counsel. So, there is a lot of debate, and so, this is...

Bedell: Okay.

Williams: ...the genesis of how we got to today.

Bedell: My understanding is Mr. Romo is in the audience, I learned, this morning. Would it be possible for him to speak to this? Is that appropriate?

Williams: It's...well, I think would be inappropriate, Jack...

Bedell: Inappropriate?

Williams: Yeah. It's not on the Agenda and we have a lot of people...

Bedell: Okay.

Williams: ...and a lot of things to cover.

Bedell: Thank you.

Rolen: Thank you.

Williams: Okay, very good.

Bedell: Oh, and then, yes, I wondered, then, if we could schedule that in for a future Agenda because I am concerned. Okay? The Executive Committee...

Williams: Okay, just...just so...because there is some question as to what happened the last meeting.

Bedell: Yes.

Williams: Is it a consensus that you want to continue with this dialogue and process by getting Mr. Romo, and do we want to get Mr. King here, too?

Bedell: I would be...I have no trouble with that because I think this is...has statewide implications.

Williams: It does.

Bedell: I'm very comfortable that if we exhausted, because I'm not...when it's something that ends 37 years ago, I don't find compelling. So, I want to know what's...every...and I agree with you. Absolutely.

Williams: Yeah. So, because you're just throwing things new and I haven't processed, I'm a little bit old and can't process as quickly...

Bedell: But you still have your looks.

Williams: Oh, thank you. Sure, hair transplantation really does well.

Bedell: I know. I couldn't find a good doctor.

Williams: So...that's good. That's good. So, how about, Jack, if it's okay with you, if you and I just have a conversation between now and the next meeting, and we can...

Bedell: Sure.

Williams: ...we can bring this back and talk about...

Bedell: I'm comfortable.

Williams: ...at another Board roundtable. Would that be okay?

Bedell: Thank you.

Williams: If you can remind me, Nina?

Boyd: So, you don't want to have this as an Item that we will move to the next Agenda for February? You're going to have a dialogue and then that will determine if you're going to do it? Because I...I heard two different things stated. First, there was an agreement that you would have Mr. Romo and, potentially, Mr. King to have some more discussion and we put that on the Agenda for the next Board Meeting. Then, I heard something different. So, I need clarification, please.

Williams: Okay. So, what I was proposing may be different than, Jack, I thought you agreed with me that you and I would talk about this...

Bedell: Sure.

Williams: ...and bring it back to...under Board roundtable.

Bedell: Right, and we don't...

Williams: ...in February.

Bedell: ...have to do anything until June anyway, right? With the budget?

Boyd: That depends on this Board.

Bedell: I mean, theoretically.

Boyd: Theoretically, you would not be doing anything to the budget until June, yes.

Bedell: That's fine. Then I think we have time to do this right.

Williams: Okay, very good, very good.

Gomez: Okay, and just for...for a point of clarification. When we reference these two other folks, these are the attorneys that gave us the previous opinions?

Boyd: That is correct.

Gomez: Okay, because...

Boyd: After Andelson, Jim Romo was cited on that document and then Daniel King was

the person who submitted the Cota Cole.

Gomez: Okay. I think that would be appropriate since if you're looking back at 2015, there are three Board Members that were not here in 2015.

Bedell: That's fair.

Gomez: So, that would that would be, I think, very appropriate for Trustee Barke, Sparks, and myself.

Williams: Absolutely. And, know that this is a...very important. So, what we'll do then, because we have time, there's no urgency, Trustee Bedell and I will talk and see how we can formulate this and bring it back under Board roundtable discussion for the February meeting about how to structure this.

Bedell: I'm comfortable with that.

Williams: Is that reasonable?

Bedell: Absolutely.

Gomez: And, I think would be helpful if we got those opinions so that we could look at them with a little bit more time than just the Agenda.

Williams: Okay.

Gomez: If that was...if that was what was determined.

Boyd: Okay. Those opinions were provided to the Board in December. We sent them to you, but we can send them again. That's not a problem because I know you got a lot of things in December.

Gomez: I must have missed that [inaudible] then.

Boyd: And so...but, that was referenced to send those to you, and so, we sent them by email. You weren't given hard copies in your folders.

Gomez: Okay, okay, I will look for that.

Mijares: Mr. President, I also want to comment, if I may, that the opinion that was written by Mr. Romo was dated 2015. I've asked him to refresh that opinion. So, you will have another opinion on this subject that will be delivered to the Board.

Williams: Very good.

Mijares: As Dr. Bedell noted, this is a PERB decision that was quoted by the attorney, 1982, and there's been...there's...there's more information that can amplify it and I think put this in its proper context.

Williams: Okay.

Barke: Point of clarification. By postponing and not taking action, are we holding payment of Greg Rolen, or is...

Boyd: There was nothing to take action on this Agenda. This was just a presentation...

Bedell: Information.

Boyd: ...so, it's just information. I don't think the Board's prolonging. If...I think where you all are in terms of your lawsuits and so forth will determine, you know, those...those things.

Williams: So, question just for fair and balance. If...if the – and I direct this to our attorney – because we have two...we kind of dealt with this a few years ago, because we just learned that our good Superintendent's getting another opinion. Does that mean the Board should get their own a second opinion?

Rolen: Sure. Get all the opinions you want. You understand what I'm...why I answered in that way?

Williams: Sure.

Rolen: Yeah, and...and this issue has not yet been resolved by the courts, and if it had been, we wouldn't be standing here, but we can...we can...I can give you a written legal opinion if you want. You can get other legal opinions. It would be...it would be fine. We should all...we should all put our heads together. That's what I've been suggesting.

Williams: Okay. Compromise. Unity. We're all broken people and we live in a broken world. We live in a world of many differing opinions of how to govern ourselves. Good advice. Okay, moving on with our meeting, we will be meeting in Closed Session with our Legal Counsel for...so, for the record for Closed Session #2, there will be no action taken. So, the Board...

Boyd: There will be no Closed Session.

Williams: There will be no Closed Session; no action taken, yes. So, we'll be going in Closed Session #1. For our good audience out here, the Closed Session probably will be anywhere from 30 to 45 minutes, looking at what we previously have had, time wise, for the subject. So, probably be back in sitting here by 12:30 P.M.. I think that's a reasonable time.

Gomez: Can we make it 12:15 P.M.? Do you think we can get done by 12:15 P.M.?

Williams: Do we think we can get that done by 12:15 P.M.?

Gomez: Yeah.

Williams: I...maybe.

Bedell: Mr. President?

Williams: Yes, sir?

Bedell: I wonder if you would entertain the thought. We have, I'm sure, close to a hundred people here today, and, what would be your thought? Our attorney is here with us for Closed Session #2. What would be...Closed Session #1. What would be your thought if we Approve the Consent Calendar and then rearrange the Agenda to do the Charter School Items? That's where I understand most of the people are here for, and that would be about an hour-and-a-half of Charter Schools; the quick Motion for the...we would...consent is nothing. Would you have any...I'm just thinking of the public. There are people here who might want to...

Williams: Yeah.

Bedell: ...do you know why? It's 20 to 12 (Noon). That means we could be done by 1-ish with the Charters, maybe? Is that pushing it?

Williams: Yeah. So...

Bedell: What is your preference?

Williams: So, again, it's not my preference. It's the Board preference. We do have our attorney here who may have other responsibilities. So, Mr. Brenner? Mr. Brenner? I'm trying to get your attention. So, what is being proposed by Jack, here, is that we delay the Closed Session, and looking at everything, putting the Charter Schools...that's probably going to be 90 to 120 minutes, to do the Charter School section. Is...how does that interfere with you?

Brenner: It's no problem. Thank you for asking.

Williams: Okay. Okay.

Bedell: So, would you prefer it, for Parliamentary Procedure, to be a Motion that we

reorder the Agenda to take Items 2, 3, 4, 5, 6 now and postpone the conference with the lawyer?

Williams: I don't see any problems. Let me get to my left. Trustee Barke, your thoughts?

Barke: That's fine with me.

Williams: Okay, and Trustee Gomez, are you okay?

Gomez: I think that would be fine. Maybe we just take maybe a 5 minute...

Williams: 5 minute break?

Gomez: Yes.

Bedell: Thank you.

Williams: Okay. So, for the...for the audience who are...who are here; to our guests, what Dr. Bedell has recommended...I think it's a friendly Amendment. I think there's a consensus amongst the Board here that we're going to delay Agenda here on the Closed Session and put it behind the Charter Schools. That would be Items #3, 4, 5, and 6. We can quickly do a Motion for the #2, the Consent.

Bedell: Sure.

Williams: And then, we're going to take a 5-minute break, so we'll be back in here at 11:50 A.M., okay, and we'll start with the Charter Schools. So, can I quickly have a...

Bedell: I'll...

Williams: Motion.

Bedell: ...I'll Move Consent Calendar #2.

Gomez: I'll Second.

Williams: We got a Motion and we got a Second on the Consent Calendar, which is Granting Diplomas to Our Students. All those in favor, say, "aye".

[ALL BOARD MEMBERS SAY, "AYE".]

Williams: Against? None. No's? Abstain? Motion passes 4-0. Okay, we will be on a 5-minute break.

Bedell: Thank you.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE 5-MINUTE BREAK. AFTER THE CONCLUSION OF THE BREAK, THE BOARD MEMBERS RETURN TO THEIR RESPECTIVE SEATS AND PRESIDENT WILLIAMS STRIKES THE GAVEL 5 TIMES TO SIGNAL THE CONTINUATION OF THE BOARD MEETING]

Williams: If we can have everybody take their seats as we come back into session, continuing on with our Board Agenda, Item #3: Charter Submissions. Kelly, you're up on the deck here.

Gaughran: Today, the Board is accepting the submission of one Charter School Petition on appeal. I now call representatives from ANIMO Charter School to the podium to introduce their submission.

De Jesus: Good morning – I think it's still technically morning – Trustees of the Orange County Board of Education and Superintendent Mijares. My name is Dr. Christina de

Jesus and I'm the CEO and President of Green Dot Public Schools, California. I'm here today to formally submit a petition to open a high quality school in Santa Ana which is previously denied by the Santa Ana Unified School District. As you will learn as you review the petition, supporting documentation, and our response to Santa Ana Unified's decision, the proposed school is to...is designed to meet the needs of historically underserved students in Santa Ana including low income students, students with disabilities, and English learners.

Green Dot has a 19 year history of successfully preparing students for college, leadership and life. We have 21 middle and high schools in Los Angeles serving nearly 12,000 students. Our student demographics mirror those of the neighborhood's we serve. 94% are eligible for free or reduced lunch, 14% are students with disabilities, 17% are English learners, and 99% are students of color. The success we've had across Los Angeles is undeniable and our students are succeeding at high levels. Among our 21 middle and high schools, we have three California Distinguished Schools and three California Gold Ribbon Schools.

All of our high schools have been recognized among the best in the country by U.S. News and World Report. According to the nonprofit CORE and its student growth percentile metric, our middle school students grew on average 71% more in English Language Arts, and 61% more in Math than are...than other schools with similar demographics. Green Dot California's independent high schools have a 90%...a 90% cohort graduation rate and perhaps even more impressive is the 76% A through G graduation rate, which is more than double the state...almost double the state's average.

Our English language learner reclassification rate has steadily increased in recent years reaching 30% this past year. We look forward to collaborating with the Orange County Office of Education and working together through this process. I'm here, obviously, to answer any questions that you might have about Green Dot or the new school. Thank you in advance for your support and for your time and consideration, and I hope to have your support as we work together to serve the Santa Ana Community. Thank you.

Williams: Very good. Thank you very much. Any other Charter Submission, Kelly?

Gaughran: No more Charter Submissions today. You have the documentation that you can take home after this Board Meeting and then you'll have the Public Hearing. We'll hold that in February and the action will be taken in March.

Williams: Very good. Thank you, Kelly. Moving on with our Agenda Item, Teresa Johnson, where are you, my dear? There you are. Good to see you again. Welcome. You have the dais and our attention.

Johnson: Good afternoon President Williams, Board Trustees and Superintendent Mijares. Today, we will hold a Public Hearing to consider public input regarding International School for Science and Culture petition, which was submitted on appeal at the December 12th Orange County Board of Education meeting following the November 15th denial by the Newport-Mesa Unified School District. A clarification meeting is scheduled for this Friday with the lead petitioner and other Charter School representatives and Orange County Department of Education Charter petition review team.

For today's public hearing, representatives from International School for Science and Culture and Newport-Mesa Unified School District will each be allotted 15 minutes to address the Board. Then the hearing will open for Public Comments for a total of 30 minutes. I now call Ms. Patricia Gould from International School for Science and Culture to the podium.

Gould: Good morning. So, it gives me great pleasure and an honor to be the lead petitioner for ISAAC, International School for Science and Culture. We submitted our petition to Newport-Mesa Unified School District in November and it was denied. We received our denial with over 25 District claims that are inconsistent with the Charter Schools Act. For the reasons for our Charter petition denial were 1) charter school presents an unsound educational program for the pupils to be enrolled in the charter school. Petitioners are demonstrably unlikely to implement the programs set forth in the charter.

We do not contain the required number of signatures and reasonably comprehensive descriptions of all required elements in the petition. So, reason number one: That we did not have sufficient educational program or presented an unsound educational program in our charter petition. First of all, our goal and vision at ISAAC is education for global citizenship as the overarching goal and vision. Our mission was that ISAAC's entire educational program is aligned to cultivate global citizens empowered to build a peaceful society. So, three of the program components for ISAAC is that we will be providing a STREAM curriculum.

And, what that is, is that it is a Science, Technology, Engineering, Art and Math curriculum integrating the reading and the writing. And, this is an ideal platform for developing critical thinking skills, communication, creativity and collaboration. Another piece is the social-emotional learning piece, which again, is to help students develop those feelings of empathy and to develop positive relationships. And, our last component is World Languages, that of teaching students Chinese, Mandarin and Spanish as an enrichment period, and that is something that will be provided to all students. A major focus at ISAAC will obviously be English proficiency.

It is crucial that all students develop the foundational literacy skill of reading at all levels, whether they're in Kindergarten, Preschool or 6th, 7th, or 8th grade. To do this, obviously, it's important for the school to implement an integrated and designated period during the day where the students will receive English language development. And so, it is through English language development where it's designated that the students will get specific skills taught for them where their critical language...critical language skills will be taught and...for content learning. Again, with implementing any program, especially ELD, there is a monitoring piece.

There's assessments, and of course, the end result is reclassification. We will pride ourselves and reclassify in our students because it's crucial that students get reclassified before they move on to the middle school. Assessments: assessments is another piece where we clearly discussed a variety of assessments; benchmarks that we will be administrating. We believe in assessing...assessing students every 6-8 weeks and

providing this information to all our stakeholders, whether it be the parents, Administration, Board Members and District County Office; all our stakeholders. It's crucial to stay accountable and transparent with all data.

In order for this data to be effective, it's important for teachers to have time for these teacher data meetings, the grade level planning time in order to review the data, make adjustments to their classroom curriculum, make adjustments to their instructional delivery, and also to focus on what is crucial when delivering instruction to students with their needs. Another big piece, of course, is Section 504 services. This is one of the byproducts of enter...when implementing interventions or a pyramid of interventions at the school sites or your support services. It's crucial that the teachers have an understanding of the different services and the different levels that they provide students with needs.

Now, through our deliberate process, obviously of assessing students, and it does identifying their student needs, we will be able to conduct Student Success Team reviews, and provide interventions in a timely manner. If through this process a child needs additional accommodations or modifications, they will be provided immediately taking into account the students skills, their needs and interest. Our educational program and philosophy, obviously, is centered around the Constructivist Learning Theory. Again, that's the umbrella where we expect students to be actively engaged in the learning process and through our educational program of STREAM, Chinese and Mandarin, Chinese and Community Building.

We expect to reap the educational benefits of academic competence, linguistic and cultural competence, and social-emotional. So, of course, our response to Newport-Mesa Unified School District. No, we do have an educationally sound program. Your claims are inaccurate. It misrepresents the plain language of the charter petition and goes beyond the requirements of the Charter Schools Act. Reason number 2 was that we do...we are unlikely to successfully implement this program. I will be the founding Principal. Again, like I mentioned before, in total have 25 years of educational experience, 18 as an Administrator.

All my life I've been an advocate for students...students...students...EL students; students of color. I believe that in order to attain what we need for our EL students and...and those students that need help, we need to get to our teachers. So, for me, being an advocate for students is being an advocate for teachers because I need my teachers to be great in order for them to provide for my students. So, I've been a Dual-Immersion School Principal, Elementary Principal in Lynwood Unified School District where I increased reclassification rates. I was a Middle School Charter Principal. I moved that school from Koreatown to Lincoln Heights.

I've implemented an ELD program there for middle school students and increased enrollment. My last school site, I increased reclassification rates and they were higher than the District rates. My SBAC scores were consistently higher than LAUSD's average. I also have my school site reviews. For the last five years that I was there – I was there six years – but my last one I wasn't there for, were consistently high in terms of my

accomplishments there. Now, another claim was that our budget assumptions were incorrect. Well, our budget projections and preliminary budgets were all provided by our back-office provider, ExED.

ExED has over 20 years' experience providing services to over 115 charter schools all the way from Ventura County to San Diego. So, one of the...District claims was that we incorrectly calculated the LCFF base budget and the supplemental grants. Well, this is really a cash flow...excuse me, I'm sorry for this...for the slide. This is really a cash flow issue. The funds come from the state versus the District through in-lieu property taxes and the different timing from each. So, ultimately, the impact will be the...will be minor but Ed Code states that for a basic eighth District, all LCFF funds will come from the District.

Another was the enrollment and ADA projections. Obviously, ExED provided us a couple prepared budget proposals where we...we went high with our enrollment projections. You know, we gotta aim and then they provided us one for low enrollment budget, and those are the numbers. We...we only went with the high numbers based on the signatures that we collected, and based on the parent interest that was shown to us, and the 3 months of recruitment that we did. Salaries; teacher workdays: Again, we were competitive with other Districts, with other teacher salaries that were starting teacher salary rates.

We did have additional days included there but we will be paying teachers stipends for the additional work days that they come in. Usually what I do at my school says I provide teachers work days after we're often June for their professional planning time. I pay teachers for their planning time so they could get their pacing guides in order; they could get their assessments in place so they don't have to do it over the summer. And then, we come back in August. We get a week of professional development so that any strategies or goals or end things that we need to accomplish that year, we discuss and we plan and we integrate into our planning guides, and all of that time is paid for.

So, we make sure that our teachers are well compensated. I used to be a teacher and I like to be respected professionally for my time and for my effort, so I like to convey that to my staff. Special Education: Again, the budget there was some mishap at the budget that it was too high and then it was too low. And, that we were off with that. Again, it's incorrect. The first year we budgeted for a Special Education Teacher, a Special Education Coordinator, and there was also \$193,000 in Outsource Special Education services. ExED has...has an excellent track record of providing budgets for brand new charter schools as well as over 115 charter schools.

Food Service Funds: Here, again, you know, we don't know what kind of students we will be receiving; if they're Title One students; if they're students that we will be providing free and reduced lunch, you know, what our Food Program will be like. So, it all depends on the students. So, of course, if it's going to be a free lunch program, then we will definitely provide them a free and nutritious lunch, but if it's not, they will make sure it's at a reasonable cost to all our other students. Either way, food, revenue and

expenses are based upon a set of assumptions for the student population and their meal participation.

Should the assumptions shift students by more or less, the school will adjust its meal purchasing accordingly. This is one of those budgets that should never be a moneymaker. The lunch program should not be a money maker. You should really invest your monies into the Food Program and provide a good meal for the students. Our response to reason #2: No, I truly believe in my 25 years of experience that I am qualified and capable of running a school, especially starting a brand new school. So, inaccurate facts, my resume was in the petition, you know, there's...there's information. Yeah, so no, no. Reason #3: does not contain the required signatures.

ISAAC met the requirement of submitting 7 teacher signatures, which is the requirement. In addition, we added 6 more teachers that they willfully added their teacher information, their credential numbers, indicating their interest, and we still have some teachers that have expressed their interest in being part of ISAAC that we have resumes for. Parent support: Again, we collected information over 3 months. We had 120 parent names that submitted...that we submitted with the petition, 250 signatures at the public hearing and then through the Prop 39 letter for the intent to enroll. These are parents that just want a choice.

These are parents that like what we have to offer. We shared, you know, the whole idea of languages, of respect, of culture, of dignity, and they liked it. They like what we had to offer. Again, nothing in the Charter School Act requires family attendance at a scoreboard...a School Board Meeting, excuse me. Further, lack of family attendance at a public hearing is not lawful grounds for denial. And, parents are interested in our ELAC program and our SAC and our School Site Council.

In 25 years of education, I have been part of SAC, School Site Council, ELAC. I've run them. I've been part of them. I've organized them. I've trained them. I've done it all. So, our response, no, we did have the required signatures and does not...and it violates the Charter Schools Act. Reason #4: reasonable comprehensive descriptions. Parent representation on the Board; the District claims that what...

Boyd: Your time is up.

Gould: Okay, thank you.

Williams: Actually, if we can just give you 30 seconds to have this come to a closure...

Gould: 30 seconds? Okay, so, Parent Representation: Yes, we do have a parent, Katie Callwise, she is a parent, a teacher, and a Costa Mesa represent...member; Executive Director, maybe Delegator Contracted, approved by the Board of Directors. We are looking at having a...of...of course, an Executive Director. We need an Executive Director. Response to Newport-Mesa's reason #4, again, we have all those comprehensive descriptions of all those elements. Thank you, and I only had 1 more page. We did have those elements and again the...our conclusion. As we have shown, all of the claims raised in the staff report are premised on incorrect information.

It ignores the plain language of the petition, or it goes beyond the scope of the Charter Schools Act. The facts set forth by Newport-Mesa Unified School District and support of the above findings origin...for denial are flawed. Therefore, the Newport-Mesa Unified School District does not have legal grounds to justify the petition denial. Thank you so much for your time and consideration and I know at the end, I did have a few extra slides. They were just informational, but you have them and they're not for presentation. Thank you.

Williams: Thank you, very much. Appreciate. Thank you.

Johnson: Thank you, Ms. Gould. Next, I would like to call Mr. Russell Lee-Sung, Deputy Superintendent for the Newport-Mesa Unified School District to the podium.

Lee-Sung: President Williams, members of the Board, Superintendent Mijares, and Orange County Department of Ed staff. Thank you very much for this opportunity to speak on behalf of Newport-Mesa Unified School District. As public officials, we all play an important role as stewards of quality education for our children and also stewards of public taxpayer dollars. With this in mind, we undertook a thorough analysis of the ISAAC petition utilizing approximately 20 Newport-Mesa staff members; many of these individuals are sitting in the audience today. On November 15th, our Board approved a Resolution to deny the ISAAC petition based on 4 causes of denial.

Our specific, factual findings are fully described within the Resolution. We want to highlight a few of the most significant concerns today. In just a bit, our Director of Special Projects, Vanessa Galey, will provide examples of concerns related to the Instructional Program, followed by Jeff Trader, our Chief Financial Officer, who will share some serious issues about the financial viability and risk to taxpayers. Let me start by stating that the charter is not really new, and instead, it's just a repackaging of the Adrian Hands Academy Charter previously denied 3 times by a neighboring District before being appealed to this County Board.

OCDE staff made a strong recommendation to deny that charter but the petitioners withdrew it. It is evident that ISAAC made a few insubstantial changes and submitted it to a different District with a different name. A number of the concerns with the Adrian Hands Charter, including findings by the OCDE staff, were not cured by ISAAC. With the failed Adrian Hands petition, one of the most serious issues was that it repeatedly found to be an illegal conversion of a private school.

As noted in our findings, the central components of ISAAC, including the mission to cultivate global citizens and the trilingual program, continue to replicate the private school program that was being converted; changing the name, moving to a neighboring School District, and omitting the founders name do not resolve the conversion issue.

In response to the District's findings, petitioners try to downplay the connection with Adrian Hands and its lead petitioner, Dr. Srinivasan, but ISAAC carelessly posted on its website a draft of its charter that made clear that Dr. Srinivasan was one of, if not the primary leader in, directing ISAAC. Until the District pointed out the issue, ISAAC's website was rife with explicit references to Adrian Hands and it's governed

corpor...corporation, even specifying that all donations would go to a corporation with the sole mission of supporting Adrian Hands Academy.

ISAAC has tried to dismiss these concerns as a result of an administrative error, but that is not an explanation or an excuse, and this website was used to advertise the school and included multiple examples of inaccurate information. It is at best sloppy, and even worse, misleading; clearly demonstrates the close ties to Dr. Srinivasan and the failed Adrian Hands Charter. Moreover, a year ago, OCDE staff determined that Dr. Srinivasan made specific misrepresentations to OCDE involving her involvement in the private school that was being converted.

The District and this Board must consider the level and extent of ISAAC's reliance on the failed charter and Dr. Srinivasan's involvement, including the possibility that she would be made the Executive Director despite ISAAC's statements that she currently has no defined role. ISAAC promises a focus on Science, Technology, Reading, Writing, Engineering, Arts, Mathematics, Spanish language and culture, Chinese language and culture, and Social-Emotional Learning, and Global Citizenship.

This is not a focus or specialization. It's a collection of educational initiatives and concepts rather than a cohesive program. It misses or shortchanges essential elements of the core and mandated support for students such as Special Education Services and 504, and with so many initiatives and promises to parents, it cannot reasonably be implemented by even the most experienced and well-trained teachers. And now, Vanessa Galey.

Galey: Good morning. As Mr. Lee-Sung said, STREAM is not a focus. It's just school. This charter submits a proposal for a traditional Elementary Program plus world language exposure and global citizenship exposure. What follows are just a few of the examples of ISAAC's attempts to fit it all in while shortchanging the core of instruction with regards to focus standards and prioritizing standards. ISAAC's rebuttal states, "Teachers will review, analyze, and prioritize the Common Core state standards according to the STREAM focus and ISAAC objectives. District doesn't explain why this is an antiquated Paradigm."

Ed Code requires implementation of the state standards, not some of the standards; not essential standards; not focused standards; not priority standards; but all of the standards. Prioritizing standards like we once did upon No Child Left Behind when schools attempted to align their instruction to CST assessments is an antiquated paradigm. Narrowing the teaching and learning shortchanges the core with regard to Math and Science minutes and integration. Math and Science instruction is scheduled to be combined in 90-minute segments, 4 days a week. This falls substantially short of the daily 80 – 90 minutes of focused mathematical instruction we find necessary to address the breadth and the depth of the math standards.

Students need time to develop conceptual understanding above and beyond procedural application. Compare the approximately 180 minutes per week of math instruction a student would receive at ISAAC to the 400 – 450 minutes a week that they would need to

have a comprehensive and aligned mathematical experience. Shortchanging valuable instructional time shortchanges the core. The charter proposes to offer curriculum integrating Science, Math...Ma...and Social Studies with English Language Arts, but it's not at all clear that the integration of a portion of Math or integration of a portion of Science during English Language Arts will fill in the significant time deficits in the proposed schedule.

Additionally, to make this kind of integration work, it would require a highly sophisticated crosswalk of standards across 4 content areas and the 6 separate sets of proposed materials that would need to work in concert to create a comprehensive and aligned student experience, especially in Math and Science. Relying on an idea of integration without a very specific plan to produce a standards-aligned cross work...crosswalk by grade by highly skilled, knowledgeable Math and Science teaching excerpts...experts shortchanges the core.

With regard to aligned Math curriculum, EdReports is a highly regarded, nationally recognized resource for schools and Districts when reviewing and adopting in its curriculum. It is reviewed math and focus, which is ISAAC's math curriculum. For students in grades K-7, EdReports determined that math and focus lacks focus, and that it is not coherent and does not meet standards alignment expectations. It's a cause for concern about the quality of the educational program if the materials do not align to state standards and are neither focused nor coherent. Shortchanging aligned focused and coherent materials shortchanges the core.

With regard to equal access to core English Language Arts and core Social Science, the charter rebuttal states, "Designated English language development will be 45-60 minutes a day during which non-English learners will receive English Language Arts." English learner students will participate in some regular English Language Arts activities and receive designated English language development. Social Science is also scheduled for the same time as English language development. English learners will not receive core instruction in English Language Arts and Social Science comparable to their other peers, but they will receive exposure to foreign language.

This application favors foreign language time over English Language Arts and Social Science. Shortchanging equal access to core instruction shortchanges students. There's an accumulation of errors, omissions, and poor instructional decisions throughout the application that add up to either inattention to, or lack of familiarity with important program components like equal access to English Language Arts and Social Science, enough instructional time with high quality and aligned mathematics materials, and a fundamental misunderstanding of why one does or does not deprioritize certain common core standards. The applicants attempt to fit in many things but they shortchange the core. And now, for Jeff Trader.

Trader: You know, it is true that we are concerned and we found that ISAAC's budget assumptions are not reasonable, nor are they clearly articulated. And, let me share with you why. You'll remember one of the very first slides that they showed you was their commitment to Section 504 plans for students. What you need to know is there is no

budget. There's not...that's not in their budget. When we asked them about that, they said that they would fund that out of their reserve for economic uncertainty. Now, that's not congruent with best practice budgeting. That's clearly articulated by FCMAT.

In fact, FCMAT's assessment tool for assessing risk, the very first question on their assessment is, does the District develop and use written budget assumptions and projections that are reasonable and have been clearly articulated? And, the answer for ISAAC is no, on this, and it's why we're concerned. Another example is, ISAAC admits that their Special Education Budget is significantly below the District's and other Districts in the area, and they assert that they can serve those students for a third of the cost that it is...that it costs NMUSD. Now, historical experience establishes its Special Education Revenues are never sufficient to cover the expense, and yet, in ISAAC's budget, their revenue and expense for Special Ed exactly equal in the first year.

And, remarkably, revenue exceeds expense in the out years. It's just evidence that...that assertions...there's evidence that...that ISAAC has not properly budgeted for Special Education expense and it leads to grave concern that ISAAC is unprepared to meet the needs of Special Education students. Now, ISAAC's first-year enrollment projection is 3...is 390. That's unusually high, especially for a gra...this is not a grassroots effort. This is an organization from outside the District that is organizing the recruitment and...and they provided no other information about where the enrollment number comes from; now such it's impossible to determine if it's even reasonable.

And so, this...this is...this is important because when we do sensitivity analysis on their financials, we find that even if enrollment's just off by 10%, just 10%, it would result in a negative-ending fund balance. And so, consequently, even a minor shortfall in enrollment will cause program changes wherein ISAAC will be unrecognizable from its current offering. ISAAC also asserts its employee compensation is competitive with NMUSD, and that assertion is belied by its very own budget documents. For example, ISAAC provides no step and column. ISAAC's budget has budgeted \$65,000 for each teacher and yet, the County average teacher salary schedule is \$89,815.

ISAAC does not participate in CalSTRS or CalPERS and our Health and Welfare cost is \$19,293 per FTE. ISAAC has assumed \$7,000 per FTE and ISAAC has assumed Health and Welfare increases on average of less than 2% per year compared to our 6%. So, in summary, NMUSD has concluded ISAAC's leadership admittedly does not ascribe to basic tenets of responsible budget development as recommended by FCMAT, and this is not a risk that NMUSD, being a community-funded District, can ask its public...it's taxpayers to assume. Thank you.

Lee-Sung: I think we can all agree how important teachers are in implementing a successful program. The 13 teachers listed in the petition are not from our community or Orange County. In fact, they reside approximately 65 miles, well into the LA County, and are currently employees of the charter school, which lead petitioner was a Principal. It is not reasonable to believe that they would relocate here to Orange County. The lack of competitive salary benefits and retirement will have a negative impact on the charter's

ability to recruit and retain high-quality teachers. I also want to point out another concern related to Special Education.

ISAAC has not been accepted as a member of a SELPA, so...so it is legally required to act as a school of OCDE for purposes of IDA...IDEA compliance, but inexplicably, ISAAC has modified the charter it submitted to eliminate all references to operating as a school of OCDE and how it would do so, even eliminating the requirement to enter into an MOU with the County. ISAAC's revised Special Ed description is not in compliance with the law and ISAAC did not even notice in its explanation of the changes it made to the charter on appeal. Now, earlier in this meeting, you heard from the California Charter School Association representative.

We respectfully and strongly disagree with CCSA's...CCSA's statements. We do not know why they raised this issue of Prop 39 facilities here today. Facilities requests are entirely separate from this charter appeal and are not within OCDE's jurisdiction. Nevertheless, CCSA misrepresented the situation relative to ISAAC's facilities request. ISAAC has not been denied facilities. The District and ISAAC are currently involved in this required legal process and no decisions have been made. If I may just...I've got a couple of paragraphs?

Williams: Go ahead and wrap it up, sir.

Lee-Sung: Yes, thank you. In closing, as stewards of quality education for our students and tax dollars, we urge you to look deeply. Is it a high-quality educational program, or is it a collection of initiatives and theories without a coherent and reasonable plan? Is it financially viable or does it put our taxpayer dollars at risk? And, do these leaders have the capacity to create, lead and educate students of our community?

Even if you fully support one aspect of ISAAC, such as global citizenship or believe that Chinese and Spanish language and culture is important, please analyze the plan, the budget; consider what is there, what is not there, and don't be fooled by its length because length alone does not mean it's coherent, viable, or high-quality. Please look at the petition in its totality because that is a school that will be funded by our taxpayer dollars. Thank you.

Johnson: Thank you, Mr. Lee-Sung and Newport-Mesa Unified team. The hearing is now open for Public Comment from individuals who have submitted a comment card to address the Board. Each individual will have 3 minutes to speak for a total of 30 minutes allocated for comments. For those speaking today, the Board Clerk will time each speaker. A red light will flash and a buzzer will sound when time is up. President Williams, please call the first speaker.

Williams: Actually, we're going to defer that to Superintendent Boyd.

Boyd: Associate Superintendent. I will...we have 13 names that...people who submitted cards and I'm going to go District / Charter, so that there's balance in the comments to make sure that there's equal amount of time. So, I'll start with Laurie Smith, followed by Carol Silver.

Smith: Good afternoon, members of the Board and public. Thank you for the opportunity to speak regarding the ISAAC charter school proposal before you. I am a retired Newport-mesa Unified School District teacher, parent, and my grandson is currently a Newport-Mesa student. I read the proposal and attended the ISAAC presentation to the Newport-Mesa School Board. I am here to encourage you to vote no on the ISAAC charter school, and here are my reasons. First, ISAAC does not offer any programs not already offered at Newport-Mesa.

We have comprehensive Common Core Paths Curriculum with an emphasis on STEAM courses, as well as Bilingual Immersion Programs, taught by highly trained credentialed teachers, many with advanced degrees, and supported by well-trained adjunct staff. Second, NMUSD has programs that meet the needs of all its learners, a diverse student population that includes special needs students. These programs are running smoothly at our current sites with specialized professionals and trained support staff. With ISAAC, these programs would be excluded, fragmenting our educational community. Third, with pending changes at the state level, Newport-Mesa can anticipate increased funding for early childhood and K – 12 education.

This, coupled with the state's focus on equity and educating a diverse population, can mean our future workforce needs here in California will further strengthen our schools and the community we serve. Fourth is this truth: ISAAC has no track record. It is an untried charter school. Why take the risk? Last, our community did not go looking for ISAAC. ISAAC came looking for us. ISAAC's promoters' efforts to notify our community through a few fliers with limited speakers from our community was inadequate and unconvincing. I did not see the strong, passionate, community support one would want to see for such a major change to our neighborhood schools.

In summary, Newport-Mesa Unified School District has the people, curriculum and programs to meet the needs of all Newport-Mesa students and send them well into the 21st century. I am here because I am passionate about students, teachers, and education. If ISAAC was offering something better, I would be all for it, but it is not. I urge you to vote no on the ISAAC School Charter Proposal. Thank you.

Boyd: Carol Silver? And after Carol Silver will be Ruth Kobayashi.

Silver: Hi there. My name is Carol Ruth Silver. I am not from here. I am one of those foreigners that has come to ask you to approve this charter application because it is a cutting-age...cutting-edge step towards something that is globally, and in the United States, on the line of what is important, what is new, what is going to be needed by the children, not only here, but elsewhere. I come before you because I, 35 years ago, was in a similar position. Now, this was before there was such a thing as a charter school.

I went to the Board of Education of my community, which as San Francisco, California, and of Oakland, California, across the...across the water divide, and I said we need to try to have bilingual education for our students, both English language students and students that are originally from a different language group. We need to give them the opportunity to learn in Chinese and in English, and that is a...an idea that was supported by myself,

by Superior Court Judge Low, and a variety of other parents and people who lived in the area. We passed out flyers. We solicited people who might be interested, and we started our school.

On the day that we were going to open the school, we had 10 kids registered; 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one of whom was mine and only 4 of whom, other than my son, showed up. That was 35 years ago. In the ensuing period of time, we recruited absolutely fabulous teachers who came to us and said this is such a great idea. We want to...I want to be a part of it. We now have about 450 students in this school.

It is considered the...one of the primary and best schools – elementary schools – in San Francisco and it has a waiting list a mile long. In fact, it has such a waiting list that when I was in the real estate business, as opposed to being a lawyer and a politician and an elected official, I had people who came to me and said, we'll buy a house in San Francisco if you will get us into the Chinese-American International School.

Williams: Need you to finish up in about 10 seconds...

Silver: 10 seconds.

Williams: Think you can do it?

Silver: 10 seconds. Please think about where you are going...where you are going to be 30 years from now, and where your children will have to be 30 years from now. Thank you so much. I urge you to approve this petition.

Williams: Thank you, Ruth.

Boyd: Ruth Kobayashi, followed by Vanessa Besack.

Kobayashi: Good afternoon. My name is Ruth Sanchez Kobayashi, and I'm a parent of students who attended both private school, right up the street from you, and the Newport-Mesa Public Schools; our youngest just graduated. I'm a supporter of the concept of an excellent charter school. However, I urge you to deny this Charter School Appeal for several reasons. The lack of specifics in the academic programs and measurable outcomes demonstrates to me...are not ready for primetime organization, that would provide an inferior education to our students. The focus of this group ignores the importance of History, particularly American History.

In fact, in the February 2018 meeting of this department, Ms. Srinivasan, whose phone number is part of the ISAAC contact page, is quoted in responding to a Board Members question about balancing traditional American History and Patriotism with Global Citizenship, and how she would balance the American political system with that of Iran or North Korea. She replied, and I took these from the Minutes, "personally, I trust science more than I do the lens of history, because the victors write the history." The absence of any mention of the teaching American...of American History by this organization would provide an inferior education to our students.

The language in the petition commits to being a non-sectarian school. Its ties to Soka University, a private university via their Board, are relevant. The mission of Soka is to foster a steady stream of global citizens and are stated as being based on Buddhist principles. Further, the District's Special Meeting to present their program at that meeting

that I attended, their entire team in attendance, which was a fairly large group, did not participate in the Pledge of Allegiance. Whether this was based on religious or some other principles, these principles are inconsistent with the values of our school district, and would also provide an inferior education to our students.

While many of us here, including me, are open to an outstanding charter school that would provide a uniquely exceptional education, the petition and the presence of this organization have demonstrated that they are woefully missing the mark and would provide an inferior education to our students. And, its entire focus on Global Citizenship at the expense of American History and values, is not consistent with the values of our community or our school district. And, I prefer, to demanding things, I prefer that persuasion is an appropriate way to try to convince people. I would ask you respectfully to consider this entire application and appeal and to deny it. Thank you.

Boyd: Vanessa Besack, followed by Britt Dowdy.

Besack: Good afternoon, President Williams, Board of Trustees, and Superintendent Mijares. My name is Vanessa Besack Moyle, and I am here as a Board Member of the International School of Science and Culture, or ISAAC. I've been involved in the charter school realm in Orange County for quite some time. I was an Administrator at the Orange County Educational Arts Academy for 5 years and have been active in advocating for school choice. I was also one of the lead petitioners and originators of New Century Charter Public School, which you might all know, successfully opened Palm Lane Charter School in Anaheim this year.

I've had the pleasure of meeting some of you, all on the occasion of advocating for school choice. I'm going to go a little bit off my script here because some of the things that I've heard tonight...today have been very concerning to me. I have always been interested in Global Citizenship. I have ever since my MBA program at UCI when I went to China. I, myself, as a first-born generation here from a Hispanic family. I was the one that approached my colleague, Padmini Srinivasan, because she was leaving to move to North Carolina to be with her grandchildren, and the petition that she wrote served as a foundation for what we were trying to do.

I, myself, recruited the leadership for this charter school. Patty...Patricia Gould is somebody that I personally chose, contacted and selected. Ms. Srinivasan did consult with us in the context of when we had questions regarding the petition. However, she is not involved. Being an Executive Director from North Carolina is quite a commute. I don't think that she'd be willing to do that, and a lot of the things that I've heard, with all due respect, the...some of our representatives not doing the Pledge of Allegiance at the Newport-Mesa. Last time it was one, supposedly one. Now, all of a sudden, a great majority of us didn't and that was not...just completely incorrect.

So, I just want to make sure that you read the petition this Friday during the capacity interview. I'm sure a lot of questions will be answered. Please do your due diligence, research and ask us. We have nothing to hide and we do...we will share whatever it is that you want to know from us. With that said, I believe that ISAAC will provide a

significant benefit to the students at Newport-Mesa Unified School District. Their community has indeed wanted a change and they've come to us asking for another option. I am here, again, today as an advocate for student education and school choice, and I ask you and urge you to please approve the charter that's before you. Thank you for your time today.

Boyd: Britt Dowdy, followed by Steven Springthorpe.

Dowdy: Good afternoon. I'm Dr. Britt Dowdy. I am a teacher in Newport-Mesa Unified School District and the President the Newport-Mesa Federation of Teachers, and a Vice-President with the California Federation of Teachers. My fellow teacher has a handout for the Board. If you could instruct him what the best way to do that, and I'm going to continue talking while he does that. This is a petition that was signed by 165 educators within our School District who are opposed to the charter school application. First, I want to let you know that we are not opposed to charters, in general. The CFT represents many charter schools within the state of California and I've sat on committees where we have supported charter schools.

However, this application we do not support within the Newport-Mesa School District. One of the primary reasons is because choice exists within Newport-Mesa. We have, in our elementary schools, we have a Dual-Language Immersion Program in Mandarin. We have a Dual-Language Immersion Program in Spanish. We have a STEM-based Magnet School in elementary. We have Music Specialists at every elementary school. We have Science Specialists at every elementary school. In secondary schools, we have a pathway where students can choose to attend that has a focus on Global Studies. We have opportunities for students to choose curricula similar to this application that exists within publicly funded schools, that have been well established for many years.

Secondly, Newport-Mesa has very diverse learners. As the federation, we are concerned that we...that the large number of Special Ed students, and especially the large number of Title 1 students in Costa Mesa, will not be adequately serviced by ISAAC. This is largely because the application is not rich in details. It does not reference the support staff and services other than teachers that are required to have quality programs that includes various different certificated, as well as classified staff. Also, the application does not reference those many hard-working classified professionals that support the school and make sure that it happens on a daily basis.

So, we are concerned by a lack of detail for the holistic school experience. And, you also heard Mr. Lee-Sung reference the teaching profession. We, as a union, are here to protect the profession. We acknowledge that teachers are essential to quality education. We want to make sure there's a stable workforce that is there for many years and not just coming in one year, and leaving the next.

The compensation schedule is not commensurate with neighboring school districts. 80% of Newport-Mesa certificated staff live within 10 miles of the District. There is a compensation schedule that's needed to be able to live with in Orange County, and we don't think that that would be adequate. So, as a union, we believe that this application,

specifically this one, is not adequate at this time. We recommend that you deny the application. Thank you.

Boyd: Steven...Steven Springthorpe, followed by Tim McFadden.

Williams: You have the dais, sir.

Springthorpe: Thank you. My name is Steven Springthorpe. I'm a realtor in Orange County. I've lived here probably about 25 years and just listening to everything, I don't envy your guys' position; sounds really difficult, and I'm sure you'll make the right one. I'm reading a letter for Richard Ham who wanted to express his sentiments to you, and after reading it, it's exactly how I feel. So, it's like I wrote. So, it says, "Dear members of the Orange County Board of Education. My name is Richard Ham and I'm a member of Gen Next, a national organization which has one of its three major agenda items, the promotion of quality charter schools.

Next Gen CEO, Michael Davidson, and the Regional Members are well aware of International School of Science and Culture, ISAAC, and we're looking forward to seeing the school become established and bring its programs as a school of choice to the families of Orange County. I'm also a businessman operating several hotels and restaurants in this area. In that capacity, I'm interested in seeing more and more multilingual trained employees who can communicate and coordinate action with coworkers and customers." Sorry, I'm kind of passionate. "I'm here today, primarily, through...though, as a parent, because I want my son to have the opportunity to study in a program such as that offered by ISAAC.

Having the multilingual, multicultural exposure, strong academics, and strong emotional skills to coordinate well with others and be a contributive member of society. Whether we like it or not, being able to communicate in Chinese is a highly marketable skill and that will only increase in value over the next few decades. This team is devoted to Science and Math education, again, and skill that will make us strong in the future.

I also applaud ISAAC's commitment to cultivating people who are strong enough to be peaceful, and who can use skills such as dialog and cultural understanding to build consensus and peaceful, yet dynamic progress, within their organizations and communities. Please approve ISAAC's charter petition for the benefit of the families of Orange County." Thank you.

Williams: Thank you, Steven.

Boyd: Tim McFadden, followed by Tho Tran.

McFadden: Good afternoon. My name is Tim McFadden. I am a teacher at TeWinkle Middle School in Costa Mesa. I have been a teacher there for 12 years. I'm also a former NMUSD District Teacher of the Year. I teach Beginning Band, Advanced Band, Jazz Band, Orchestra, Choir...and Choir at TeWinkle. Developing students appreciation for the Arts and preparing them for a wonderful musical experience at Estancia High School. I'd like to offer some thoughts on the artistic and musical offerings of the Newport-Mesa

Unified School District, and why I think ISAAC's application is lacking from an Arts perspective. NMUSD boasts a robust arts program from Kindergarten through 12th grade.

Our School Board has continually affirmed their commitment to our Arts programs. Our Elementary Music Programs have Music Specialists at every elementary school and in the west side Costa Mesa schools, alone, there are Band, Orchestra, Choir, and Show Choir Programs, which all feed into my program at TeWinkle Middle School. At TeWinkle, students continue their musical development within my band or choir and orchestra classes, and then they go on to Estancia High School. Just last night, our School Board approved the architectural plans for a new state-of-the-art theater at Estancia High School. Excuse me.

The...the Arts are well supported in this District. Arts programs in Newport-Mesa include more than just music. There's Fine Arts Programs throughout our District that I teach a variety of mediums from Graphic Design, to Pottery, Painting, and Mixed Medias, and many of the teachers of the Fine Arts Programs are close friends of mine, and they are wonderful teachers with wonderful programs. Our programs in Newport-Mesa and West Side Costa Mesa schools already provide a rich curriculum in the Arts. And, in all of the things that we've seen from ISAAC today, there hasn't really been a single mention.

I just thought that was worth mentioning. Filtering the resources away from our students and then into the charter school would be a disservice, both to our students who are currently enjoying these programs, and to the ISAAC students. Thank you so much for your time. I hope you would vote no against the charter school. Thank you very much.

Williams: Thank you, Tim.

Boyd: Tho Tran, followed by Nathan Horton.

Tran: Good afternoon. My name is Tho Tran. I am a mother of 2 children at the Newport-Mesa High School District; a 5th grader and a 2nd grader. I'm also a certified College Consultant with the Highland Institute, and I work very closely with middle and high school students from public school, charter school, and private school to guide them to college. Because of this, I have experience of student ability, capability from each school group. I also have an undergrad degree in Australia and a postgraduate degree in England, and I have experience both in public and private school. My son, my oldest son, initially went to a renowned international school; have very similar concept to ISAAC and when they first started, they also have 10 students.

He learned...my son learned academic program in 3 languages: English, Spanish, and Mandarin Chinese, and he flourished like you cannot imagine. Because of financial reason, I had to pull him out and put him in a public school, and I saw a huge difference. When the news of ISAAC school came along, I jump at the chance to be one of their biggest advocates, and one of more than 300 parents sign the petitions. You have to wonder why there's so many parents supporting this school. Was this something from the public school that didn't offer? These parents want something more and better for their children.

As a parent, I want to have the choice to choose a sound education program for my children and not at the interest of others. I listened to the objection today as well at the Newport-Mesa School District, and I was not convinced that they were doing that for the future of my children. So, if you...any of you are objecting to this, please ask yourself is your opinion present the future of my children, and other families? Speaking of multiple languages, you know, I speak 2 languages and I'm learning the third one, and I think that this is so critical in this society and, you know, the diversity of our community. Second language also get recognized by universities, and also give the student like a cutting-edge or competitive edge when you go to work force.

In conclusion, I appeal to the Board to approve ISAAC's goal. My family will thank you forever as well as many other parents that signed the petition and I know that will be more new idea and change is very scary, and change it invertible...inevitable and needed. I'll finish in 10 seconds. Okay. I hope you take this opportunity to tell open to this change for the better future our children. If any parent don't like the idea of ISAAC, they don't have to send their children there, but I believe I should have the choice to send my children to ISAAC. So, that's my supporting. Thank you.

Williams: Thank you, Mrs. Tran.

Boyd: Nathan Horton, followed by Carmen Basu.

Horton: Good afternoon, everyone in attendance. My name is Nate Horton...Nathan Horton. I'm a Social Studies teacher at Estancia High School, and also the coordinator of its latest offering, the Lyceum Academy. I'm also a former Peace Corps volunteer in the Kyrgyz Republic and I have some things I'd like to read today. Thank you. I constantly remind my students to not domesticate reality, meaning that the status quo does not just move in one direction organically without outside influence, and that to change the way the things are going, we must, in the words of Simone de Beauvoir, change our consciousness...consciousness, not just our situations.

Democracy is an aspiration. As teachers in public education, we have the honor and the privilege to teach any and all young people that enter our classrooms. ISAAC wants to "cultivate Global Citizens to build a peaceful society", but I argue that citizenship and peace are fought for. They're not guaranteed and certainly not offered as an alternative. Additionally, peace is done in public. Citizenry's are guaranteed and solidified in public forums and in spaces. In the words of Steven Singer, a public school advocate, "Public Schools are educational institutions at the heart of a community to meet the needs of the entire community."

ISAAC may pick and ISAAC can choose those it deems worthy of peacebuilding and global citizenry. Further, my colleagues have highlighted that the application presented is a repackaging of older rejected proposals. They offer to us a brand they dub as STREAM, which covers all the major areas of a comprehensive high school...comprehensive public school, and my readings and writing is on neoliberalism, beginning with Milton Friedman, I've learned that markets want nonconformity, like ISAAC, because they can turn it into innovation and sell it to us. Mark Twain has pinned words and valuable to our

cause and important to my role in the classroom, and that is history doesn't not...does not repeat itself, but it often rhymes, and we can see that we have seen this product before.

And, that's why we're here today to oppose this charter school application because at its height, union membership in the United States was around 35% of the workforce and today, it sits around 11%. And, we know that while membership has been dropping, income inequality has been rising. We do not want that for our learners and we urge you to deny ISAAC, if not for the students, but then for the teachers, because education in public and an open and an open to all students at the heart of the community, and the words of John Dewey, "is life itself." Thank you.

Boyd: Carmen Basu.

Elder: Hello, my name is Jasmine Elder. I'm reading this letter on behalf of Carmen Basu. "Dear Orange County Board of Education and Superintendent. My name is Carmen Basu. I live at 1000 South Coast Drive, Apartment 52, in Costa Mesa. I'm a parent of a student in Paularino Elementary. I'm an active PTA member and I'm supporting my son's school in many ways. I came across ISAAC's information as they were doing their outreach activities, and I must tell you I am excited about the program ISAAC is offering. The three directions they are focusing on are all valuable and will deliver great benefit to their students. Learning Chinese and Spanish? Absolutely.

Strong English skills along with Science and Math? I am absolutely for it. Soft skills and community building? Count me in. I had a chance to talk with their people several times and asked several questions. They provided thoughtful responses each time. I am not an educator myself, but many of the people involved seem to have a lot of academic and administrative knowledge and experience.

This is a challenging curriculum, yes, but I think this group has thought through many of the details of how to accomplish this. I felt their honest concern for the well-being and success of the students they will serve, each and every student. I think my son will thrive. I know my son will thrive in a school just like ISAAC. Please allow them to begin their work. Thank you.

Boyd: That concludes the 30-minute public comment time frame. I still have speaker cards left.

Williams: How many do you have?

Boyd: 3.

Williams: 3. What's the Board prerogative?

Barke: Let's go for it.

Williams: Okay, we're going to go and listen to the remaining 3 individuals.

Boyd: Okay, so, Bob Kelly, followed by Juan Garci...I apologize. Garcilazo? Is it Juan, the first name? Well, I'm sorry. Bob Kelly, and then, Kelly can you find out...?

Kelly: Hi, I'm Bob Kelly. I am a resident of Costa Mesa; have been since '65. I have some verification of what has already been said in opposition to this...this school, which is a very disorganized piece of document that I've...I've ever seen. I have some

background in terms of Education. I've been a 41-year teacher in Newport-Mesa Unified School District. I have been the Teacher of the Year at the elementary level for the District.

I have been one of the finalists for the Orange County Department of Ed Teacher of the Year. So, I have some background. I've run a Science Summer School for 25 years at the Environmental Nature Center. I don't think throwing everything including the kitchen sink into a proposal is a way to run a school, and I'd just like to verify all the things have already been said. I think they've been extremely well presented by those who oppose this particular project, and I would definitely urge you not to authorize this school in the Newport-Mesa School District. Thank you.

Williams: Thank you. Mr. Kelly.

Boyd: Is Juan...Juan Garcilazo followed by Sally Chou, and she will be the last speaker.

Alvarez: Hi, my name is Mariana Alvarez. I'm here to read Juan Garcilazo's....

Boyd: Could you state your name again, please?

Alvarez: Mariana Alvarez.

Boyd: Thank you.

Alvarez: So, good morning, President Williams, esteemed Board...Board members and Superintendent Mijares. My name is Juan Garcilazo of 136 E. Bay Street, Apartment B, Costa Mesa, California 92627. I'm a graduate of Newport-Mesa Unified School District. I have one sibling attending high school as a special needs student, and one soon...and one soon to enter elementary school. I can state that while I am sincerely grateful for all that I learned at Newport-Mesa, there were definitely areas where one could say there was room for improvement. It is no easy task to provide for the very needs of all the students be they English learners or special needs, or just progressing in various styles and speeds.

I learned about ISAAC through their promotion activities in our neighborhood and learned more about charter schools, and in general. For kids from families like mine, the multilingual and multicultural values of ISAAC would create a more positive and accepting environment for them at a school that is not directly focused on these values. While each school will have an approach...approach of an education, having a variety of approaches available within a District allows parents to determine the best option for the children.

ISAAC also promotes soft skills, like community building and dialogue. We young people need all the help we can get to develop our confidence and to build positive relationships and figure out how we can contribute to this. On my behalf of my family, we'll greatly respect and sincerely ask that you approve the International School for...Science and Culture. Sorry, but thank you.

Boyd: Thank you.

Williams: Thank you.

Boyd: Sally Chou.

Chou: Good afternoon. My name is Xing Lee and I'm going to read a letter from Sally Chou. "Dear honorable Board members. I would like to express my strong support as a Board Member of ISAAC org, inc. The petitioner of International School for Science and Culture, the TK-8 charter school proposed to be operated within the new permits that Unified School District. I am a retired school Administrator and Educational Consultant. I reviewed the petition for ISAAC and was impressed with the research behind the program and approaches.

The incredible experiences of these passionate people and their immense knowledge about today's world and their understanding of the need to prepare our students appropriately to truly participate in the 21st century. As a longtime Public School Administrator, I do understand that reluctance of a school district to approve charter schools. However, as educators, we all serve students and help them to reach their dreams, regardless of where they attend school.

At this time, please take a close look at this proposed charter school and its vision and mission in educating students who may benefit from these targeted programmatic approaches in Language Education, STREAM, and community building. Thank you for your consideration. It is my honor to offer my support for the International School for Science and Culture. Trong Sally Chou." Thank you.

Johnson: This concludes the Public Hearing for the petition of the International School for Science and Culture. At next month's Board Meeting, you will receive a Staff Report with our findings and recommendations. Barring any unforeseen delays, the Board will render its decision at the February Board Meeting. President Williams, I now turn the meeting back over to you to facilitate any questions the Board may have.

Williams: Very good. Thank you very much, Teresa. Going to my right to the good Dr. Bedell.

Bedell: Thank you, Mr. Chairman. I have...I wonder if I could have a representative of the Proposal and a representative of the District? I have a couple of questions. Greg, I need you here too, please. Okay, is it...for the proposer...

Williams: That's Mrs. Gould.

Bedell: I'm sorry. Yes.

Williams: Dr. Gould?

Bedell: Dr. Gould?

Gould: Patricia Gould.

Williams: Patricia.

Bedell: Ms. Gould?

Gould: Yes, sir?

Bedell: It has been alleged or asserted that this is a private school conversion. Can you address that?

Gould: No, it is not a conversion.

Bedell: Why would they...in your opinion, then, why would the District say it's a conversion?

Gould: I believe because they're assuming there's ties to a previous petition that was

denied.

Bedell: Okay, that's helpful. The District have a response to that?

Lee-Sung: As we stated and as you will see in the Resolution that was approved by our Board, there are many ties and we have heard from the petitioners that they are discounting and downplaying the connection with the Adrian hands Charter and Dr. Srinivasan. But, we had observable evidence of the ties, and that's why we feel very strongly that everyone needs to take that in consideration, and my comments to the extent, to the degree, it's up to us as a District, and we consider that as part of our decision, not entirely, and we urge you to consider that as well.

Bedell: While I have you there at the microphone, is it possible for an elementary child in your District to learn multiple languages?

Lee-Sung: Yes.

Bedell: And what would they be?

Lee-Sung: We have dual-immersion, a full dual-immersion program in both Spanish and Chinese and so, currently, we are up to the 3rd grade level. And so, I do want to point out the difference that these are full dual-immersion programs, so they are obviously learning all the core but they're fully learning these languages and studying subject matter in the second language.

Bedell: Okay, for the proposer. I must admit, Ms. Gould, I was struck when Nate – I think it was Nathan – Nathan talked about the Arts. There's been nobody other than Nathan that's talked about the Arts in your program as far as I remember. Maybe my mind, I just had a birthday, so it may be me. Right? But, somebody who believes in the Arts as enhancing the academic experience, including the interest of language in the Arts and language, where are the Arts in your program? And then, I want you to, if you would be so kind, to address the Special Ed costs and the teacher salary and the benefits. So, let's start with the Arts, okay? Thank you so much.

Gould: Yes, sir. So, in regards to the Arts, the Arts...is a core or...how can I say it? The Arts is something that you can implement in different disciplines. Okay? A teacher has the liberty to apply art in any of the different disciplines that she is teaching within the day, within the structure of her delivery. So, it can be Visual and Performing. It can be Music. It can be Art. It can be anything within the Visual and Performing Arts. So, when developing our pacing guides and looking into our curriculum, we will be developing our units to include anything that we can tie into with art into any of these other core areas. So, it's open for...interpretation. It's open for the teachers to develop the artist.

Bedell: So, if a parent was really interested in having a child who is vocally gifted, and you can recognize that in 1st and 2nd grade, they would have to depend upon it being developed within a curriculum rather than a free-standing choral program of Christmas or holiday pageants or Kwanzaa pageants for that child, right? I understand what you're saying pedagogically. It's going to be mainstreamed within.

Gould: Yes.

Bedell: It's not going to be freestanding, is basically what I'm saying.

Gould: Well, it's, no. We will have...in any school, we have to implement parent programs, end-of-the-year recitals, things like that. So, we will have those type of programs where we're going to highlight like certain things throughout the year. So, obviously, that's going to come when, well when, the coming of the minds when we all come together and determine, okay, is this going to be the Science Fair Year? Is this going to be the year where do a play? Or, are we going to have an Author come in, and then, are we going to write books or do books or something like that? So...

Bedell: My question, now, for the District. Would a child at this program, in your District, would a child be able...a gifted 2nd grader...whatever, locally, would that child have free-standing opportunities in the Arts in your curriculum?

Lee-Sung: I may defer to our music expert in the audience here. He is one of our music teachers, but...

Bedell: You see my question?

Lee-Sung: ...as he stated, we have a very rich Arts program for all students and...where they can excel. I know for a fact our elementary schools have musical opportunities and put on very large, elaborate musical productions, and I would think if you're concerned about a student who's particularly gifted in that area, have these opportunities in our District to perform and to nurture their talents.

Bedell: The research that I'm familiar with clearly shows marrying over the curriculum is beneficial, but for the truly gifted, they need free-standing opportunities, and that's where I was just concerned about that, but I don't want to take your time. You've been great, thank you. The original petition that had 6...7 teachers sign on that, is that how that worked? The original, original petition.

Gould: Yeah. The original requirement was 6 or 7 signatures, yes.

Bedell: And those were from Newport-Mesa?

Gould: No, those were teachers from Canoga Park.

Bedell: Canoga Park. Thank you. Okay. So, then you went to the community and got students names, right?

Gould: Yes.

Bedell: And that's...and so, the interest that you generated was from...which I think I have no trouble with. I mean, theoretically, because you want to get the base for support, those were then generated after the teachers from Canoga Park signed on. Is that accurate?

Gould: I believe so, yes.

Bedell: Now, talk to me.

Gould: I'll look at signatures.

Bedell: Thank you, Ms. Gould, I really appreciate your time. Talk to me about the salary and fully burdened with benefits that you're offering, and how that relates to the applicant pool and where you'll be offering your services.

Gould: Okay, so I didn't have my hands in that budget creation piece, but I do understand that it was competitive with a starting salary of a new teacher. We do know we have to be competitive. I mean, obviously, for a brand new teacher, it's got to be competitive. It's got to be about what we have to offer the person; the teacher. You know, the type of benefits. I know there are a lot of opportunities for beginning teachers, BITSA Teachers, Intern Teachers, so those are opportunities where it allows us to begin with new teachers and nurture them and develop them and make them part of the school; make them part of the system.

Bedell: So, I don't...you have to refresh...help me with that. Does that mean they're not fully credentialed?

Gould: Those are teachers that have their preliminary credentials and still need some time in the classroom to complete their units and complete their observational time.

Bedell: These are usually taught by a master teacher, right?

Gould: Yes.

Bedell: Okay. The District...talk to me about the District and hiring and what you're paying for somebody who is starting.

Lee-Sung: So, HR...our starting salary in our District is probably around the mid-50's to \$60,000. We do have...when we look at compensation, it's not just salary. When teachers are looking for jobs in our areas in Orange County, they're looking at the full compensation package: salary, benefits, and retirement, and as you can see, there's a significant difference in that. And, I might add that it is very difficult to find highly qualified teachers and looking at even our program, our experienced teachers, to implement what is being proposed here, really, we do not believe it's reasonable.

And, we have, you know, the Chinese component. Mandarin teachers are probably one of the hardest teachers to find anywhere and, again, it's a major component of their program and we believe that, particularly because their salary and compensation package, is not competitive. That is going to be a challenge for them.

Bedell: Okay, talk to me about Special Ed. My wife is a former Special Ed Principal with several hundred students and others. So, I have a special interest in that. Were you planning to go to...with the North...Northern California SELPA?

Gould: We were planning on applying to the El Dorado or LACO.

Bedell: So, you were not going to use down here?

Gould: No.

Bedell: Nothing down here. Okay. I'm done. Thank you, Mr. Chairman, for your patience.

Williams: Very good. Trustee Gomez?

Gomez: Well, Trustee Bedell asked a lot of my questions, but I want to kind of refine a couple of things.

Bedell: Are you saying I need to be refined?

Gomez: Hmm.

Bedell: That's a point of clarification.

Gomez: I'll decline to state. When you were discussing in your presentation about the...International School and you were talking about World Languages, you mentioned

an enrichment period. Is this outside of the scheduled class time, or within the schedule class time?

Gould: So, in the petition we included it within the schedule to provide a proposed schedule, but it could either be before or after school or during. And so, again, once we get a site, once we establish what the time frame would look like, that's when we're going to make a determination, but we're prepared for either direction to provide that enrichment period for all students.

Gomez: Okay, you also mentioned on the English proficiency that you took great pride in the reclassification and that you would do six to eight-week assessments, and that you want to stay accountable and that if there was a need for change and delivery, that you would pursue that. How do you pursue that? Do you have outside consultants to help you with the assessments and to move students along, or if you have teachers that need a different direction? How are you doing that?

Gould: So, every 6 to 8 weeks, the teachers would conduct a running record. So, this is a skills inventory that is done on a child as a child reads to the teacher. So, she's doing a guided reading activity and just the running record conducted. This is where the teacher can verify whether a child is reading at grade level.

Gomez: I'm talking about the reassessment. What are you doing? How is that being conducted?

Gould: Okay. So, the...reassessment is a running record. That is what we're using. That's what we're going to use to conduct our assessments. If a child is not, by the 6th to 8th week, reading at grade level or reading at that level that shows they're supposed to be at, that's when we will provide intervention. We provide before-school intervention, after-school intervention with the teacher. She'll pull in a small group of students to conduct guided reading sessions. We will have instructional aides that will pull students separately so that she can or he can manage a small group instruction.

Gomez: So, those interventions, those before or after school...

Gould: Yes, or during...

Gomez: ...are those budgeted and where are they budgeted?

Gould: Those are budgeted and under, like, the Professional Development or Staff Training Consultants. And, that would be a stipend that would be paid to teachers after school. Normally, it's like the, you know, I don't know if it was like \$35 an hour or something. I forgot what it was that we did before for our teachers, and it's about 8 students to 10. It's all...about student needs and students skills and interest. What is it that they're lacking? And then, that's where we provide intervention right away.

Gomez: Okay. So, on the professional development side when you were also talking about salaries and teacher work days, you were talking about 10 professional development summer days, so days in June, days in August before school started. Are those included in those interventions, or this is in addition to?

Gould: This money that's budgeted for that is separate. It's not intervention money. This

is professional development money.

Gomez: Right, but you said a minute ago that some of that intervention was out of professional development. So, I'm just trying to clarify. You know what? If you don't have that answer, that's fine.

Gould: No, what it is, is that in the budget...so, there's budget lines and in the budget, we had training and we had professional development and there was another category, and under those categories we had money allotted for...to pay teachers for these services, but it's not professional development. We don't...we're not going to do an intervention during the January...the June period. That is for teachers' professional development.

Gomez: They were some confusion about what you said. That's why I wanted...

Gould: Oh, I'm sorry. No. No.

Gomez: So, okay, so if we can just be clear maybe when we go back to our meetings that we clarify where those dollars are coming from, and if there's adequate dollars to do these assessments as frequently as you as...indicated.

Goyld: Assessments are done within the classroom.

Gomez: Okay. The assessments and the interventions. I want to be sure. If you're promising parents that we're going to assess them and make changes, because you said...you said in your original presentation that the teachers would, you know, there would be certain interventions and now you indicate the teachers will be paid. I want to be sure that there's adequate funding in there to be sure that we can meet...

Gould: Yes.

Gomez: ...the expectations.

Gould: Perfect. We'll look to the budget lines for that.

Gomez: The Executive Director position, you said something about it being delegated or contracted? What the plan?

Gould: We still don't know. It's an option that we have. It could be, I mean, it could be rolled into one. I mean, I might be the Executive Director / Founding Principal. I don't know. I don't know.

Gomez: All right.

Gould: Sorry.

Gomez: Those are all the questions I have.

Williams: Very good. Trustee Barke?

Barke: Alright, well, they got to...with all the technical stuff, so, I'll go for the fun stuff. From both of you, why do we have roughly 300 families or 390 students that are interested in this school? And, I'd like both your perspectives on that as to why they're interested. So, whoever wants to go first; just a minute or two, just to...

Gould: Why? Okay, gut. I'm going to tell you gut. I believe that the fact that we're offering...and I understand, and it's true, that there is a dual-immersion school and they are offering what they say they're offering, but I do believe it's only one strand which only 25 or 30 students are receiving the Spanish Immersion classes, not the whole school. And so, what we're offering is the whole school. All the students will be receiving this language; the language enrichment. It is made for all students. It's about respect

and...cultural diversity. I also believe the fact that we were...walking the streets. We were talking to them.

I was relating to the parents, building the relationship; talking to them about...what we had to offer; sincerity. I don't know...this is exactly what we shared with them. This is exactly what I've done in the past. This is exactly what...I know how to do and this is what I shared with them. And...they're like, yeah, that sounds great. Yeah, I would like to see my child do that and then they shared some stories of their schools. And then, we said, okay, well, you know, support us. This is where we're going. This is what we're doing.

Lee-Sung: So, as we stated in our presentation. There's a lot of things in here that people can get excited about. Parents can get excited about one aspect of it and say, you know, I like that, I support that; I want my child in there. And so, it doesn't surprise us that if they approach parents with this idea, this concept of the school that there's going to be interest. We can't...we're not arguing that learning a second language or a third language at some point in your life is a bad thing. STEM, Science, Technology, we agree. That's...an important thing. So, it doesn't surprise us that there is apparent interest in these things. Where our concern is, is the program that they're promising. The program in its totality.

Can it be implemented? Are they promising things that can't be delivered? And, based on our deep analysis of this plan, we have very deep concerns that this can be implemented. And, quite frankly, we've seen some evidence of things that are misleading and sometimes just downright inaccurate, and I just looked at the website and they're promising things like Chinese...would be the first school in the District to teach in our District...or that we would teach Chinese in the District. That's not true. It's been around for many years. I failed to mention that even at the middle school and the high school level, we have very rich offerings in multiple different languages; world languages.

So, there's a lot of things in there that I think if parents really understood what it was, and is that really going to happen in reality; that that interest that whether they sign those forms and whether they really understood, is really meaningful or not. That's what we question.

Barke: Thank you.

Williams: Any other questions, Trustee?

Barke: No.

Williams: Okay, I'll be real quick here. I'll just kind of give a vision of what's going to happen here. We're going to be taking a 15-minute break to set up for the next Charter School Presentation. The Board is going to go and we're going to do the Closed Session #2. We're going to do 15 minutes and we'll be back out here. My kudos to Tim McFadden and Nathan Horton. Where are you guys? Thank you for being inspirational. I was in the Intermediate and Advanced Band at TeWinkle.

Bedell: Don't...blame them for that, Mr. Chairman.

Gomez: I don't think they had anything to do with that.

Bedell: They're much, much younger.

Williams: That was many years ago. That was 1972. Okay, and Mr. Horton, I was at

Estancia in that Social Studies quad. Where are you sir? Thank you, so much, for taking care of our kids. Just real quick here.

Boyd: You're finished with them.

Williams: Oh, no, no, no. Just...real quick. You know, we've been through this for many years now and this is not our first time on...in a rodeo and riding in the saddle. There's a lot of things that are said here, but just to clear it up because for me, my passion is American History. My passion is that our kids understand the good and the bad of what made this a great country where it is today, and we're not a perfect country. We've been broken. We've had wars. We've had disagreements. There's a big disagreement in Washington, D.C now. But...tell me the truth. Are you promoting and talking about our great American History? Are you teaching it according to the state mandates?

Gould: Yes, there is a History / Social Science framework that we will be utilizing to teach our History / Social Science.

Williams: Okay. So, the...allegation that you are anti-American...

Gould: No, of course not. No.

Williams: Okay, I'm just making sure, and the other allegations that you're a subsidiary of Soka University...

Gould: No.

Williams: ...and the Buddhist...

Gould: No.

Williams: You deny that? Okay. What about the allegation that the staff didn't stand for the Pledge of Allegiance?

Gould: I...didn't even look around. I mean, I'm respectful. I'm not looking around, checking people out. I don't know and, you know, I'm sorry. I don't know. I don't know. I thought maybe...I would hope that person that didn't do that was standing there respectfully, just standing there, maybe, hopefully. I mean, I don't know.

Williams: Okay, but for you as a leader, did you take the Pledge today?

Gould: Oh, of course. Yes, sir.

Williams: Good. I like to hear that. Wonderful. Okay, so this Board is going to stand in recess for 15 minutes. Mr. Brenner and Mr. Rolen...

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE 15-MINUTE BREAK. DR. BEDELL SPEAKS IMMEDIATELY AFTER THE GAVEL STRIKE]

Bedell: Mr. Chairman? Before we Adjourn, I would like our attorney...to address the issue of the private school conversion here; to Greg Rolen. Can we do that?

Williams: Can we do that later? Yeah. You hear, Jack?

Bedell: I'm right here.

Williams: You hear me? Okay.

[PRESIDENT WILLIAMS STRIKES THE GAVEL 3 TIMES TO RECONVENE THE BOARD MEETING]

Williams: Very good. The County Board of Education will resume. The Item #5 under Charter Schools, and we're going to have...Aracely Chastain is...oh, excuse me. So, we are going to do yours, Aracely, but first from a technical perspective, if you can report out, Mr. Brenner, of what happened in Closed Session.

Brenner: Yes, We provided an update and discussion regarding litigation between the Board and the Superintendent, and no Resolutions were passed or considered during the Closed Session. And, that's the report out for the Closed Session. Thank you.

Williams: Thank you, sir. Okay, moving on. Aracely?

Chastain: All right. Good afternoon, President Williams, Board of Trustees and Superintendent Mijares. Today, the Board will hold a hearing to consider public input regarding the Sycamore Creek Community Charter School petition that was submitted on appeal at the December 12th Board Meeting following denial by the Ocean View School District.

A clarification meeting is scheduled for tomorrow with the charter school representatives and an OCDE's Charter Petition Review Team. For today's Public Hearing, representatives from Sycamore Community Charter School and Ocean View School District are each allotted 15 minutes to address the Board. Then, the hearing will open for 30 minutes of Public Comment. I now call representatives from Sycamore Creek Community Charter School to the podium.

Cruz: Good morning, President Williams, Board of Trustees, Superintendent Mijares, and members of the public. My name is Juliette Santa Cruz. I am a resident of OVSD, the mother of 3 young children from a multi-ethnic family, and a full-time public High School Teacher. I serve as an officer of Sycamore Creek and a founding parent. I'm thankful for the opportunity to present today along with Amy Green-Bosinoff, our President. The founding group for Sycamore Creek includes dedicated parents and teachers who are both scholars and business professionals.

Our diverse backgrounds range from Education to Marketing, and our experiences and abilities provide the necessary tools to ensure the success of Sycamore Creek. We are fortunate to have qualified supporting consultants for our back-of-house accounting, budgetary needs and legal guidance in all necessary realms. We are part of a more than 50 school network of charters bringing Public Waldorf Education to their local communities. Why are we here? Sycamore Creek's program addresses the preference of many families in OVSD for an education based on the core principles of Public Waldorf Education.

The closest comparable charter school, Journey, is a 40-minute drive from the north OC area. We want to open Sycamore Creek as the second Public Waldorf school in Orange County. The formation of Sycamore Creek stems from our desire as parents to find a school that reflects our methods and philosophical aspirations of education. We are a community-based group of parents, Educators, Professionals with a mission to educate students to think critically, stay committed to their emotional growth, intellectual growth, physical growth, value differences, and have a growth mindset. Sycamore has developed

a comprehensive and instructionally rigorous program that co-aligns with the Common Core standards.

Our scope and sequence, a working document which makes up half of our petition, is guided by the extensive work of Alliance. Our recruitment plan includes current and future endeavors such as developing English and Spanish promotional materials, canvassing community events, holding festivals and establishing partnerships with community organizations such as the HB Parent Union. We are committed to maintaining a racial and ethnic balance of students that mirrors the general population residing within the OVSD boundaries.

The yellow highlighted portion of this table indicates the percentage of 8th grade students who met or exceeded expectations for the CASP in 2017 for OVSD middle schools, the overall District, County and State averages and the only other Public Waldorf School in Orange County, Journey School. Almost 90% of students at Journey met or exceeded ELA standards while almost 80% of students met or exceeded Common Core State Math Standards. Statistics indicate that a rigorous Public Waldorf Curriculum, co-aligned with Common Core, results in high academic performance. One of the primary tenets of our program is to educate the whole child by meeting them at each stage of development.

This is often referred to in Public Waldorf Education as the Head, Heart and Hands approach. In this illustration, you see the 4 legs of a table, which represent...the 4 foundational elements. The first leg represents the Head, Heart and Hands. Students spend time each week in hand work where they hone their dexterity, use Math and Spatial skills and support each other's efforts through peer learning and discourse. Secondly is Developmentally Appropriate Education. Public Waldorf Curriculum seeks to meet the child where they are at in all areas of development. The third leg represents Looping.

This is a process where a teacher, as a guardian and stable authority figure, takes a cohort of students through multiple grades, teaching all the core academic subjects. Lastly, is the Art-integrated Curriculum. Art will be thematically linked to academic work which has positive effects on student achievement and engagement. Our educational framework supports the development of 9 multiple intelligences which are integrated in the learning opportunities for our Waldorf students throughout the day. The diagrams on the left of the screen illustrate the way core subjects are integrated. On the right, you will see an example of a main lesson book.

The page shows student work from a Geometry block. Notice the beautiful quality of writing and artistry. For instance, in Geometry, students study the geometry of their environment, play physical games using geometrical concepts, and later illustrate these concepts. This method of teaching allows for students to engage concepts on a deeper level through the use of experimental...experiential learning. Music is an integral part of Public Waldorf Education. Music teaches important skills, including things like Math. For example, fractions may be demonstrated through experiencing musical whole, half, and quarter notes.

Students learn to read in music and play a variety of instruments, both individually and in chorus during their Waldorf Education. Regular participation in cooperative games and physical activity directly supports the development of interpersonal intelligence. The images shown here exemplify Waldorf Education. Students develop multiple skills at once through activities such as Handwork, Gardening, and then translating their experiences into beautifully illustrated main lesson books. This classroom that you see on the screen is an example of the educational setting in a school that follows the principles of Public Waldorf Education.

Note the small class size, natural materials, use of cursive and a traditional chalkboard. Nature tables that follow the seasons are a cornerstone of the classroom environment which help instill awareness of the natural world and the rhythms they provide to our lives. So, how do we foster the development of these intelligences and the whole child in the classroom? Through play-based child-centered teacher-led hands-on experiences such as Gardening, Baking, Drawing, Storytelling and Rhyme, all which support a strong foundation for future academics. You'll find those in TK-Kindergarten.

In 1st – 8th grades, main lesson blocks help students dive deeply into their core subjects while integrating Music, Art, World Languages, Writing, Critical Thinking and Movement. Do you see students benefiting from this type of education? Many do; that is why we are here today, to highlight a unique educational approach with a strong record of success. At this time, Amy Green-Bosinoff will continue with aspects of our program which focus on our rebuttal to the reason for denial by OVSD. Thank you for your time.

Green-Bosinoff: Hello, again, I'll start with our attempts to create a positive working relationship with OVSD. Despite reaching out repeatedly via email and phone calls to OVSD Board Members, as well as Superintendent Hansen to open communication, we were unable to establish any real connection either in writing, in person, or over the phone. Rather, in fact, you received a letter from Superintendent Hansen dated August 30th, 2018, stating their intent to interact with us, only to the legally required bare minimum. "It is unnecessary for the District staff to work with you regarding the charter proposal."

In response to OVSD's findings...reasons for denial regarding personnel and operations, our Executive Director will begin in April 2019. We have multiple qualified candidates in our network of Public Waldorf Educators. The petition includes plans for Special Education, outlining contingencies for the charter school to operate as an LEA. Our development plan is to work with internal staff and outside vendors to provide professional development as detailed in the petition. Sycamore staffing aligned with its operational plan, hiring credentialed teachers qualified to teach Waldorf Curriculum, and our budget...assumptions for liability insurance are based on policies of operating charter schools of comparable size.

Next is students with disabilities. We have the responsibility to identify, refer, and work...cooperatively in locating students who have or may have exceptional needs that qualify them to receive adaptive and special educational services. We will follow all laws and procedures in order to fulfill our obligation to serve every student. We are in the

application process with both Desert Mountain and El Dorado SELPA's. Next for our plan for students who are academically low-achieving, forgive me, as many of these are quite truncated in the interest of time. Every year, we'll be identifying incoming students and assessing them.

If they are found to be performing at one or more grade levels below their peers, their parents or guardians will be contacted to set up an appointment to discuss ways to support their improvement. Some plans to incorporate support are such as instituting sensory...integration throughout the early grades; differentiating instruction in Math, Writing, Reading and Spelling; Evidence-based Intervention and Instruction, Experiential Hands-On Learning to support various styles of learning, and much more. Ongoing evaluation will occur and a Student Success Team will be formed to identify further interventions, intervention strategies if needed.

The teacher will monitor student progress through observation, assessment, and benchmark assessments. Regarding our assessment and support structures, the petition includes a reasonably comprehensive description of the charter schools goals, actions, and measurable outcomes aligned to the 8 state priorities for all students. Grading practices and procedures will be developed by the educational team. Sycamore does not believe in setting lower or different standards for homeless or foster students. The charter petition includes a 6-page description of its plan for English Learners, incorporating Waldorf's Inspired Technique, along with more traditional strategies.

For our methods of assessment – as you can see in the slide – including several, the use of multiple measures also serves to ensure that instruction does not focus on a single test or narrow set of learning styles. Here, you can see some examples of multiple measures we will use to assess our students, like State-mandated tests and complete readiness assessments. Sycamore will base performance assessments on the Waldorf / Common Core State Standards developed by the Alliance for Public Waldorf Education. These standards were designed to align Waldorf methods curricula with Common Core standards over the 9-10 year period from TK-Kindergarten through 8th grade.

We chose these standards based on their clear, grade-by-grade correlation of Waldorf methodology with CCSS. We plan to identify if a student's home language is one other than English through a home language survey will be part of our enrollment process. If so identified, parents will be notified of the school's responsibility to have the student take the California English Language Development Test, or the English Language Proficiency Assessment for California. Parents will then be notified of the results upon receiving them from publisher, all within the guided timelines of 30 days.

Sycamore believes that the approach is complementary to the Sheltered Instruction Observational Protocol, SIOP, and will rely on this method in particular to empower ELL's to increase their English language development. The SIOP framework is an evidence-based framework proven to help English Learners master the English language. Our teachers will be provided specific opportunities and professional development and understanding of the SIOP to enter their classrooms confident in their abilities to teach ELL's. Because the style framework suggests that in addition to other subjects, the

delivery of sheltered instruction in Art, Music, and Physical Education for students at the beginning levels of English language acquisition.

Sycamore is especially equipped to deliver the sheltered instruction because Art, Music and P.E., which involves games and cooperative learning, are interwoven throughout the curriculum and, therefore, provide constant opportunities for sheltered instruction. Sycamore's...our Governance and Procedures: Board Meetings will be held in the territorial jurisdiction of the agency. The charter petition includes an assurance that the charter school shall comply with the Brown Act.

The petition includes assurance that appropriate due process will be provided for all students prior to involuntary removal, including an insurance...and assurance that the charter school shall comply with all Federal, State, and Local Laws and Regulations that apply to the charter school, which includes the McKinney-Vento Act. The petition explicitly outlines dispute procedures. In response to critiques concerning issues beyond what is required by the Charter School Act, nothing in the Charter School Act requires an exhaustive explanation of how charter schools will address fraudulent applications, and exhaustive explanation of how grades are calculated in each class, or the identification of which employees will provide food services.

Yet, our response to OVSD's concerns addresses these items and our petition provides assurance that Sycamore will follow all Federal, State and Local Laws and Regulations. This statement is included to assure the authorizer that we will comply with laws that like, the recent changes to requirement to provide meals are decreed after the petition was drafted. On facilities, we are pursuing a Prop 39 facility per the legal allowances created to support charter schools' fair allocation of sites. We submitted more than double the minimum threshold of interested family members to OVSD and are in active negotiations now.

We plan to pursue legal action if necessary with the help of YMC and CCSA. We are also prepared to secure a private facility. To that end, we have a relationship with a commercial realtor and have toured viable sites. And last, we have also established a relationship with a commercial developer and are prepared to renovate and create an ideal space for our school when and if viable and necessary. While Waldorf schools are not franchised or connected legally, there are associations that provide guidance. Becoming members of such provides a hallmark of legitimacy in regard to ideals of Waldorf Education.

The team at Sycamore Creek Community Charter School are proud to be members of Alliance for Public Waldorf Education. I'll close by speaking to the fact that Waldorf Education is not a passing trend. The first Waldorf School was founded in 1919. Today, there are over 1,100 Waldorf Schools and almost 2,000 Waldorf Kindergartens in 80 countries worldwide. For the Centennial, a team of Waldorf professionals has come together to further develop Waldorf Education for contemporary times – I'm almost done – and focus more consciously on its Global Dimensions. Finally, thank you for all of your thoughtful time and attention.

We implore you to vote yes. Obviously, many interested parties feel passionately about charters. Many of our grassroots working-class parents have had to scramble for childcare and have had to leave by this time, but we know their hearts are with us and they've sent in letters of support. Thank you very much.

Williams: Thank you.

Chastain: Next we will hear from representatives from Ocean View School District.

Hansen: Good afternoon, County Board and staff. I'm Carol Hansen, the Superintendent of the Ocean View School District, and on behalf of our District, I strongly encourage you to deny the appeal filed by the Sycamore Creek Community Charter School. The District's Board Resolution to deny Sycamore's petition, we want to let you know that it was a product of a great deal of educational and business staffs' work. The District carefully reviewed the petition, and in consultation with our legal team has...recommended specific factual findings to our Board based on defects in the charter.

Many of the deficiencies set forth in the District's Resolution are the ones that these same petitioners were aware of in 2016 when they originally submitted their charter to Ocean View, and not only did the District have legal grounds at that time to deny back then, but at that time...the petitioners submitted a grant to the California Department of Education, and they denied that grant application. They also notified Sycamore petitioners that their instructional methods were overly generalized. Now, 2 years later, the same petitioners still includes generalized definitions of Waldorf teaching model and relies on this model as a blanket strategy to achieve grade level standards and meet the needs of English Learners.

The Sycamore petition further indicates that newly hired teachers may not be fully trained in the Waldorf method or even have completed their credential program to be a teacher. And, Sycamore teachers are also...Sycamore is not guaranteeing that all of the teachers will hold English Learners certificates. The charter states that teachers will be afforded 3 years from the start of their employment to acquire the English Learner Authorization. That means that Sycamore is unlikely to properly assign teachers to its EL students in Year 1, and possibly later years, and the District takes these legal shortfalls very seriously, as English learners makes up a significant percentage of the District student population.

At the District, we have a strong program that serves our EL population, and I bring this to your attention because many of the parents and guardians that were targeted by the petitioners have reached out to try to get them to have their EL students be a part of this this program. Yet, the actual petition was not made in Spanish, yet, they noted that above that they had materials available in Spanish, but that petition – that huge petition that parents are supposed to agree to – was not available in Spanish. Furthermore, the petition acknowledged that the delivery of the charter school's curriculum will differ in sequence than the Common Core State Standards.

The petition also states that teachers will have tremendous freedom in how they present curricula. This freedom is concerning. Different progression of Common Core could add

to learning gaps for charter students who may later decide to transfer to a District or other public school. Overall, the Sycamore petition does not...has not demonstrated a history of success and their current petition proposes unrealistic educational promises, generalizations about curriculum standards, and misassignment of teachers. On behalf of the District, I encourage the County Board to deny this position...petition.

Briscoe: I'll make my presentation available in writing to the Superintendent to be included and copied to all the Board Members so there's no doubt about what I have to say today and made a part of the record for the minutes and meeting of this consideration and special hearing. Good afternoon, County School Board Members, and staff. I'm John Briscoe, President the Ocean View School District Board of Trustees. I'm here today on behalf of the District Board to let you know that we stand by our decision to deny the Sycamore Creek Community Charter School petition. I would like to note that the findings of the District Board represent only some of the most significant areas of concern in the petition.

Simply stated, we found that the petition fell below minimum requirements of the Charter Schools Act. The District Board is supportive of the state's intent to establish charter schools, but the District Board's primary responsibility to act in the best interest of our students must be considered. As a written...as written, the Sycamore Charter does not present a sound educational choice for our community. During the 4 hearings conducted by the District Board, 2 for the first submission and 2 for the current submission, there is negligible support from the local community for the school.

That's not surprising, given that when the petitioners first submitted their petition to the District in 2006, they assured the District that they did not intend to enroll students from within the District, but instead had chosen to submit the petition the District because the District is centrally located. Just 2 years later, they again had very limited support for the charter at the public hearing. A majority of the individuals that are expressing support for this petition are not from the District. Although the petitioners made some changes to address the concerns of the District and the Orange County Department of Education staff, the current petition is still not worthy of your approval.

For starters, there are currently no leaders in place to operate this school. According to the petition, an Executive Director for Sycamore is not expected to be hired until after the petitioners have secured charter approval. A Principal will not be hired for the school until Year 3. Without identifiable individuals to fill these critical positions, the District could not meaningfully assess Sycamore's proposal, much less approve this charter to be fiscally educationally responsible for over 190 students, starting just next fall. Further, according to the bylaws, the Sycamore Charter Regular Board Meetings will be held at a private residence and outside the District's jurisdiction.

This chosen location not only undermines the involvement of local parents, but it raises legitimate concerns about whether the school will be a viable enterprise. The District also found several inconsistencies between the petition and its budget. For example, the budget assumes federal and state funding revenue for Child Nutritional Services to get the petition submitted to us; does not propose to hire any nutritional staff to implement

this. The budget also assumes Special Education Funding Revenue despite that the charter does not plan to provide these special services initially upon opening. These and other budget and operational shortfalls are detailed in the District Board's...our District; the Ocean View School District Board's resolution.

Overall, the District Board had serious concerns that the charter...Sycamore Charter would not be successful or safely implemented, and that the charter would not benefit the students in our community. The District, therefore, urges the County Board to deny Sycamore's appeal. Thank you. I'll submit this to the Superintendent.

Singer: Good afternoon, County School Board Members, and staff. I am Patricia Singer, a member of the Ocean View School District Board of Trustees. I am here today on behalf of the District Board to let you know we stand by our decision to deny the Sycamore Creek Community Charter School petition. The District Board has not placed any unnecessary barriers before Sycamore. Our Resolution of Denial was well-reasoned and legally supported. Regarding this charter's unlikelihood of success, I want to highlight today for the County Board and for the public, the disservice that I believe that Sycamore petition proposes to our English Learners.

The petition states the Sycamore teachers are afforded 3 years to acquire English Learner Authorization, indicating the EL students will, in all likelihood, be placed in one core subject classrooms with unauthorized personnel to guide these students. Charter schools have the same obligations as school Districts to ensure that EL's can participate meaningfully and equally in all educational programs and services, but this school fails them. At the District hearing on which the final action on this petition was taken, it was clear to me that some of the lead petitioners...were not fluent in Spanish. Nevertheless, Sycamore has targeted many Spanish-speaking parents in the District to support their charter.

In fact, they did this by lying to the Oak View community where most of their signatures for their petition were obtained. They targeted this community and misled them into believing they were getting new books for their kids for signing an information document. I personally asked for one of the lead petitioners who stated she had trained all of the canvassers requesting signatures in Spanish to present the information to me as if I were a Spanish speaker parent, which I am. I was appalled at what I heard. Not only were misrepresentations told, but repeated. Her statement led me and parents to believe she was announcing a new program, a place where kids could have Art and Music.

Never did she say this is going to be a new school. Her statement also referred to constructing a new building. Again, I asked again, a new building construction, a word you cannot misinform parents. Again, misrepresentations. When I asked specifically how she requested those signatures, the line used was, if you are interested in more information, please sign here. Again, where was the transparency and integrity in these canvassers? They took advantage of one of our most vulnerable communities and this is unacceptable. This caused panic and fear in our Oak View community.

Parents were so upset to hear they had signed something completely different than what was presented to them. Many called for reassurance their students were still enrolled in the Oak View Community School and asked for assistance in removing the signatures from such petition. I have significant concerns that EL families have not had equal access to this petition, and I have not...have not had the same opportunity to understand the educational program proposed by Sycamore.

The District, on the other hand, has championed the success of our EL population. Recently, in 2017, Ocean View administrators were recognized at Orange County's English Learners celebration for accelerating biliteracy and bilingualism in the County. As a District Board Member, I have a commitment to Educational Services of all of our District students. I strongly urge the County Board to deny Sycamore's appeal. Thank you.

Tarvin: Good afternoon, Honorable Board of Trustees. Dr. Mijares, Superintendent, staff and community. I am Gina Clayton-Tarvin. I'm the Vice President of the Ocean View School District Board of Trustees, and we serve the communities of Huntington Beach, Fountain Valley, Westminster, and Midway City. That would be your District, Trustee Barke. I'm here today on behalf of the District Board to emphasize that our denial of Sycamore Creek Community Charter School petition is proper and should be duplicated by your Board when you vote. Specifically, our denial was necessary given ambiguities in the petition regarding the charter's leadership.

The District Board has a fiduciary responsibility to our community and we take transparency and sound business practices seriously. As set forth in our Resolution of Denial, we determined the petition was unclear about the charter's financial affiliation with the private corporation, Linden Tree Learning. Sarah Bach currently serves as Linden Tree's Director and Linden Tree Learning is a vendor for independent study charter schools that accept instructional funds for charter students to purchase Waldorf Enrichment Courses. Ms. Bach previously served as Lead Petitioner for Sycamore Creek and while not listed as the Executive Director, the current petition states that Ms. Bach plans to spearhead the Sycamore Creek Charter School.

Linden Tree offers the same educational program as Sycamore in the same County and to nearly all the same grade levels. The District Board found it unusual for the petition not to address whether Sycamore plans to divert its funds to Linden Tree Learning for purpose of...for purchase, I should say, of Waldorf courses. Given ambiguities in the petition about the charters' leadership and Ms. Bach's close affiliation to Linden Tree, we were also reasonably concerned about Sycamore's use, or I should say, misuse of public funds. Apart from its ambiguities, the petition also contains blatant financial inconsistencies and as set forth in our resolution, the District Board found significant overstatements in Sycamore's budget.

This demonstrated not only the charter's financial plan was unlikely to be viable, but also that petitioners do not understand public school business practices. Additionally, following Sycamore's campaign for Proposition 39 signatures, parents requested that I meet with them to discuss the petition as no Spanish version was provided to them, and I

do speak Spanish. Parents told me that they felt purposely misled by Sycamore representatives; duped and lied to. These parents did not understand that by expressing interest in the petition, they were expressing their intention to enroll their student in a school they knew nothing about.

They thought they were going to participate in a District program, actually, and in other cases, they signed the forms because they were promised books in exchange for signatures. That sounds like bribery to me. This is common bribery. I believe it's unethical and numerous parents have stated to me that they will not send their children to this proposed school. However, some parents are scared to speak out about this due to their undocumented status and are in fear of retribution by the Sycamore organizers. The Sycamore...organizers preyed upon our most vulnerable community in OVSD, in the Oak View community, and should not be rewarded with their...with your approval; ever.

Their program is unsound, their finances suspect, and their methods of recruitment completely unethical. For these reasons and those enumerated by others speaking on behalf of the District, I strongly urge the County Board to deny Sycamore's Appeal. Lastly, we do not know why CCSA raised the issue of Prop 39 today. Facilities requests are entirely separate from the charter appeal and not within the jurisdiction of your Board. We are disappointed and quite surprised by CCSA misrepresentations. Sycamore has not been denied facilities and Prop 39 requires the parties to follow certain timelines for submissions and responses and offers, etc.

So, lastly, just so you know, the OVSD community did not want this charter. We voted against it on behalf of the residents. We encourage you to do the same; to deny it. If you don't, it's likely to be to your detriment and to all of the people of Orange County. Thank you.

Chastain: The hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board. Each individual will have 3 minutes to speak with a total of 30 minutes allocated for comments. For those speaking today, the Board Clerk will time each speaker and a red light will flash, and a buzzer will sound when time is up. Please call for the first speaker.

Boyd: We have 37 cards that were submitted. I understand that some people may have left, so, I'll call the names and we'll go District and Charter, back and forth, between those. As Mr. Briscoe submitted a document, any of you are...have the luxury of submitting written comments to the Board between now and the next Board Meeting when action will be taken. So, you can do that in lieu of comments if for some reason you want to cut your comments short so that we can get more people in.

Williams: Nina, before we go on. So, we have in the Agenda given 30 minutes...

Boyd: Yes.

Williams: ...to Board questions. We have 37 people.

Boyd: 37. Well...and some people have said that people left but I don't know who's left until I call the name.

Williams: Right.

Boyd: Because...we dialogued with some of the people when you were all on your break.

Williams: Just so if I can quickly refer to...to my Board for recommendations and thought. Do you...we wanted to basically limit to 30 minutes and who have we here in 30 minutes, or do we want to give all potentially 37...

Bedell: What did we do with the previous charter?

Boyd: We gave them...

Williams: there were 3 extra, so we gave them 10 extra minutes.

Gomez: I say we just try to get through as many as we can and then evaluate how many are left at the end of the 30 minutes.

Williams: Okay. So,..

Bedell: Mr. President? In the past we've said if somebody comes up and says – we don't need to hear the same thing twice – somebody comes up and says something and you agree with it, say I align myself with the Board President or whatever.

Williams: Right.

Bedell: Period. So, we get some sense of depth. We don't need to hear the same thing over and over and over again.

Williams: Yeah. We won't...the idea and concept is that the Board wants to hear everybody,...

Bedell: Right.

Williams: ...but if it's saying the same speech, the same...principle, you know, to say I agree and move on. So...just because I'm trying to run this meeting in an efficient way. It's now quarter to 3 PM. At 3:15 PM, we're going to reassess where we are.

Bedell: Sure.

Williams: Okay, and Nina, you're going to continue to go charter...pro and against and...okay.

Boyd: Support, yes.

Williams: Okay.

Gomez: If we can have those people line up? That way they're ready to go as quickly as possible; maybe minimize the applause so we can get moving?

Williams: Yeah. Can you...call like 5 people up at a time?

Boyd: I could do that.

Williams: Yeah, let's...6, actually.

Boyd: I'll see how many are here, first.

Williams: Okay.

Boyd: Leslie Sheridan, Kimberly Telfer Radzat, Jason Bozarth, Jason Miller, Julianne Hoefler, and Amita Parikh.

Williams: And, just for the Board because we all like to take a note and we like to get the names. If you can just say your name for us, again.

Sheridan: So, good afternoon, President Williams, Board of Trustees, Superintendent and staff. My name is Leslie Sheridan and I am the President of the Round Table at the District of the Ocean View School District, and the PTSO President at Springview Middle School, and I'm the parent of children who have...are attending school at Ocean View School District and have moved through the school. I'm here to address the request for Sycamore Creek Community Charter School in the Ocean View School District.

Our Ocean View School District has a tremendous academic and innovative programs for our students, as well as programs that support the social and emotional growth of the students at the District. The...connection between the teachers, the staff, the students and families are a strong partnership that supports the success of the students in the District. Historically, this District has helped me, specifically, with the special needs of my son as well as challenge my daughters with dynamic teaching and programs. There truly is a place for all types of students in this District. I oppose the charter school request here in the Ocean View School District and I ask for your support in that. Thank you.

Telfer Radzat: Hello, I'm Kimberly Telfer Radzat, an Educational Therapist, California Credentialed Teacher, Waldorf-trained Teacher, and I'm currently working on my Ph.D. in Education at UCI, studying the development of Executive Function Skills within the Waldorf Pedagogy. I am trained in the Slingerland Method for students with dyslexia. The Extra Lesson, which is Waldorf's Remedial Education Program, the...and Educational Therapy. I've taught at Brywood Elementary in Irvine. Special Education at WSOC, taken a class through a WSOC, Waldorf School of Orange County, from 1st grade through 8th grade, and teach in a Waldorf Teacher Training Program.

I support Sycamore Creek because I believe that education is not simply a means to a job and income, but rather that education should develop in all students the potential that they each carry within themselves. A study conducted in urban Charter Waldorf Schools by Dr. Ida Oberman, which I have here, identified a new set of the 3 R's set forth by Bill Gates in his support of public education, namely Relationships, Rigor and Relevance. The study determined that the students in the 4 charter schools studied match the top 10 of peer sites on California test scores and well outperform the average of their peers statewide in urban schools, with one of which had a free and reduced lunch status of 13...38% and which range from 20-30% non-Caucasian.

One of the wholly unique aspects of a Waldorf Education is an 8-year looping program that develops these deep relationships. Combined with my own knowledge, experience, and research, I wholly agree with the conclusion of this study. That...democracy requires of us as educators to have courage; to bring the highest standards of learning to all students. It would be a missed opportunity to not use this data to fully understand what Waldorf Education might have to offer public school reform. I also have serious concerns, but I know that you will be able to suss out between the truth and the lies that have been told here today. Thank you.

Bozarth: Good afternoon. I would like to take a moment to thank the Board and Superintendent for giving me this chance to speak. My name is Jason Bozarth and I am the Classified Chapter President of CSEA; 375 Ocean View School District. Now, this is the second time that I have stood before this August body. Several years ago, Sycamore was similarly trying to establish itself in our District; those were difficult times. Now, by comparison, we are stronger than we've ever been. Through the efforts of our administration, our Board and our staff, we have executed major building projects and kept our curriculum relevant and up to the highest standards of education despite the many...difficulties, thank you, that we have had and continue to face.

We continue to build relationships between all staff administration and the community as building blocks to becoming a destination District, but I am not here to talk about the past. I would like to talk about the present and the future. As someone who has worked in facilities, I can tell you endless horror stories from maintenance staff who...with first-hand experience with regard to Charter Schools. This often times creates an environment that is not in the best interest of the children or the community in addition to shortchanging both classified and certificated staff who are instrumental in creating an educational environment. But, but the real focus of my comments revolve around the simple truth that there is no real interest for a Waldorf School in the Ocean View community.

With regard specifically to Sycamore Creek, once the Hispanic community learns about how they were essentially bamboozled, there will be outrage. Once they realize that the new school...the new school building that they were promised was, in reality, a charter school paid for by taxpayers, in addition to money that was sent...that was meant to go to their children, there will be outrage. Once they realize this charter school will draw money away from their children to pay for an organization whose major clientele will be predominantly parents from far outside their community, there will be outrage. When teachers and classified staff find out that some of their jobs will be impacted to make budget accommodations for a charter school, there will be outrage. One only has to look at LA to realize that some...that outrage has already taken form. The parents and community of Ocean View School District were deceived and if this appeal is granted, then ultimate responsibility for that deception will fall here, which is why your decision is so important.

Furthermore, the Board of Sycamore's organization will not be directly answerable to the public, which is a matter of grave concern. This August body must be mindful of the taxpayer money and resources right now because as the song goes, tomorrow will be too late. If Sycamore's conception must be accomplished through the use of deception, then the foundation of this organization is fatally flawed. Thank you.

Miller: Good afternoon, President Williams, Superintendent Mijares, Members of the Board. My name is Jason Miller. I'm here from the law firm of Young, Minney and Corr. We represent the majority of public charter schools in California. We have had a chance to thoroughly review this petition and we find that it...presents a sound, well-researched Public Waldorf Educational Program. It's led by a talented, experienced and passionate...petition team and it...includes all required affirmations, declarations and signatures. I do want to take a moment to talk about the signatures because there's been a lot of discussion about that today.

The...signatures on the petition itself are not in question. They weren't raised by the District at the District level. The question is the signatures are relating to the Prop 39 request, and the signatures are gathered for the Prop 39 request. And, as the Superintendent pointed out, that is a different matter outside this jurisdiction that's under pending litigation. I do want to speak to the suggestion that the...District made...that they did not deny the...Prop 39 request. I have in front of me a letter dated November 30

from Superintendent Hansen that says, “the District will not provide any facilities to Sycamore for the 2019-20 school year.”

This is the first time in one of these meetings I've seen a charter school's attempt to reach out to the local community, and especially a local community that's not being served well by its School District as a negative. Usually, I'm hearing the opposite. Usually I'm hearing they're trying to cream the top. No, this is a community that is going in and trying to identify the kids who are in the most need, and that's being seen as a negative. It's the first time I've seen an administrator's experience being held against them that...because there's experience in another Waldorf Program, that's...as a petitioner there. Therefore, not qualified because of this...this past experience they have.

This program is up...is just offering and providing educational choice to this community. We're not forcing schools closing. We're not forcing kids to go to schools they don't want to. It's providing a choice. The affirmations and declarations include the guarantee of all appropriate credentials and appropriate use of public funds despite allegations...otherwise. I'm here to answer any of your questions regarding the petition. I look forward to working with the County and the County staff as we move forward with this charter together. I urge you for your vote. Thank you.

Hoefler: Good afternoon, President Williams, Board, Superintendent Mijares, and Orange County Department of Education staff. My name is Julianne Hoefler and I serve as the Assistant Superintendent of Educational Services in the Ocean View School District. I also have the distinct privilege of leading the team who thoroughly analyzed the charter petition's Educational Program. My team has expertise in everything from teaching and learning, to Special Education to social emotional support, to behavioral supports to English language development, to support for foster youth and students who are homeless.

Our analysis of the charter petition included the California School Dashboard for Journey, the charter school identified by Sycamore Creek with a similar educational philosophy. As you may recall, the California School Dashboard assigns color indicators...for each indicator, excuse me. Blue is best, green is good, yellow, orange, red, with blue and green being the target colors. For the 2018 California School Dashboard for Journey, all student groups in Chronic Absenteeism, Suspension Rate, ELA Achievement, Mathematics Achievement did not meet the target of green or blue, and/or orange. Digging deeper, the Students with Disability Group is in fact red.

In English Language Arts Achievement, Mathematic Achievement and Suspension Rates, and for ELA and Mathematics, there were no student groups in blue or green. Additionally, with regards to the suspension rate, students who are educationally disadvantaged and...Hispanic were also red. Using the same measure for Ocean View School District, 3 of 4 – all student groups – are green, the target color, and our one area of opportunity is yellow, which is higher than orange, and, probably of greater importance, is there is not a student group at the District level that is red, including our...most vulnerable student groups.

So, not only does Ocean View School District offer a strong program with rates of proficiency on state assessments higher than State and County averages, we offer choice within our District. We have traditional and innovative magnet schools focused on STEAM, VAPA, Gifted and Talented Education and Environmental Science with a 2-acre farm complete with a goat, some sheep, chickens, ducks, geese and a garden. Not only did the Educational Services Team have concerns about the petition, evaluating the educational philosophy with the publicly available information, it supported our conclusion. I continue to stand by our...recommendation to deny the charter petition. Thank you.

Parikh: Good afternoon, Superintendent, Trustees and staff. My name is Amita Parikh. I am the Director of Client Management at EdTech. EdTech provides support in school finance, operations and governance, and we work with over 300 charter schools in the state of California. We submitted a balanced 5-year budget and 5-year cash flow projections for Sycamore Creek.

The assumptions therein were based on the most recent information regarding the California State Budget, and the schools program model. Starting in Year 2, the school maintains a positive fund balance of at least 5% of expenses, which is above the 3% of expenses the state looks for. Cash flow, also, throughout the 5 years, is positive. If you have questions regarding the budget, please do not hesitate to contact me. Thank you.

Boyd: Okay, so the next names that I'll be calling: Marlana Chiarella, Magda Gomez. Is Magda Gomez here? Okay. Elena or, excuse me, Elan Sandberg? Not here? Okay. Sarah Bach. Okay. Sherri Medrano? Crystal Hickerson? Natalie Moser? Natalie Moser? Thank you. And, Alisha Walker. Thank you.

Chiarella: Hi, everybody. I'm Marlana Chiarella and I'm a parent...in the Ocean View School District. My daughter is a middle-schooler at Vista View. I'm here today; pretty simple. I'm against charter schools and the reason why I'm against it is because it's going to take money and services away from our schools, and, it's going to take away from our District as well. And, as a public school, you know that every cent counts, and by adding a charter school, you're going to be taking away some of that money and services for our students. And, I think if you continue to allow charter schools in the Orange County, I have a feeling eventually we're going to be like LA County USD school, and you see what's going on at their school's right now with the strikes.

So, it's pretty simple. I'm against it and I hope you will deny Sycamore. Sycamore doesn't provide anything that our District does not. I sat in a couple of the Board Meetings and to be honest, they did not wow me. I'm always looking for something different for my child, a better education, and their presentation did not wow me. They do not provide anything that our school does not and that's it; simple as that. And please, I hope you deny their request. Thank you.

Bach: Thank you. I just realized I have a prop but can I...is it okay if I get it really quick? I'm sorry.

Boyd: If it's a sign, you can't use signs. Okay.

Bach: Thank you, community members. Thank you, Superintendent Mijares. Thank you, Orange County Board of Education for this hearing and this opportunity. My name is Sarah Bach and I have lived in Orange County for the past 41 years. I am a founding parent of the Sycamore Creek Community Charter School petition. I'm also a Fellow with UCI Center for Ethics and Morality, and I also direct a 2-day Waldorf-inspired Home School Enrichment Program that is a 501C3 and that is not illegal, and I am appreciative of this experience that I can bring to the founding group of parents before you today. So, what I wanted to speak about was...that in my dissertation work. I focused on Ph.D. students and their ability to persist.

Their grittiness, their level of hardiness, and that...how that transferred into them staying in their program and finishing their program. You may know many Ph.D. students leave. There're up to 50% - 75% of Ph.D. students do not finish their programs. So, I focused on this site survey, 350 Ph.D. students, and I found that their level of grit and hardiness was key into their performance in terms of the lab work that they did, being the instructor of record, so on...so on and so forth. I created a performance index of these things. So, what I find interesting about Waldorf Education is that it just calls this something different.

It calls it the Will, and how do we get children to have a strong ability to succeed? How do we get them to...desire to control their educational outcomes? How do – which is one of the three C's of hardiness – how do we get them to stay committed to the people around them and the circumstances, though they may be different...difficult? So, what I brought here today is...this is a...this is a knitted flute bag; has a recorder in it right now and...this takes a 1st grader weeks to months to complete. They drop stitches. They have lots of difficulties doing this but they persevere and Waldorf Educators believe that...it's commensurate...that children need to experience the difficulties of doing something like this in order to feel the rewards of it.

And so, that's why we go back to basics. We have chalkboards. We're a low...it's a low-tech environment. They need to work hard in order to feel that reward and so, by seeing this at the Ph.D. level, I can see how it also translates to the elementary school level as well, and I think it's wonderful. I hope you approve.

Medrano: Good afternoon, President, Board of Trustees, Superintendent and Assistant Superintendent. Thank you for allowing me to speak this afternoon. I probably will repeat a few of the things that were said already. My name is Sherri Medrano. I'm the community liaison in Oak View Elementary School. I've been there for approximately 38 years. I've serviced the community for over 20 in that position but being a person in the community for such a long time, I've built great relationships with all the community; watch children grow, become parents. Now, their students are there and so on. Watch generations grow in the community.

So, I have an open door policy where they come to me for pretty much everything. When the sweep...or Sycamore Creek came into our community to collect signatures, I feel that our vulnerable community was taken advantage of. I think they know that they went in there and they were going to be able to accumulate a good bulk of the signatures in our

community. I had people come to me. I had no knowledge of what was going on. They came to my office and told me that one...father was appalled that they had filled out the form for him and just asked for the signature, and in return, he got a few books for his students that were standing there eagerly to pick the books.

Another parent doesn't read in Spanish and the form was in English and I asked her if it was translated for her and she...could say that it was a little bit translated, but what she told me and what was on the form wasn't exactly what was explained properly. I feel that they were deceived in many ways, not necessarily by some of these people sitting in the office, but...or sitting in the audience, but some people that walked in and knocked on people's doors asking for signatures. They weren't...honest with exactly what people thought that they were from the school, offering after school programs, offering new...a new school that maybe that was affiliated with us, somehow.

They didn't understand completely or comprehend this petition that they were presenting, and I felt in my heart I needed to be here so that you would know that the connections that I have in the community. I've been in this room before, receiving an award from you guys and so, I've been there a long time. I love the community. I love my job. And, I wouldn't be here if I didn't care that they were taken advantage of. That's the point I want to make across. I think that the bulk of signatures were from Oak View, and I don't think they were gathered appropriately. Thank you for listening to me and thanks again, bye-bye.

Williams: Thank you, Sherri.

Hickerson: Good afternoon. My name is Dr. Crystal Hickerson, a manager of a small business; Home Staging business in Irvine; mother of 2. And, I brought something to say but I feel compelled to speak to a lot of the anger and fear I hear expressed here today by representatives of OVSD, because I felt like saddened and...worried hearing that you...perceived us and our team to be lying to people about what it is we want to bring to the School District, because I think we're on the same side. I think we want to enrich the lives of children and families in OVSD where many of my friends live and I've known them for years. You know, our petition for Prop 39 was an English and Spanish.

Anyone confused could talk to the bilingual petitioner canvassers. At OVSD, I tried to explain to the Board there that we're interested in working with Spanish speakers, and I myself would try to speak to people in Spanish. My Ph.D. is in...part in Latin American Literature. So, maybe my conversational Spanish is not wonderful, okay? I was a person who said we're going to "construir una escuela", but you can construer a paragraph. You can construer a nation. I definitely wasn't trying to, you know, deceive anyone, and if there's a question, it was a conversation; we could talk, you know? What's more is I'm responsible for maybe 3 of those signatures on the Prop 39.

The main character was Magda Gomez, and I really wish she was here, but she's a Latina from the Huntington Beach Parent Union; very fluent, very friendly and it's my understanding that she gives out books for the Parent Union sometimes. I'm not really sure about that part, but if anyone had any questions, you know, Magda could definitely

talk to them. And so, I'm just...I'm very surprised and kind of confused about the dynamic here between Sycamore Creek and OVSD. No one's trying to exploit anyone but we're trying to bring something beautiful and I was going to talk to you today about the looping, about how the teachers stays with the students from grades 1-8.

I've taught in Paris, France and Santiago, Chile and Namibia as a Peace Corps volunteer, and everywhere I go I ask my students...it's a writing prompt, you know? Tell me about your favorite teacher and why were they your favorite? And, without exception, all over the world where I've been, they all talk about a teacher who took an interest in them and made them feel unique and special, and helped them find, like, their passion and a route to fulfill that passion. And, that's what Waldorf does with a looping. That's what I want to offer and it's not on offer right now. Thanks.

Williams: Thank you, Crystal.

Moser: Good afternoon, honorable County School Board Members, Superintendent, Assistant Superintendent, staff and community members. My name is Natalie Moser and I am a proud parent of a 3rd grader and a 5th grade GATE student at Circle View, a California Distinguished School in the Ocean View School District. I am the PTO Vice-President of Programs and Community and a former member of Circle View School site Council. I believe in our dedicated Ocean View School District teachers and staff. I value the high level of education, instruction, and services that they provide our students.

I trust the leadership within our School District who have been transparent and responsive to our students' needs, providing innovative high-quality programs, including Early Learning, Visual and Performing Arts, Environmental Science, STEAM, and GATE Magnet School, as well as providing access to equitable instruction and services to ELL, special needs, and other populations. I believe as parents we share the intention of wanting what's best for our kids; all of them. In fact, to be honest, I don't have a problem with the Waldorf methodology. I'm curious about it. However, I don't like the manner in which representatives of Sycamore Creek Charter School attempted to obtain petition signatures.

Their targeting of the vulnerable population of the Oak View community with false promises and under false pretenses, was an abuse of trust and power. There is a democratic pathway for charter creation through petition. Obtaining those signatures through deception is not democratic.

If a Charter Public School District-related partnership were to be successful, it would require a relationship built on transparency, trust, and integrity with both the administration and the Ocean View School District student and parent populations. In this instance, trust has been breached and integrity has not been demonstrated. I respectfully ask you to deny Sycamore Creek's request for appeal and to allow Ocean View School District to retain local control and allow its denial of the Sycamore Charter to be...to stand. Thank you.

Walker: Good afternoon, Orange County School Board and staff. My name is Alisha Walker. I'm a mother of 3, an attorney and a small business owner. And, I come before you this morning...this afternoon – excuse me. I've been here since morning. I know you all have as well – to implore you to approve our appeal. I'm hearing a lot from both sides today and first just wanted to speak quickly that the Prop 39 that seems to be at issue is not a relevant issue for you all today. That is a separate issue that will be dealt with and if litigation is necessary, then that will be the path that we take.

But, I come before you today to talk about the Waldorf Method and why I think it's good; not only for my children and my family, but why I think it would be a positive change in children as a whole, in the community as a whole, and maybe a step in the right direction into changing the world. But, I think I might be a little bit of an optimist. We know that today we face many challenges and that the children face many challenges from everything from teachers being on strike to school shootings and up and down the spectrum. We know that that's a real issue.

I think something that Sarah spoke to you about the hardiness that we're trying to instill in children is something that's really important and I think that speaks to me and many of you on the Board who have gone through a graduate program; that it takes a lot of grit and a lot of perseverance to get through that. I would say that English Learners could also attest to that, I'd say, across the board, that is an important and a sacred skill. That is something that the Waldorf Method focuses on. Not only are they knitting flute bags if that's the right term, but they are working with the whole mind and a holistic approach all the time.

They are jumping rope and counting by two's, you know, in Kindergarten and the lower grades, and it is that Arts-integrated program that I think is so valuable. And, I'm hearing amazing things in the Ocean View School District where there's farms and goats, and that sounds awesome. That is not what we're doing. We're doing something different and I'm asking that we take a chance; that we take a chance on children and on a Waldorf Program that may benefit children that would otherwise not be exposed to it; but, for that public option. I just want to point out that California spends about \$11,000 to educate one student a year and \$100,000 to keep an inmate in the prison system a year.

I'd like to see that change and I think change starts at a grassroot effort. That's what we're about and that's what we're trying to do, and we're coming together as ethical people that are not trying to convince people to do something they don't want to do, but are trying to educate a community and trying to be the voice of change and hopefully make the world a better place. And, I come before you today and ask that you approve this appeal. Also know it's not the first time that you've gone against a School Board and have approved an appeal, and I know that that has ended up in the court system, and the court has backed you many times. I hope that's the case today. Thank you.

Williams: Thank you. How many? Nina, how many cards do you have?

Boyd: About 20.

Williams: About 20. Okay, so...for my colleagues, here. It's been 30 minutes that we allotted according to the Agenda. Jack, do you want to hear more? Is there anything new

that's being...

Bedell: I haven't heard anything...

Williams: ...shown...

Bedell: ...but I defer to you. I want to be fair, so I defer to my colleagues.

Williams: Okay.

Bedell: I have some questions I'd like to ask the presenters and the Board, so, ultimately, I would like to get there.

Williams: Yeah.

Gomez: Maybe we allow 10 more minutes just like we did with the other.

Williams: 10 more minutes? I think that's wise. What do you think?

Barke: I agree.

Williams: 10 more minutes? Okay. So, for...

Gomez: So we get done.

Williams: Yeah, yeah. So, for the record, to be consistent with prior practice, we're going to allow 10 minutes more, and so, that would be...let's call 4 names.

Boyd: Okay. Tim Johnson? Tim Johnson? Barb Davis? Gennica Santa Cruz? Cindy Pedroso? Lisa Thompson?

Davis: Good afternoon, Board President, Board of Trustees, Superintendent and staff. My name is Barb Davis. I'm the Coordinator of Student Services in the Ocean View School District. I have had the opportunity to read the Sycamore Creek Charter petition and in afterward, it...it's apparent that Sycamore Charter does not describe an educational program that would provide a sound education leading to the skills needed for students to advance through the grades and be college and career ready. This is unfortunately especially true of the education of students most in need. The charter states generalized actions to meet the needs of students in achieving grade level proficiency, including all students and subgroups.

How the unique needs of foster, homeless, and special education students are met is consistently not addressed. Rather, the charter proposes to implement storytelling and music to deliver the curriculum for all students instead of differentiating instruction based on student needs. English Learners are also students whose specific, unique needs are not addressed clearly by the charter. Rather than address how English Learners will access the standards, the charter restated the Waldorf Model of teaching and provided no instructional methods to assist English Learners.

After reviewing information provided and recognizing the lack of information included in their educational plan, I was discouraged by their plan and the lack of instruction...of instructional programming that would benefit all students academically. Ocean View School District students not only have access to Visual and Performing Arts, Robotics, STEAM, and other specific curriculum across the grade levels, but we include all students in the quality education we provide. Ocean View School District provides all students at quality education leading to college and career readiness while providing opportunities to engage in the Arts and Sciences, and the freedom to explore learning topics through project-based learning.

Ocean View School District differentiates instruction to meet the unique needs of all learners including English...excuse me, English Learners, homeless and foster students, and students receiving special education, allowing all students the ability to thrive in school. For these reasons, I urge you to vote no on the Sycamore Creek petition.

Cruz: At some point, I'm going to need a translator.

Boyd: She'll...just one second. She'll come up.

Cruz: It will be towards the end. Okay, my name is Gennica Santa Cruz. I have 4 children ages 10, 8, 4, and 2, and I live in the Ocean View School District. My children do not attend any school in that District. I have a Bachelor's degree in Kinesiology with an emphasis in Physical Education. I came to know about Waldorf Education from friends of mine 9 years ago. I was intrigued by the educational approach of having a daily rhythm and teaching the whole child, the Head, the Hands, and Heart. That has now become important to me. I understand the importance of movement in children and find that...Waldorf provides that in many different ways.

For one example, You Rhythme is a class that is taught at Waldorf, and that is where children learn about their spatial awareness as they move alongside and in-between each other. They have to learn to move as a whole unit and alone. I understand that learning is not a one-size-fits-all approach. I want more families to have the option of educational choice, especially since the only Public Waldorf School is in Orange County, and it's South Orange County. And, the wait list is very long and very difficult to get into. I know, I tried, and sadly, my children cannot attend the private Waldorf School of Orange County because I have 4 children on one teacher income, and we can't afford it. The translator?

[AT THIS POINT, MS. CRUZ SPEAKS IN SPANISH AND THE TRANSLATOR IS UTILIZED]

Translator: For those of you that speak Spanish, the defenders of Sycamore Creek have done everything they can possible to approach our Latin community and by offering the materials...educational materials...bilingual educational materials, and have bilingual members of the community like myself. We want to make sure that Sycamore Creek is a diverse school. The petitioners did not lie to you. They did not give books for the signatures. They did not talk about an after-school program. The signatures demonstrate a strong interest and a large support for the community of Sycamore Creek, and OVSD must honor that.

Cruz: Board, please approve Sycamore Creek Community Charter School. Thank you.

Pedroso: Okay. Good afternoon, everyone. My name is Cindy Pedroso and I'm an Assistant Principal at the Ocean View School District for Early Learning Programs, and I'm not going to repeat the quality of education that I believe we offer in our School District, but I want to point out 3 things that were discussed in the charter school proposal, and one of those is the philosophy of looping. And, for me, the thought process as an educator is to have the skill sets to be able to adequately teach students from 1st

grade-8th grade goes beyond being highly qualified. I have 18 years in education. I hold 2 Master's. I'm a Reading Specialist and I have Special Ed background credentials.

So, I know how challenging it is to meet the needs of the students, especially the ones that are in the 25...or the bottom 25% of our students, and I don't believe that you would be able to adequately staff this school to meet the needs of students in that way. And, to carry them through 1st grade-8th grade and have the depth of knowledge that is required in the content area, nevermind meeting the entire child. I just don't see that to be something that could be likely done. On the second thing I'd like to point out is that they refer or they identify students with special needs and then refer them. So, in our District, we don't not only identify them, we service them from beginning to end.

Beginning in my preschool program at Pleasant View Elementary, or, I'm sorry, Pleasant View Preschool. So, I'm here because as an educator, I just don't see that the quality education that is advertised will be found at that charter school. So, I thank you for your time and I hope that your answer is no.

Thompson: Good afternoon and thank you for having us here today. My name is Lisa Thompson. I reside in Huntington Beach with...within the OVSD boundaries. I have 2 children. I have home schooled them since the end of my now 10-year old daughter's Kindergarten year at Circle Elementary which is in OVSD. I hold a California Single Subject Credential in Spanish. I've worked several years as a high school teacher in addition to having taught English in Mexico, adult ESL in a neighboring District and working as a substitute teacher. I myself am half Mexican. I also speak Spanish. I had to kind of relearn it at an older age, but I very much enjoy that.

My husband and I are California Single Subject Credentialed Teachers. We thought public education was going to be the path for our children; we have 2. After a short time in Kindergarten with my daughter, we began to realize that there were not any other options...sorry, that there were not only other options, but there were options that better suited our children. At the end of that school year, which was a challenging year, we made the decision to home-school because it was the best fit for our children. As a public educator, that's quite a different path to take and...sorry, we thought it was the best fit for our children at that time, until maybe now.

We want a Public Waldorf Program in our area for our children. We want Art and Music infused in their daily experience, not just in once a month class, or maybe even once a week class; we want it every day. I have a daughter who runs a little bit anxious. She had a few experiences young and in her Kindergarten year that were a little bit traumatic to her, and so, having Art and Music for her really grabs her and draws her in, and that's something that I see daily with her. My son has attention issues. The knitting has done something wondrous for him. It connects his hands and his mind together. He takes pride in what he's doing. He's learning his counting.

He's jump-roping and learning his multiplication tables. The thing about it really is that we can talk about content areas and separating them into blocks where you get an 80-minute chunk of Math or a 90-minute chunk of Science. But, Waldorf is more about the

whole approach and so, you're infusing everything together and it's not separate or in time blocks. I know that that works better for my children. I know that I have a community that it works better for their children as well, and we really want to see this come to OVSD. Thank you so much. Please, vote yes.

Williams: Very good. So, that will be the last for the Public Comments and...

Boyd: Aracely needs to close out the...

Chastain: This concludes the Public Hearing for Sycamore Creek Community Charter School. The Board will render a decision at the February 13th Board Meeting. President Williams, I now turn the meeting back over to you to facilitate any questions that the Board may have.

Williams: Sure, okay. So, going on to Board questions, I'll look...I looked to my right last time. I will look to my left this time. Any questions for the staff or petitioners...

Barke: I actually don't...

Williams: Trustee Barke?

Barke: I read a lot of material. I heard great information today from both sides. I've also spent quite a bit of time visiting Journey, so I feel like I have quite a bit information.

Williams: Trustee Gomez?

Gomez: I'll defer to Dr. Bedell.

Williams: Dr. Bedell?

Bedell: I'll defer to Trustee Gomez. I have a couple of questions. I really need help here. I'm dating myself and...you may be the person...okay. Well, yeah sure, Waldorf. Okay, when I hear these conversations about Waldorf...

Green-Bosinoff: Yes.

Bedell: I'm thinking of – not the right words – an earlier version of the emphasis on Social Emotional Learning that we talk about, 2019. So, I know we...our beloved President has really helped focus our attention on Social Emotional Learning as an academic subject. Is that fair?

Green-Bosinoff: It's important, yes.

Bedell: Okay. Can you relate? I guess what I want is a pithy paragraph precise on what you see as Waldorf as it relates to Social Emotional Learning, as you understand it.

Green-Bosinoff: So, one of the difficulties I'm having is a Ph.D. student and...

Bedell: I've had many myself. I can identify with it.

Green-Bosinoff: Well, studying Waldorf Education is it...it's very complex. It's difficult to explain. It's easy to misunderstand it because there are so many parts that are so different. One of the strongest parts for the Social Emotional Learning, I would say, is the looping, and it's...I've done it. It's not easy to stay with the same students over 8 years. However, the state of California issued me a Multiple Subject Credential saying that I could teach all subjects. So, if that's not going to...if you take that into consideration as not being possible, we have a bigger problem, right?

So, I know hundreds of teachers who take their First graders through Eighth-grade years and I think that relationship that gets developed there, the understanding you...2 months is the amount of time they found in studies that you gain by having the same teacher year after year, but mostly those studies have been in a 2-3 year loop. They've never studied like, the whole, but you can imagine that that would multiply over time, that you know

them so well. You know exactly where to pick up and part of the...Waldorf training that is unusual is that every year you have to come back with the expectation that the children in front of you are going to be different.

So, there's a real emphasis on not boxing children, but understanding that that growth is meant to be, and you have to be available to see that happen, and it does. Students develop at different rates; we know that. Having someone you can count on, particularly if the rest of your life is chaotic; if you are homeless; if you have things going on at home; if you don't have food to eat; having someone that you can count on for 8 years that will always be there is a huge benefit.

Bedell: Okay. My next..., thank you, my next question is for the District. Does your District handle special needs children the way this proposal is proposing to refer them out?

Hansen: No, we have our own services.

Bedell: What does that mean?

Hansen: We have our own Special Education Division.

Bedell: And they do what?

Hansen: Well, it's very much integrated. We want the least restrictive environment, so, we want students to be able to be integrated into a general education setting whenever possible, to be able to have Special Education Services delivered in the least restrictive environment. So, rather than send them somewhere to an outside program.

Bedell: So, are you of the view, then, that – this is probably a stupid question the more I think about it – that heightens the probability that you're not going to lose contact and you can control what the child is experiencing; what you do rather than referring it out?

Hansen: Well, that's...one aspect of it, but that the greater aspect is...is that the child gets exposed to a general education setting.

Bedell: You were going to...

Hansen: We're fine. We do identify students. We service them. We have arranged in a continuum of services that does include everything from support within general education classrooms to our students with the most intense needs. That may be a separate setting. We are part of Walk-See, which is the SELPA that we work closely with, collaboratively with, to ensure our students are served.

Bedell: Just off the top of your head, which Districts are in your SELPA?

Hansen: Fountain Valley, Westminster, Huntington Beach City, and Huntington Beach High School District, and ourselves.

Bedell: Okay, thank you. Thank you. I'd like somebody from the proposer, please? The proposers?

Williams: The petitioners.

Bedell: Petitions, I'm sorry.

Boyd: Someone meaning the attorney or the writers of the petition?

Bedell: The writers of the petition.

Boyd: Okay.

Bedell: The writers of the petition? Okay, sure. I want my...whoever can answer...explain to me Linden Tree and explain to me the books issue. How can I do Linden Tree and the books? There have been very serious...the genesis of my questions, I want to be fair, there have been very serious, for me, accusations about how signatures were retained...for me, the verb would be New York, bribing, for signatures. So, I want to be sure that's not the reality.

Deaso: So, I am one of the founders. I hold a Master's degree in California Credential. I've been teaching all across Orange County for the last 15 years. This team here...

Boyd: What's your name, for the record?

Deaso: Yes, Alicia Deaso.

Boyd: Thank you.

Deaso: This team is a dedicated team of very ethical parents completely grassroots. We're looking for something new for our children. We did partner with a wonderful group called Parent Union. I don't know if you're familiar with them, but they advocate school choice. Magda Gomez is one of the individuals who is leader of the Parent Union. She came and canvassed with many members of our team and separately, she did distribute books, but that was on behalf of her organization, not ours. Later, we're coming to find out that that is being used to smear our school that they're claiming that we tried to bribe these families; that we have malicious intent; that we deceived them through language and...the sharing of books.

It's very disheartening for me to hear this. I mean, I've...as a dedicated educator whose heart is...just here for children, whose heart and...whole hope is that this kind of education is more widely available to the community. I've been working with this group for the last 3 years. I helped to create the scope and sequence, 185 pages here, correlating California State Standards, the Science Standards, National State Standards, and the Public Waldorf Standards. Why did I do this? Because, these people and our children deserve options and this District...

Bedell: I get that. That's fine.

Deaso: Yes. Yes. I want to get to the point though. This District has been so hostile to our team and...

Boyd: I want to get...my question is, is it conceivable that a reasonable person would conclude, if you sign this, you'll get a book? Or, I just happen to have a bunch of books to give out? There's a huge difference there.

Deaso: There is.

Bedell: I see...if I'm uneducated, non-English speaker, person putting in a disadvantage; that's huge.

Devos: You're absolutely correct, and I can speak unequivocally that that is not what happened. I know because I was there. I canvassed along with many other volunteers going door-to-door, beating the streets...spreading our good word and sharing ourselves with the community that we hope to include.

Bedell: Were you canvassing with the person who allegedly gave...

Deaso: I was.

Bedell: ...out the books?

Deaso: I canvassed with Magda Gomez. I will have her send a letter to you all before the next Board Meeting. She, unfortunately, had to leave. Many of us in the last couple hours were scrambling for child care and pick up. My husband left work early. She...she and Parent Union carry books around regularly. That's a thing they do. She was there to speak to Parent Union and to help...speak for me in Spanish. I'm not a Spanish speaker, and she gave out books freely, regardless of whether people signed. It had nothing to do with that. She's spreading literature. This is a...this is a positive thing. There was absolutely no exchange or requirement at all.

Bedell: That's fine. Thank you, thank you. I'm done, Mr. Chairman.

Williams: Very good. Trustee Gomez?

Deaso: Oh, we have a statement from Magda if you'd like us to read it in?

Bedell: No, we'll see you again in a month.

Deaso: Okay.

Gomez: I'm looking at your presentation on Page 4, talking about the comparison of 8th Grade Academic Performance. There's no ends in here. I have no idea how many students are included in this. So, could you tell me how many students were included in that Journey...number?

Journey Representative: It's probably...that year, I don't know if they had their 2 tracks started yet, because now they have 2 tracks. So, it was probably around, give or take, 58-62. Not sure what their class sizes are, because it was, I believe, just the 8th grade.

Gomez: Okay. So, 58 total students...in here?

Journey Representative: For Journey?

Gomez: Yes, yes. That's all. 58.

Journey Representative: Yes, and I don't know how many tracks the other middle schools in Ocean View School District have.

Gomez: Okay.

Journey Representative: Probably...

Gomez: I'm just trying to ascertain how many were in the Journey...

Journey Representative: Yeah, the end.

Gomez: Okay.

Journey Representative: That should have...

Gomez: Okay, let me move on.

Journey Representative: That should have been in there.

Gomez: I also had a few questions about the looping. I guess if we're trying to make our children a little bit more...sociable, a little bit more able to work with other people, having the same teacher for the same number of years that...I have a struggle with, just simply because, how do they learn how to work with other adults if they are with the same adult for a number of years? And, I know you mentioned something about having a Multiple Subject Credential. How many of these proposed teachers have that Multiple Subject Credential?

Journey Representative: Well, all teachers will have whatever legally required credentials and just like at other public schools...charters are public schools, they are entitled to hire people who are on internships or completing that to become a clear...

Gomez: Okay, that's now what I'm asking. I'm asking how many of these teachers will

have Multiple Subject Credentials...

Deaso: All.

????: All. Every teacher.

Gomez: Okay, you answered my question. All?

Deaso: Which...that means they are trained in...

Williams: Hold on, hold on, hold on. Trustee Gomez is directing questions.

????: Absolutely.

Williams: Yeah.

Gomez: Okay.

Williams: Try and listen to her.

Gomez: I'm trying to ask how many of these teachers that you will hire, if you are allowed to start this school, will have multiple subject credentials when they start?

Journey Representative: All of them.

Gomez: The 6...the 6.

Journey Representative: The main lesson teachers have to have a Multiple Subject Credential.

Gomez: To start. That's what your expectation is?

Deaso: Yes.

Gomez: Okay.

Journey Representative: Specialty teachers that provide support are not the full-time teachers, so that's a different issue, but, yeah.

Gomez: Okay.

Journey Representative: Like, Hand Work.

Gomez: What you just said...

Journey Representative: So, like Hand Work, for example. That's a perfect opportunity. They come in and they're under the guidance of the Multiple Subject Credential teacher and may have expertise in knitting, for example, and those are people that are coming through to support the specialty teacher, or the, sorry...rather the multiple subjects main lesson teacher.

Gomez: For the primary teacher, let me see if I can't make this simpler. The primary teacher that's going to be in each grade level...I understand you can have other people coming in teaching other little subjects, or other skills or whatever you want to call it. But, these folks that would be the primary teachers, they will all have Multiple Subject Credentials?

????: Yes.

Gomez: Okay. Okay, I just...I have 1 or 2 other things. I'm back to...

Journey Representative: We can speak to more to looping if you like.

Gomez: No, that's fine. I'll...go take a look at some other stuff. The...SELPA and the...Special Ed. I'm really struggling with that. Explain to me in about a minute or less how you are going to identify and serve students that have disabilities?

Otto: My name is Carrie Otto and I worked on the petition, specifically the Students with Disabilities section, and in terms of identifying students with disabilities, our plan is to firstly the...you know, student needs are identified by the primary teacher. And, once the primary teacher identifies that a student may need some additional help, they're supposed to approach the Administrator Principal right away to convene a student study team to talk about what are the identified needs. That discussion, if they felt that a student should

be advanced for an assessment to determine whether or not they're eligible for Special Education, that would be made within the context of that team.

And then, if an assessment is needed for students with unique learning needs, or to identify whatever unique learning needs that they have, that assessment process would follow all the criteria that's required by the SELPA, California Department of Education, as well as IDEA. It's a 60-day timeline.

Gomez: Okay, how would you serve them? How would you serve them? Just by referring them to the SELPA?

Otto: Well, we actually have within the budget money for hiring a Special Education Teacher in Year 2. Year 1, we would be looking at Special Education Consultants. You may be aware that a lot of special education supports are often accommodations or modifications that may not require, you know, you need a consultant to come in and help you set those up, but they're not necessarily running those on a day-to-day basis. But, if related services were needed, non-public agencies would be contracted with to provide those related services. So, the students could benefit from their education.

Gomez: Okay. What is your plan to serve the homeless or foster youth?

Journey Representative: The same, well, not the same. We plan to have each of our teachers who are, again, through the looping model. So, [SIC] integrally intimate and know their students so well, we want to keep up with them. The connection forged with the...main lesson teacher and the students is unparalleled. It's one of the major reasons so many of us, you know, fell in love with Waldorf Education. So, as far as a student with maybe a chaotic home life but is in a stable home or homeless, it would be similar in that a bond is forged and they will try to provide any services that they can possibly, you know, refer them to, and stay in contact with and provide any support possible.

Gomez: Okay. So...but what is your plan? I mean, do you have a list of resources ready to go for those students?

Journey Representative: There is a...yeah, there are resources of many shelters in the area. There's one in particular more geared toward teenage youth in Huntington Beach Central Library location, you may know of, that we've reached out to that Board to partner with them and identify potential students that, though homeless, may be staying in the area and could benefit from our program.

Gomez: Okay, so there's no contracts or anything in place, you've just had some discussions. Yes.

Gomez: Okay, all right. That's all the questions I have.

Williams: Okay. So, in completing the Board questions here, I'll try and be quick. So, this is not the, again, the first rodeo that we've been through. We understand this could be an adversarial process. You guys did a marvelous job. I think asking a lot of questions. Thank you, the District, for being here. The only criticism I don't like being threatened. If I approve this, it's to my detriment. I want to thank Crystal Hickerson. Where is she?

Thank you for those kind words. That came from the heart and I think it gave a lot of peace and grace and forgiveness, as well as Gennica Santa Cruz. If she's...she had to run. Just very moving comments that she made.

What we're going to decide the issue next month at our Board Meeting, and I want to thank, again, all of the...players, all of the individuals, the Board Members, the staff that came and it's never easy. It's never easy for us because we hear two different stories, and sometimes it's hard to discern the truth. But, thank you for being here. Appreciate everything everybody's done. I have one question for the young gal. Is Amedial, Greek?

Parikh: Amita.

Williams: Amita. Question, because I really didn't get the...your full background in relationship to the charter. Could you go over that and tell me...

Parikh: Sure.

Williams: ...what you've done?

Parikh: So, I work for a company called EdTech and we do back office services...

Williams: Right.

Parikh: ...for charter schools across the state. So, we...will...help with the Accounting, the Accounts Payable, Payroll. My specific department, we work specifically with the school leader in terms of budgeting and attending the Board Meetings to help the Board manage their finances through the year.

Williams: Okay. Yeah, EdTech's been around for a while and have a good track record. So...and you're going to be using them, I assume, for a long term?

Journey Representative: Absolutely.

Williams: Okay. Another question that just came to my mind. There was an allegation that your Board Members would be held in a private home outside of the District?

Journey Representative: Oh gosh, so...Board Meetings are being held, honestly, all over the place, because we are, again, are a grassroots effort. We're on a shoestring budget currently as we pull together donations and have rummage sales and dine outs at restaurants. So, we have them at friendly homeowners, at clubhouses of condos. Currently. I have a line on a place in the interim of...before we have our own facility at an OVSD public location that has offered to share space and allow us to make sure that we're going to have a consistent, open to the Brown Act, open to access to the public; steady location in the ensuing months.

Williams: Sure, and Jason, I'm sure you're going to have an input into that process.

Miller: Yes.

Williams: Because, you don't want to break the Brown Act.

Miller: Exactly. We've been working with them to...change the bylaws and update them to reflect, you know, once the charter school's approved and it is a government agency subject to the...all the transparency and oversight laws, all that's going to be...we've been working on that for several weeks now, getting that in place. So, this is the transition from a start-up Board into an actual Charter School Governing Board.

Williams: Sure, good. Good. That's very important. You don't want to be bit by that. Yeah. Okay, I'm done with questions. Any other questions before we move on, from my Board Members? Very good. Thank you very much.

Journey Representative: Thank you very much.

Williams: We're going to take a 5-minute break.

[PRESIDENT WILLIAMS STRIKES THE GAVEL TWICE TO SIGNAL THE BEGINNING OF THE 5-MINUTE BREAK. UPON RETURN FROM SAID BREAK, PRESIDENT WILLIAMS STRIKES THE GAVEL THREE TIMES TO SIGNAL THE MEETING RETURNING TO SESSION]

Williams: Okay, the Board is back in session here. We're going to Item #6, the Material Revision for Scholarship Prep. Aracely, you're on deck.

Chastain: Here I am. So, today the Board will hold a hearing to consider public input regarding the request for Material Revision of the Scholarship Prep Charter School Governing Board Bylaws, which was submitted at the December 12th Board Meeting. Prior to Public Comments, representatives from the charter school and the District where the school is located are allocated 10 minutes each to address the Board. Then, the hearing will open for 30 minutes of Public Comments. I now call representatives from Scholarship Prep Charter School to the podium.

Watts: Good afternoon. My name is Jason Watts. I'm the Chief Operating Officer of Scholarship Prep. Happy New Year and we've been excited to be part of this journey today through a number of different transitions, of course, and so, we're here for a very concrete purpose. This is to update our bylaws to bring us into alignment with our operations and operations that we've had since our inception. And so, when we first had the bylaws approved with our Charter Petition, they were established to align to the Corporation's Code; was actually mentioned sometime...earlier this afternoon by another speaker.

So, we are now bringing this bylaws revision to you to make, again, aligned with our current operations as a charter school which includes the Brown Act, Conflict of Interest, Corporations Code Alignment, etc. So, this is all we have in terms of our presentation. It's very concrete and simplistic; hopefully you appreciate that based on today, but we're happy to stay and answer any questions that you have regarding those updates, and we worked in cooperation with the County staff as well. And so, we're very appreciative of the support, the ongoing support, we've had from day one from County staff, whether it's been our operations, ensuring we do operate in a manner in which we are tasked to do, and our ongoing relationship.

We just had our audit visit this past...couple days ago, actually, and so, it was another great opportunity to work in collaboration with the team and to ensure that our operations are on the up and up. And, more importantly, we're best serving kids in the way that we've presented to you as a County Board through our mission and vision. So...

Williams: Very good.

Chastain: Thank you, Jason. Next, we will hear from representatives from Santa Ana Unified School District.

Cochran: Good afternoon, Board Members. Dr. Mijares, and staff. I am Marjorie Cochran and I am here in my role as the Charter School Administrator for Santa Ana Unified School District, and we just wanted to mention a couple of the revisions where there are some concerns that could be raised. The first one is Article 7, Section 7.1C. This revision is unclear and inconsistent with other bylaws. It essentially would allow the Charter Board Committee to fix compensation of the Directors for serving on the Board or on any committee. This revision conflicts with bylaw Section 6.20 under which Directors and members of committees shall not receive any compensation apart from necessary reimbursements.

It is unclear why the charter operators would want to strike out this article and lift the current prohibitions against Board Committees fixing compensation of Board Directors. The other item would be Article 9 entitled “Transactions between Corporations and Districts Directors”, or, excuse me, “and Directors or Officers.” So, this one, we don't feel it should be stricken unless the other bylaws will be included with other assurances to limit Charter Board Members’ financial interest in the Board. By removing Article 9, Scholarship Prep proposes to strike out language such as, “that the corporation shall not be a party to any transactions in which one or more of its Directors or Officers has a material, financial interest, or references to the Charter Board’s Absolute Duty of Loyalty.”

While these strikeouts may only be meant to un-align Scholarship Prep’s bylaws with the Corporation's Code, they should not be approved unless the bylaws provide some other limitations on Board Members’ financial interests. For example, the bylaws currently do not expressly adopt transparency laws such as Government Code 1090 that are applicable to public schools or the Political Reform Act, even if other charter documents already reference it. It is concerning that school...Scholarship Prep proposes to remove Article 9 of its bylaws when this article currently provides at least some protection against financial interest in the Board transactions. We just wanted to make sure that you are aware of it. Thank you.

Chastain: So, it's open for Public Comments, now. Do you have any?

Boyd: I don't have any Public Comments, so, it's whatever questions with the Board.

Chastain: Okay. So, since there are no Public Comments today, this concludes the Public Hearing for Scholarship Prep Charter School Material Revision request. President Williams, I now turn the meeting back over to you to facilitate any questions that the Board may have.

Williams: Okay. Actually, it may be staff that...I have a real quick question. So, Scholarship Prep is our charter school, correct? It's under our authority?

Chastain: Yes; correct.

Williams: And I'm just curious, we don't have this happen too often, but, why is Santa Ana here? Is there a legal authority that tells us they have to be here? It seems odd to me.

Boyd: What happens is any time there's a Material Revision, and we've had this

conversation before but it's been a while since there's been a Material Revision before the Board, but we send a notice to the District where they operate. So, they currently are located in Santa Ana Unified. So, a notice was sent to Santa Ana Unified...

Williams: Is this by State Education Codes we're doing that?

Boyd: I'm sorry?

Williams: Are we sending this letter because it's required of us, or this is just something we do?

Chastain: The way the Education Code reads is that we need to conduct our Material Revision processes in the same way that we would conduct a new Charter Petition coming in on appeal, or coming in directly to us. And so, we are following that process pretty closely, just to make sure that we're in line.

Williams: So, there's a State Student Education Code for that?

Piper: Yes. If I may, sir? My name is Carl Piper. I'm with the Legal Office. Good afternoon. I think sometimes Material Revisions would affect the District, more so than perhaps in this case. For example, if they want it to have a different location, that might be something that the Local District would be much more interested in and have an opportunity to address this Board, and that matter.

Williams: Okay, and can you tell me then, Carl, what is the State Education Code that we're using?

Piper: 47605.6.

Williams: 47605...

Piper: 47605. Yes, sir.

Williams: Okay, okay. So, what I'm hearing from you is in this particular instance, it may not be so significant, but if it was a Material Revision, or they're opening another school, something far greater, that would be probably the reason for the State Education Code.

Piper: That's correct.

Williams: Is that correct?

Piper: Yes.

Chastain: And, we don't make the determination whether it's important to the District or not. We let them make that determination and we just let them know...

Williams: Oh, okay.

Chastain: ...that there's a Revision.

Williams: So, I'm going to go to my right. Questions?

Bedell: I'll defer.

Williams: Trustee Gomez?

Gomez: If I could have the school come up, Scholarship Prep? Thanks for being here. The...I went through these bylaws and there's a couple of things that just aren't very clear to me. How many Board Members do you have right now?

Watts: We currently have, as of today, 4 Board Members.

Bedell: Okay. So, 4 Board Members – this was one of my original questions, but now that you say 4 – what do you do in the event of a tie?

Watts: We just had a Board Member resign, actually, due to another office that she was elected to.

Gomez: Okay.

Watts: So, we're in the process of filling that very quickly, and our hope is that it would be filled before we get to the next Board Meeting.

Gomez: Okay.

Watts: And in the case of a tie, it still goes to majority, so majority would have to be 3 in that case.

Gomez: So, it's just...the decision doesn't get resolved, whatever it is. Okay, in your...in most bylaws, usually there is a sort of a section about Board Responsibilities, the...training, there's a reference to getting some expertise on your Board, but it doesn't say what kind of expertise or how you would select them. So, that's one issue. The other issue I have is Regular Meeting dates. On Page 22, you say that the Board shall hold at least one meeting, which is usually your annual meeting, but how does a parent know how often you meet, because they're not fixed anywhere? So, do you meet monthly, quarterly, and so really, just for transparency for parents, it would be nice for them to know how often you meet. Or, if they wanted to attend a Board Meeting.

Watts: So, we do meet monthly.

Gomez: Okay. That's not in your bylaws.

Watts: Okay, so I'm going to trust you on that one because there's a lot of pages here. I had this...these were crafted by an attorney to be perfectly transparent, so that we do meet monthly, if not more expedient or more frequently due to any kind of pressing decision that must be made, but typically it's monthly. Secondly, the meetings are on our website. Thirdly is, we typically will notify our parents either through a newsletter, letter home, etc. of ongoing events at the school that would include Board Meetings.

So, in regards to the actual previous statement that you were making in terms of the...either qualifications for Board Members or the individual Board Members whom we seek and their traits and alignment to our charter, etc., most of that language is in our Charter Petition versus the bylaws. So, this is more of...kind of the technical operations of the Board versus the types of Board Members that we would be seeking, based on their expertise. That information is in our petition.

Gomez: Okay, because again, most bylaws reflect Board Responsibilities.

So...something like fundraising, or something like that, again, is not in here. So, when I'm asked to look at a Material Revision, I'm going to look at the entire bylaws and I see some gaps here. What...I would normally expect to see from bylaws and really surrounding the Board...the Board make up, the Board's responsibilities. So, that's why I'm having a little bit of heartburn is just trying to look at some of these as well as, you know, who authorizes, you know, documents and contracts. That's on Page 41, but it says, again, unless so authorized and again, by whom, no Officer, Agent or Employee shall have any power or authority to bind the corporation.

Any contract or engagement or to pledge his credit or render it liable for any purpose or amount. So, I would look at these bylaws and I would say they're incomplete because there's a lot of things, a lot of detail here, that...I would expect to be in bylaws that are

not here. And again, it's to create some transparency. You're trying to do that with aligning yourself, creating these things with the Brown Act, but there's other sections of this that is not very transparent. So, I express my concern over some of these gaps. That's all I have to say.

Williams: Okay. Trustee Barke?

Barke: No, thank you.

Williams: Okay, just real quick, Jason. Why the Material Revision? What precipitates...what's the genesis of it all?

Watts: The genesis of this update to the bylaws, quite honestly, was based on our submission to Los Angeles Unified School District for a new petition in the Lomita Harbor City area. That petition was approved and so, we spent a great deal of time with the LAUSD staff on crafting what they would like to see in the bylaws as we...went into the update process. And so, of course to have your bylaws updated, one entity cannot be the determining entity since we have essentially 3 authorizers with our 3 schools. And so, each authorizer, including now San Diego County, must approve the updates and bylaws. So, kind of going back to what you were saying.

If there were additional changes that were required of us by County staff, etc., we'd then have to then go back to LAUSD as well, which we can do. Go back to LAUSD, get them to approve these new changes, then come back...either come back to you, have you already approve those, or else we'll have those changes been approved by San Diego County. So, kind of on a little bit balancing act of all 3 entities, but at the end of the day, we're happy to make the changes that are necessary. I do think that some of the concerns can be alleviated just by looking at the language within the petition, but if not again, we'll do what we need to do.

Williams: Very good. Any other questions? One last question, Carl. As you know, 47605 is a pretty big chapter in the Education Code. You don't have to give it to me now, but can you give me the specific subsection, paragraph...all the details?

Piper: Of course.

Williams: Okay, thank you. Okay, is that it for Board questions, then? There is no Action Item on that until we get to #7, which is the actual Action Item. So, I'm going to be requesting from my colleagues a Motion to Approve #7. I'll need a Second.

Barke: I'll Second it.

Williams: Oh, you have to...why don't you make the Motion?

Barke: Sorry. I'll make the Motion. It's getting late.

Williams: Okay, and a Second? I'll Second it, just get this thing going here. So, we have a Motion and a Second. Any discussion about this issue? Okay, barring that there is none, let's go to vote. And, is this a hand vote? You...we don't need to...okay. So, all those in favor of Item #7 say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose?

Gomez: Oppose.

Williams: Oppose. Abstain? Jack...

Bedell: I voted on it.

Williams: You voted on it? Okay. So, the Motion passes 3-1. Moving on to #8. We have a request here to move the March 2019 Board date from the 13th to the 6th. Let's...we'll probably discuss this, so let's have a Motion to bring it up.

Barke: I'll make a Motion.

Williams: Motion and Second. Let's talk about these 2 dates. I'm fine.

Barke: I'm fine.

Boyd: Wait. Mari made the Motion. Who Seconded?

Williams: I Seconded.

Boyd: Okay. Thank you.

Bedell: What's the genesis of the change, Mr. Chairman?

Barke: We'll be at that Charter School Meeting; is that same week.

Boyd: We mentioned it last month that we were going to poll the Board. All the Board Members were polled. This was the date that everyone said that they could make, so we put it, so...

Bedell: Okay.

Williams: And, that's no problem with all the 2 charters that we've heard today, and there's no problems of timelines with...

Boyd: None that we know of. I mean...and we also have...we have a couple of things we have to do. We needed to do...answers back based on when they submitted prior to the 13th of the month. I mean...so, we would have had...we had to go earlier. We couldn't go later. So, for that, as well as the budget, the second interim. So...

Williams: Okay, okay. That makes sense. Beckie and Jack, that's okay with you?

Gomez: Yeah, yeah.

Bedell: Sure.

Williams: I assume it's okay for Lisa?

Boyd: Yes. Everyone said that they can make it by email.

Williams: So, we don't know about Lisa.

Boyd: Are you sure? She offered an alternative date, but she didn't say she could not make the 6th.

Williams: Got it.

Barke: Okay.

Williams: Okay, very good. Okay, being that there's no further discussion, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? None. Abstain? None. Motion passes 4-0. I have a Motion to receive the Audit Report.

Bedell: So Moved.

Williams: So Moved, and a Second by...

Gomez: Second.

Williams: ...Gomez. Any questions?

Bedell: I just...I'd just like to have a pithy paragraph on anything that made Renee concerned. I'm nervous.

Williams: Okay, good.

Bedell: This, to me, one of our most important functions.

Williams: Absolutely.

Barke: How do you spell, pithy?

Bedell: P,I,T,H,Y.

Gomez: I hope that got recorded.

Bedell: I hope it got spelled correctly. That would be embarrassing.

Hendrick: One of the concerns that it's not on an actual finding but as a managerial came up to us, was that we have an increase in our transactions that may not have the same pre-approval process that our procedures call for. They're very small in dollar amounts. But, in order to follow our process, you know, if some of what occurred is five of us is going to meeting and I need to pick up some last-minute supplies, I did that and then was reimbursed. Well, according to our procedures, they need to be pre-approved and so we are working with training staff, but it did bring up an issue of, I think, that's an area that Dr. Mijares has a lot of concern about is our purchasing process and what that looks like.

And so, we have a lot of new staff. So, just kind of redoing our trainings. That's an area we'll focus on more specifically. That and some time keeping as far as federal grants, how they have to keep hourly minutes for their duties. And so, that's an area that we were able to correct all those but it is an area for us to focus on in the future.

Williams: Okay.

Bedell: Thank you. It was very pithy.

Gomez: Good thing it's not on video.

Williams: Superintendent, any...questions or thoughts and comments by you on the audit?

Mijares: No. Thank you for asking. I think Renee summarized it nicely and, you know, it's a large system and got to make sure that the details are in order because if they're not, then it's like doing surveying on a street. Get to way over here. It's way off and that's it, and we're really sticklers, if you will, or perfectionists when it comes to procurement and following bidding laws and so forth.

Williams: Very, very good. Okay, so we have a Motion and a Second. No further discussion is noted. All those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Jack, you're. "aye"?

Bedell: Aye.

Williams: Okay, Motion passes 4-0. Okay, moving on to Information Items. So, our good Superintendent, we turn it over to you, sir.

Mijares: Okay, thank you, Mr. President, Members of the Board; an honor to be with you here today and unfortunately I want to borrow Renee's raincoat, if you don't mind. Just quickly, I wanted to acknowledge that on the 19th of December, I had a chance to attend Oxford Prep Academy, which is one of our charter schools, and I met Kobe Bryant. Okay, so my kids all played, all my 5 boys played basketball and a couple of

them, that was their idol. So, I sent them pictures of me shaking Kobe's hand. Of course, they got jealous, but the point, quite frankly, was related more to the big picture, is the dynamic Elementary School Teacher by the name of Andrew Naturous.

He is a graduate of Vanguard, Jeff, and then Kobe Bryant started this program called the Puny Program and it's about, you know, puny is small. So, it's about kids who have issues, you know, when they're small and whether they grow up and still have issues, you know, this concept of overcoming puniness because he accredits his success to hard work. The guy is in the gym like 3:30-4:30 in the morning, and doesn't get out until late in the afternoon, but that's how hard he works. So, it's this notion of working hard. So, we're working on...here's a great idea because this emanated from a charter school. For charter schools were established years and years and years ago, I've spoken to Gary Hart, the author...the original author of the charters, to create innovation.

Right? So, this is a great idea where we can have innovation that's been sparked by charter schools that have relevance for the traditional school system. So, we're looking at a way to scaling this because the kids were utterly engaged, not just because of Kobe, but because this concept of puny. So, he's created these cartoon characters and there's a Puny character, and they go through life, and they have issues. See? This is what it's about, but it's all related back to classroom lesson plans. So, it's in line with State Standards. That's one thing I wanted to share with you.

Secondly, wanted to let you know, just very quickly here, that Dr. Hittenberger and myself have been working with the City of Westminster concerning the Historic Freedom Trail and Monument Learning Center, in support of Sylvia Mendez; the Mendez family. So, that city is going to create a dedicated area where it's like a destination area, if you will, where people can come and visit the city and kind of walk where Gonzalo and Felicitos walked, and right up to this...monument and a learning center, and that's where we come, in to help populate the center. And, I think it's going to be a wonderful opportunity to keep the notion of...the importance of including inclusiveness of all students.

They topple the entire concept of Separate but Equal. That's where it started and then it just went across the country, Brown vs. Board of Ed, and went into how people voted because that was segregated. Buying homes was segregated and they're just one by one, those things just started falling down in terms of the law striking them down. It was inherently unequal and unlawful. So, it violated the rights of equality, which is one of our Amendments. Okay, so that was...that's great. So, Jeff and I are working with the Sergio Contreras. He's on the Board of...he's on the City Council, excuse me. And, I wanted you to be aware of that.

The other thing is that Christopher Downing, Superintendent of Anaheim Elementary, he and his staff started the first Korean Language Immersion Program. So, you've heard of Chinese, you know Mandarin, Immersion. Spanish, of course. Vietnamese, and now this is the first Korean Language Immersion Program and it's at Thomas Jefferson Elementary School.

Just wanted to give them a shout-out and then also let you know that the Superintendent of the La Habra School District, Joanne Culverhouse, she's been doing...a new Superintendent; came in with a new vision, just really on fire, and the Orange County Register identified her as one of the most...100 Most Influential People. So, she's in that 100 group, so, I just wanted to also give her a shout out. That's all for now. It's just...it's too late for people. Thank you.

Williams: Very, very good. Associate Superintendent Boyd, anything to inform?

Boyd: A couple of things, but first I'll call Renee up to give you a quick announcement, and then I'll run through some quick items.

Hendrick: We just want to give you a heads up as our planning goes into for the next year, in our budget we've previously talked about our declining enrollment, what that looks like. Our first interim, we had adjusted some of that projections. Unfortunately, it's not holding and we...looks like we're declining even more than we thought, and so, because of that we are going to start preparing for reduction of force for our teaching staff. I know that's probably not a surprise to most of you since we've talked about it for quite a while, but we will be working on the official numbers, and I don't have those exact numbers, but with our interim planning, we're putting that together right now.

Boyd: Thanks, Renee.

Williams: It's always a difficult situation to be in.

Boyd: It is. I also wanted to let the Board know that we have been negotiating with our teachers group for the last several months, and we have declared Mutual Impasse as of this week. So, in case you hear things, we are...they're going to submit something to PERB and we're agreeing that, based on the fact that we don't think that we can move without a mediator, that they assign a mediator to work with us. And so, we'll start that process as soon as we can get that scheduled. So, we wanted to let you know that and then we also want to remind you our next board meeting is February 13th. Submission deadline is Wednesday, January 30th. We have a couple of events coming up.

The Orange County School Board's Association on January 23rd. We'll be having a Governor's Budget Overview at 4 o'clock here in the boardroom. And so, you all are invited to that. We'll send a reminder to the Board and then the County Boards of Education Statewide, CCBE. They're holding their annual County Board Governance Workshop in Sacramento, March 8th and 9th. And so, if any of the Board is interested in attending that, we...might be something, Mari, that you and Lisa...different Board Members have gone over the years, especially as new Board Members; a lot of good information.

Barke: Okay.

Boyd: And, we will send something to remind you all of that if you'd like to register. And, if any of our senior Board Members would like to attend, certainly you're able to attend as well. The office will be closed next Monday in observe...observance of Martin

Luther King Day, and then we will be closed two Monday's in February; the 11th and the 18th to honor two of our Presidents, Lincoln and Washington. So, yes?

Williams: Just real quick. So, February. Is that Black American History Month, also?

Boyd: It is recognized as...yes.

Williams: Yes. We had a Resolution I put on...was it last year?

Boyd: I think so.

Williams: Just a request to make sure we get it put on for our next Board Meeting. Pardon me? I assume you still have it to file?

Sisavath: Yes, I have it.

Williams: Okay, very good. Anything else?

Boyd: The only other thing. Next month's is going to be a really full Board Meeting, so I just wanted to alert you now, based on the fact that there will be...

Gomez: As opposed to now?

Boyd: Yes, as opposed to now. We'll be honoring School Counselors next month. You've got 2 Charter Petitions that you will take action on, and so typically, there's a lot of questions and the staff report and so forth. So, I want to remind you of that and we don't know at this point in time. We do have an Appeal. I believe it was an Inter-District Appeal that was carried over and asked for an extension, and so, that probably will be next month as well, so there's a number of things that we're aware of that are going to push you up against time, which probably would be about this time.

Gomez: So, take the entire day off.

Boyd: Take the entire day.

Williams: The entire day off. Very good. perfect. Darou, anything from your end? Okay. Any Board Member?

Bedell: Mr. Chairman, I just have a question?

Williams: Yes, sir?

Bedell: What is this...what are, pardon my grammar, what are this Board's options, given the hearings that we had today. Do we either kill them or accept them? is there a medium ground, like when we having Inter-District, we can send it back to review, or...with expulsions we can say send it back; remand it.

Williams: Remand it; remand it. Right. Remand it, yeah.

Bedell: We've remanded Inter-District Appeals back to the District. Do we have an option with these Charters Petitions to remand or other things other than just up or down?

Williams: I don't think so, but maybe our good Counsel, if you can come up to the speaker and speak to that?

Rolen: The only option is Conditional Approval. Does staff have any...anything that contradicts that? You Appeal, you Grant, Deny, Grant a Conditional Approval.

Bedell: What is...so that's...interesting. What's...que es esto? What's Conditional Approval?

Rolen: Conditional Approval is you approve it with conditions that they have to meet, like you did with National University.

Bedell: The same thing as we do with an MOU?

Rolen: Yeah, same thing.

Boyd: And those options are listed on the...the Recommendations.

Bedell: That's right.

Boyd: Right.

Bedell: So, we...so, I didn't marry the Conditional with the MOU. That's my fault; I apologize for that. So, there are...and then...I appreciate this, Greg. So, with a Conditional Approval, if it comes back to us and we don't feel that it has met the condition...a conditional or more, we can say no, then?

Rolen: Subsequently, yes. I mean, the process is you grant the Conditional Approval. You give staff direction on what those conditions are. They...incorporate that into an MOU, and I believe it's staff's job to monitor and see if they believe they're meeting those obligations.

Bedell: But, before the meeting the obligations, if...the petitioner says hell no, we ain't doing that...

Rolen: Then they...don't get their.... No, I...

Boyd: California Department of Ed has a different perspective because we ran into this with National. If the Board does Approve with Conditions, they're approved. And so, even with the agreement that we've been working on and so forth, they're saying because...Kelly called back to ask some questions to get some assistance as we're trying to navigate, and they basically said that if they're approved, they give them a CDS code, they're approved. So, we can use the agreement to hold them accountable. Basically, it's running the extent of that agreement and then it would be Notices of Violation, that type of thing that would mandate whether or not it, you know, the Board doesn't continue their approval, but once they're approved, they're approved.

Bedell: Okay.

Rolen: We're all saying the same thing in a different way.

Boyd: Yes.

Bedell: So, once...Mr. Chairman, thank you for this. This important to help me understand what we're seeing. I expect we're going to see a huge number in the next year, given with the new Governor. And, I think that's...so, that's...I want to know what my options are, speaking for myself. So, we don't...we can't remand to a District. So, if we approve a charter today, it opens in September and we realize by next November that this is not only a disaster, it's a disaster with a capital D, how fast can we act on a disaster?

Boyd: Well, I think it depends. It depends on what the disaster is. If it's due to safety and welfare, you know...

Williams: Some type of revoking the charter because...

Bedell: I'm just saying...my goodness, it's not me, it's the kids; whatever.

Williams: Right.

Bedell: Whatever the cause is.

Boyd: Since it's never happened here, I don't know how quickly we could move on it. I mean, we would bring things to the Board in terms of our Notices of Occurrence and Concern. You would issue a Notice of Violation, but I'm not sure how quickly you could say...

Bedell: Close.

Boyd: ...close...or recommend they close, because their Charter Petition has been approved for a specified amount of time and, you know, that...I think that would take us to litigation because they would sue to be...to remain open for the extent.

Mijares: Jack, we closed one in Santa Ana; Albor Charter.

Bedell: Right.

Mijares: And, it's...not easy because you have a stream of people coming in here telling you why you shouldn't close it. And then, there's their legal remedies in court. So, it took us at least a year. They finally gave up.

Williams: You're turning some brain neurochemicals.

Bedell: There's hope for both of us.

Williams: Yeah. So, always kind of thought that when we approve it under these conditions, with MOU, that wasn't approved until those conditions were met. That's what I always thought it was.

Boyd: Well, Kelly?

Williams: Kelly?

Gomez: Well, I think that just begs the question that we have to be that much more thorough when we do have concerns, that we don't approve until those conditions are met.

Williams: Yeah.

Gomez: So, that we don't end up in a situation.

Gaughran: Well, EdCode really only allows Approval or Denial. So, we Approve with Conditions which means they're approved. If they don't meet those conditions, then that would...we would have to, like Nina said, do the Notices up Concern and more than one, and then Notice of Violation. And, each of those notices...give them time to cure. So, depending health and safety of students, yes, that happens immediately, but other things, financial, for example, they will be given time to cure those. You know, it takes time to get funding, you know, to get a loan or whatever. And so, then they...do whatever in the 60 days that we give them, and then they come back to the Board and then the Board determines, do you want more time?

Ultimately, if they are to close, it would be a revocation with an Approved with Conditions. There was a moment in time back when...I've been...doing this, as Ken knows, a long time, and Jack, and there was a time when we could do a Conditional Approval, so they did have to meet everything before they were approved, and even the state would not recognize that. But, as time has marched on and there's been litigation now, pretty much approved, unless, I mean, unless they're denied.

Williams: And, that...that's the part where I think we share the same sentiment. If we approve something, that's officially they are given a number, and they don't fulfill all of those conditions that we accepted. I can see that can be really problematic. So, let's theoretically, if these 2 charters that we heard today, we vote on them and let's say they get approved and there's going to be...definitely going to be some Conditions of Approval, can we make the Motion that it's not officially approved until those conditions are met?

Gaughran: I've heard a suggestion: Deny with Conditions. So, that is denied unless they meet the conditions. That might get that get us there, but I'm not sure.

Gomez: That might be a way.

Gaughran: But, I'm not sure.

Boyd: Once they're approved then they can apply for a CDS code. Once they have a CDS code, they're a school. And so, that's where then you have to move the revocation process. So...and...let me give you an example because I didn't bring it up, but we're continuing to work National, okay? We did conditions. They are approved. They have their CDS code. They're moving forward and so forth, but we haven't...I haven't signed the agreement that you've authorized for me to sign. I'm still...working with them because we're getting mixed information related to some of the information in the governance structure.

They have multiple National entities that are called National University Systems, National University Academy, Inc., who are part of the National University Charter process. Concerns with regards to the governance structure of, who has authority to direct? In one situation, it sounds like National University Systems can direct things even above this authorizing Board. We had a concern with that. And so, we raised the issue. We talked with their attorney who says one thing. We've talked to the Executive Director who's told us something else. So, now we are waiting for a meeting to be scheduled because all this happened through the holidays and so forth.

So, if we don't get it resolved before the next Board Meeting then I would be coming to you to say, we'd like to put this Item on the Agenda, so that everyone's at the Board Meeting to answer questions for the Board, because now we've done as much due diligence as we can. And, based on Trustee Gomez's comments in November, and then in December, I told the Board that I would not sign anything until...without it being clean in all those areas, or I'd come back to the Board. And so, we're still in that conversation, but that's a perfect example of, you know, we've got conflicting language and then the explanation has...is differing based on the parties who are delivering.

And now, the last conversation as of last week, the end of last week, was their attorney recognizing the need to get with the Executive Director; make sure they're on the same page, and that he has all the information to see if there's something missing. But, we're saying we need to have a sit-down meeting with you all to make sure that we're not going back and forth and we can't spend that kind of time. We've got to come back and give an answer to this Board.

Bedell: But, the bottom line is, based on your earlier comments, are they are school?

Boyd: They are a school, yes, and they are operating and they are doing their. you know, their budgets and so forth. And so, they're...moving along. If we find that this is really a problem and we bring that back to the Board, then that would set in motion what your concern is in terms of what do you do...

Williams: Right.

Boyd: ...because...and...I don't know how that would be resolved. Again, that's when the attorneys make their money.

Williams: I would say, and I speak only for myself, that, I mean, if we didn't resolve this issue with National, that would be something that I would not accept. And, there's going to be some real serious dialogue here that I think we would say you better change or you're going to go through a punitive stage here where you're going to have revocation of your charter.

Boyd: Right, and we don't know if they can. We're just reading the language and they're saying that's not what is intended, but we're saying, but that's what it says. And so, if it says that this body has the authority to do these things, even above the authorizing...that's problematic. And they said well, that's not what they intended. I said, well, then you need to change the language. And so, that's...where we're going by.

Williams: And help me out here, Jack and Beckie. I mean, when we're very grateful and very forgiving and we probably have authorized more charters than any other County Board in the last 5 years. So, we have given a lot of grace and...charity to these charters to correct the deficiencies based upon all the MOU's, and I would be very disappointed if we weren't able to fulfill all those MOU's, and yet this charter still continues to function outside of what we approved it for. So, anyway, that's...my own thoughts.

Bedell: Wasn't that...I don't want to...wasn't that the point of getting an Annual Report on the charter?

Boyd: Yes, we do it actually twice a year. So, you're...

Bedell: Biannually.

Boyd: ...biannual. So, Kelly would be doing...that's actually slated for next month, or excuse me, March. We moved it to March. You can wait for March on that one.

Bedell: So, there can be our opportunity to say to the staff, compliance and non-compliance to the MOU.

Williams: Exactly.

Bedell: For everyone; ad seriatim.

Williams: Yeah.

Bedell: They know...I think...Ken, the way that you're phrasing it, we're on to the notion that we monitor, and we want to be transparent and fair to the charter and the kids, most importantly, is the kids, right? I mean, yes, I think they need to know that we're looking at you.

Williams: And, Nina, we have talked about in the past about a policy of beginning the first level...

Boyd: Right. We're working on that we would...planned to bring that to you next month for first review.

Williams: Okay, okay.

Bedell: Can we start next month at 9?

Gomez: Yes.

Boyd: We can move it to March. Well, the other question is your Social Emotional Learning was going to be carried over but the question is should that be, you know, March as opposed to February? Based on how full your Agenda is...

Williams: My thoughts are...

Bedell: That's fine.

Williams: ...we'll have an Executive Committee, but what...we'll talk, but I think...yeah...

Boyd: I just need to check staff availability and so forth, but I wanted to make sure, because we did...we talked about the fact that it wouldn't be this month due to the fact that, you know, Trustee Sparks wasn't going to be here, and the full Board had an interest in participation and so forth. And so, we were going to move it over but ow this Agenda is huge, so...

Gomez: My mental health is being challenged right now.

Williams: It sure is. So, I heard you say you may want to start at 9 AM? Is that something...serious?

Gomez: I would entertain that. I mean, if we've got enough...

Bedell: We've got this. I would rather start at 9 AM than be thrown on the freeway for two hours now.

Gomez: Yeah, because that's what's going to happen.

Williams: Okay, so maybe we can poll the Board about the next meeting, maybe starting at 9 AM rather than 10 AM? Is that...okay with you?

Barke: I guess. I mean, the freeway from me is for horrible at 8 AM versus 9 AM, but if everybody else wants to do it, I won't...I'll go with the flow. Yeah, I mean the morning is just as bad as the evening, because the later I wait to leave, the better it is. It's coming...

Williams: It's terrible now.

Gomez: Yeah, I've got to go your way. I still have to go to work, so...

Williams: Oh, sorry.

Barke: Yeah.

Williams: Yeah. Okay, I think that's it. May I have a Motion for Adjournment?

Bedell: So Moved.

Williams: And we're Adjourned.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO ADJOURN THE MEETING]