

Orange County Board of Education Meeting March 10, 2016 Transcript

Welcome

Call to Order

Hammond: Good morning everyone. Orange County Board of Education is in session and our regular meeting's usually held at 11:00 o'clock and we decided we're going to mix things up and start at 10:00 o'clock today. And of course anyone wishing to address the board on any matter whether it appears or not on our agenda we'd ask you to please fill out a request to address the board card they're available there in the back. On that table, if you have any questions about that we have a wonderful staff here that will definitely help you on that. And when you're done please turn it into staff. When you come up to speak you're allowed three minutes and you cannot give that time to somebody else and we give a total of 45 minutes for public comments, 30 minutes at the beginning, 15 at the end. And we do remind that all persons attending that this is a public meeting and ask that you'd be respectful of each other and the board and we would appreciate no verbal outburst. Things like that. And anyone deemed disruptive may be requested to leave pursuant to PC403 and of course if it's too bad we definitely have somebody in the back who can assist you in understanding that. And our agendas are posted online and if you have any questions about that again please see our staff. And we always thank you for attending our board meetings. So with that we will get going. And for the benefit of the record, this regular meeting of the Orange County Board of Education is called to order and with that we will have an invocation and I guess Dr. Williams would you be so kind as to lead us in our invocation sir.

Invocation

Williams: Nothing was prepared so this all comes from the heart. In seeking wisdom and knowledge we have to say that there's somebody above us. Somebody that knows a little bit more about the direction in life that we're going. In times of trouble as the old Simon and Garfunkel song talks about, I look to Proverbs. Probably one of the wisest men to walk this earth is King Solomon who is the son of David in old biblical times. To know wisdom and instruction and to discern the words of understanding; to receive instructions and wise dealings in righteousness, justice and equity. We seek to give prudence to the simple, to the young man knowledge and discretion that the wise man may hear and increase in learning. And that the man of understanding may attain unto sound council. Lord we thank You for this time. We thank You for Your goodness and Your mercies. We thank You for the wisdom that is here that will be displayed and that we will take. Thank You for the past and Your love and may charity be given amongst our fellow men. In Your holy name do we pray, Amen.

Pledge of Allegiance

Hammond: Pledge of Allegiance.

David Boyd: Mr. President can I make a brief comment?

Hammond: Absolutely sir.

David Boyd: Jeff Arthur, one of my constituents who has appeared before us many times to brief us on pension related matters is facing some serious medical issues and I hope that they will be in your prayers.

Hammond: Thank you for mentioning that. Thank you, sir. And Mr. Boyd, would you care to lead us in the Pledge of Allegiance sir?

David Boyd: Yes sir, if you could stand hand over your heart. 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.

Roll Call

Hammond: Miss Darou, roll call please.

Phouangvankham: Trustee Boyd?

David Boyd: Here

Phouangvankham: Trustee Lindholm.

Lindholm: Here

Phouangvankham: Trustee Hammond?

Hammond: Present.

Phouangvankham: Trustee Bedell?

Bedell: Here.

Phouangvankham: Trustee Williams.

Williams: Present.

Introductions

Hammond: Alright, introductions. Miss Nina.

Nina Boyd: We have two this morning. First I'd like to welcome Sam Tonthat. Sam is a fourth year medical student and he's currently rotating in Dr. William's office acquiring primary care and surgical knowledge. Sam is a fourth year medical student from Tora University in the San

Francisco Bay area. He's interested in internal medicine and pulmonary and critical care medicine and we would like to welcome him to our meeting today.

Applause.

Nina Boyd: Next we have Laura Strachan. Laura is our new Assistant Superintendent of Alternative Education and Laura comes to us with extensive experience in alternative education and a variety of district and county office settings. She began her career 26 years ago at the Riverside County Office of Education in the Correctional Education Division where she assisted with the development of the then now, excuse me the then new Home Education program and taught in a residential program as well as a community school. Laura also worked at the Merino Valley Unified School District in several capacities as a teacher for at risk students, principal of their alternative education center and the principal of a continuation high school. She's also been a principal of an opportunity school which included online learning, independent study and special education transition programs. She also worked at the Contra Costa County Office of Education and she most recently worked at San Bernardino City Unified School District as the Director of Alternative Programs and Counseling, overseeing alternative programs and counseling services with the district which serves 54,000 students. Laura's formal education includes a Bachelor of Arts in Political Science and Administrative Studies from University of California, Riverside, and a Master of Arts of Educational Administration California State University, San Bernardino. Laura was born nearby Riverside and was raised in Yucaipa, CA and she has one son who will be graduating from the University of Colorado this May. One fun fact that she shared with us is that she has had the same best friend for over 42 years and their sons were born on the same day. Laura's varied experience and depth are a great addition to our ACCESS team and on behalf of our Superintendent and the Board of Education we welcome Laura to the OCDE family.

Applause.

Nina Boyd: Those are all the introductions today.

Agenda

Hammond: Well thank you Miss Nina as always. Alright. Agenda, Chair seeks a motion in regards to the agenda for today's meeting.

David Boyd: I'll move.

Williams: Second.

Hammond: It's been moved and seconded. Is there any discussion regards to the agenda? Mr. Boyd, anything?

David Boyd: No.

Hammond: Dr. Williams as the second, anything?

Williams: No sir.

Hammond: Anything else from my colleagues?

David Boyd: Just for the public's notice this agenda was changed in the last 24 or 48 hours so if they look last Friday, it would be somewhat different than what we're dealing with today.

Hammond: That is true.

Nina Boyd: Actually it wasn't posted on Friday because the meeting was today. We didn't post online until Monday so the corrections that you all saw the public saw them for the first time.

David Boyd: Ok.

Hammond: Ok. Alrighty. All in favor of approving the agenda signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed? Passes 5-0.

Minutes

Hammond: Chair seeks a motion regards to the minutes from the February 10th meeting.

Williams: So moved.

David Boyd: Second.

Hammond: Moved and seconded. Is there any discussion, Dr. Williams?

Williams: No sir.

Hammond: Mr. Boyd?

David Boyd: Nope.

Hammond: Dr. Bedell? Anything on the...

Bedell: Nothing sir.

Hammond: Madam Vice Chair?

Lindholm: No.

Hammond: Alright. All in favor of approving the minutes as so presented signify by saying AYE.

Multiple voices: AYE

Hammond: Opposed? Pass, 5-0.

Board Member Comments

Hammond: Board member comments. Have the Morgan Hill Concerned Parents

Bedell: Ron's letter.

Hammond: I was gonna, Ron do you have some stuff to maybe share with us about what's going on with this matter and I think also Miss Nina you had that letter for I think the entire board was ok with the letter as presented?

Nina Boyd: Yes. I shared a draft letter. The Executive Committee had asked us to prepare a letter that would be sent to the court to go on record that they had concerns with the privacy of student information being shared and each of the board members reviewed the draft letter this morning so we'll have that finalized and sometime during your break we can get to you for signature so that can go out in the morning's mail.

Hammond: Alright. Thank you Miss Nina very much. Good morning Ron!

Wenkart: Good morning. Good morning board members. As you may recall earlier this week I sent you a memo about the Morgan Hill litigation. There was a hearing on February 29th and the court issued a new order on March 1st. And basically what the court did was acknowledge that they had received an overwhelming number of objections. That was just the first week and modified the earlier court order. Previously they had ruled that the plaintiffs in the case, the group of parents and their attorneys would have access to CAIPADS which is a state database and several other databases and that they were just going to copy those databases and give them to the plaintiffs once certain protocols were in place. The court modified that order slightly and said that they were not going to copy CALPADS and give it to the plaintiffs that the plaintiffs would have to make queries to California Department of Education and then California Department of Education would run those queries and give the information to the plaintiffs but all the other databases but all the other databases, CASEMIS and some of the Special Ed databases would be turned over to the plaintiffs. So it's a small modification which is helpful but there's still a long ways to go. And so we're still urging parents to send in their objections. We've been behind the scenes urging the California Department of Education to appeal the order to the 9th Circuit. We've been working through California School Boards Association, the State PTA and ACSA. They've been taking the lead on this. And CSBA is looking at possibly intervening at some point. So there's all the state organizations have been taking the lead and are very concerned about this.

Hammond: Ron, any word from the AG's office?

Wenkart: The word we're getting back from the CDE, not directly from the AG's office but what CSBA told me was that they've talked with CDE and CDE's very concerned about the court's order and that the Attorney General's very concerned about it and that they're going to fight you know, they're going to fight tooth and nail to try to get the court order modified. That's what we were told.

Hammond: Was there any word from CCSA? The Charter School Association?

Wenkart: Oh, not that I'm aware of. No.

Hammond: Ok. Questions, I'll start over here to my left. Mr. Boyd?

David Boyd: No, just an observation I have. I don't think this judge has any idea what the fire storm is going to be when he released this.

Wenkart: I don't think so either.

Hammond: Madam Vice President?

Lindholm: Yes, and for the benefit of the audience who may not know what the Morgan Hill decision was, the Morgan Hill decision was a very onerous decision that required all the release of Social Security numbers, home addresses, SELPA's, all that information from 2008 on all students throughout the State of California and correct me anytime if I'm incorrect.

Wenkart: Oh no, you've got it right.

Mijares: Special ed.

Wenkart: Including special ed and general ed.

Lindholm: Every single student in the State of California. We will be writing, we have a letter, and thank you to Dr. Williams and Robert Hammond. I know I wanted to join with Jack Bedell to bring this forward but it was already brought forward. You can still take action and to take your child off the list you have by April 1st to submit a very formal, legal document that is on the web site and we can probably provide it for you if you like. That formal document has to have specific wording addressed to this court case saying you would like your child's private information not to be distributed. So, this information I thank our Superintendent for getting it out to the districts. I thank our attorney. It's a very onerous, onerous bill. It's unheard of. I strongly oppose it. Why they are going outside of Morgan Hill and doing the entire state is absolutely...go ahead.

Wenkart: It's unprecedented. I've not seen this happen before.

Lindholm: So, for those of you who communicate with others, please share that information with them. The information too is for any student or parent who wants to keep their child's Social

Security number, SELPA information, all that information, they need to file it by April 1st. On this specific form; not just I don't want my child in there. So, yes, Nina.

Nina Boyd: Linda as you requested we do have documents on the back table. So for the benefit of those that are here the information on the weblink are in that document on the back table.

Lindholm: So please take those. You have time to make comments. We are commenting ourselves. And I thank all my fellow board members for joining us and knowing this is just appalling.

David Boyd: Nina, is that form on our website?

Nina Boyd: Yes it is.

David Boyd: Ok, thank you.

Hammond: Ron, do you know if from the other 23 school districts that this would impact I'm assuming that this does not impact the four community college districts in Orange County, but I'm not even sure. But does the other at least 23 school districts do they have this information posted on their website and what not? Or do we know?

Wenkart: I haven't checked but they all have the information and they're all very concerned about it. Many of them sent letters directly home to all their parents. Several school districts convened parent meetings where they facilitated and assisted the parents in sending in the letters and then they send in the objections in bulk through the school district. So our school districts have been very active. But I couldn't tell you for sure if they've all posted it on their website.

Hammond: And did you say the Orange County School Board Association; have they chimed in on this?

Wenkart: No, I was working with California School Boards Association through their attorneys so that's who my main contact has been.

Hammond: Alright. Thank you, Ron. Dr. Bedell?

Bedell: Yeah, very briefly. First of all Ron I understand you've been at the forefront of helping them move this forward; I've heard that from people up north in the state so thank you for being at the forefront of this. This is of concern to me at several levels. The very obvious one is that the unique problems or conditions they're child may have could in fact become public knowledge to people who have absolutely no need to know and shouldn't know and also this goes to me at a different level in that this feeds the concern many people have of a legitimate data sharing and data concerns about what is given when it is given in good faith. And then how this can be turned and twisted. And I think many of us, and that's why Trustee Lindholm and I talked about this earlier that this is a goes way beyond Morgan Hill and goes way beyond just this particular need. I'm mean this is a seed change and if I were registering a child for school I

would be very leery as to what I told them; even if my child needs specific services. Cause I think this, addresses to me is one of the most significant things; where a child could be located. And I think that's said and I appreciate all your work.

Wenkart: Thanks.

Bedell: And the OCSBA has not met Robert since this came out big time.

Hammond: Ok.

Bedell: So at our next meeting we can bring that up but this is still bubbling. I'll bring that up on our board's behalf.

Hammond: Thank you. Dr. Williams?

Williams: And let me echo the words of my colleagues, no surprise to us though in our Common Core meetings, our two public meetings that we had in the fall 2014; Robin Eubanks was very specific as well as all the other opponents of Common Core who talked about these types of things happening here. The database does break FERPA Laws and yes it is the names and the addresses and all the other identifiers but let's talk about the other issues that are going on here with Common Core. Common Core's still with us by the way. The legislation that occurred in Washington, DC is in name only. It was never read by anybody. It's a thousand page document and the basics of it still remain. Ron, you're right. This is unprecedented. It's never happened before but was predicted. Robin Eubanks talked about that. This database is shared with the Federal Government. It's through the CBAC (SBAC). Remember all of the state data's collected. But to administer the SBAC the data has to go through the Federal Government so this isn't just in the state; this is throughout our nation. So, I'd like to know what is in this database. What do we know that's going on? Cause we know that the assessment testing has a lot of psychological profiling so these kids have all the psychological testing. Dr. Gary Thompson in our meeting was very specific in that. So Common Core is not dead; it's still alive. It still has its demons here and Ron, what can we get from CALPADS as to the exact data that's being collected.

Wenkart: Well I'm not an expert on what's exactly in the databases. But my understanding from talking to several people is that this is information that comes from the school districts and is reported to the state. So not all the detailed information is at the state level but a lot of the personally identifiable information is there. So an example would be that they might do an assessment of a student for special education and do an evaluation. They wouldn't send the whole evaluation up to the state but they would send a summary indicating that the student qualified for special education based on the evaluation and it might identify the type of disability they have and so on and the types of services they're getting. So it would be summary but that's personally identifiable information that I'm sure parents wouldn't want to share with just anybody as Dr. Bedell said. So there's a lot of sensitive information, you know, names, addresses, Social Security numbers, age, birthdate, those type of things that are very concerning.

And so you know there's a number of different databases. There's CALPADS, there's CASEMIS which has a lot of special ed. information and STAR and SEEDS which I'm not familiar with. So I don't know exactly what's in those databases but what we've been urging the courts to do is redact all personally identifiable information. Don't disclose any personally identifiable information. So that's what CSBA is going to be advocating for. That's what ACCESS is going to advocate and that's what the state PTA is going to advocate as well.

Hammond: Ron is CTA joined in on this? If you mentioned them I apologize.

Wenkart: Not that I'm aware of. I've worked with those three organizations and then what happens is usually then the state organizations reach out to other state organizations so it's possible that CSBA reached out to CTA but I wouldn't be involved in that part of the communication.

Hammond: Alright. Thank you, Ron. Dr. Williams, anything else sir?

Williams: No.

Hammond: Dr. Bedell?

Bedell: Nothing.

Hammond: Trustee Lindholm?

Lindholm: Yes, thank you. In addition to the letter that we're jointly sending I would like to request a letter drafted from me also so we send and if other board members would like to send letters on their own I think that would be helpful. I think the more letters we send and then also to the other organizations we need to get the letter to them quickly especially with this deadline looming so if we can get that out the door ASAP. So they have a notification that the Orange County Board of Education is opposed to this and that's all. Thank you.

Hammond: Mr. Boyd?

David Boyd: Yes, Ron has the court made any reference to the Common Core State Standards in connection to this case?

Wenkart: Not that I'm aware of. I talked to an attorney from Sacramento County Office of Education. She was in attendance at the hearing on February 29th in Sacramento and she did not mention any reference to Common Core.

David Boyd: Yeah, it wouldn't be logical for Common Core to be brought up in this context.

Wenkart: I don't think it was. I don't know for sure though but not that I'm aware of.

David Boyd: And, you know once again its my belief that Common Core requires no specific testing. That's on a state by state basis. Some states have opted into certain testing programs; others have not.

Wenkart: Yes, that's my understanding.

David Boyd: And Common Core itself requires no data gathering.

Wenkart: No, not per say. Not that I know of.

David Boy: Thank you.

Hammond: Dr. Bedell.

Bedell: I'm sorry. My understanding, correct me on this, these people are alleging certain students were entitled to certain services and did not get them.

Wenkart: Right.

Bedell: And therefore they wanted, they're searching to see if there's a problem in multiple cases, correct?

Wenkart: Right that's their theory.

Bedell: Is that basically it?

Wenkart: That's basically it.

Bedell: Ok, so now the people who work in our wonderful department with the Local Control Funding Formula and the LCAP, doesn't it, my understanding of LCAP is that one of the goals of it was to be sure all kids were getting all services. Is that fair.

Wenkart: Hmm hum.

Bedell: Drilled down to the kid, remember. When 10,000 people need speech you go, right. So this seems to me to be sort of like an off shoot if you will, maybe not on purpose, but by deduction of what the LCAP was...am I out in left field here?

Wenkart: Well there's some relation because the LCAP has goals we're supposed to pursue and one of those goals is to make sure that students have all the services that they're required to receive. And so the plaintiffs are alleging that statewide the state is not enforcing the law and is not making sure that school districts are providing special education services to students who qualify for special education. That's their legal theory.

At the same time: Mijares: And remember this is the lawsuit. Bedell: (Inaudible) is responsible for certifying that we are in fact, the districts say what they're doing and doing what they're saying.

Unknown: Correct.

Mijares: That they're aligned with the eight state priorities with their goals and plan of accountability to pursuant to law. But what I wanted to say is this is a lawsuit against the California Department of Education. And the judge in the evidentiary process is requiring this data. And absolutely it's an over reach and that's why all the agencies, CSBA, ACSA, CCSESA are fighting it. So, we're hoping that we can get some relief. But I do believe that what you said is absolutely correct. It didn't emanate from the education system. It came out of the judiciary which is supposed to be the most objective form of truth, right? So it's not supposed to be contaminated like the other agencies might be. And this has nothing to do with the Common Core. He is absolutely right.

Hammond: Al, what about, and Ron hold your thought, please don't lose it. Al I know that you as Superintendent you have an organization that you belong to. Have they spoken up on this and if so, what have they said?

Mijares: Same thing that CSBA is saying; that we don't believe it's appropriate. That is confidential personal data is outside of FERPA as Mr. Wenkart has stated.

Wenkart: I was just going to add I forgot to mention CCSESA was involved as well. That was one of the other four organizations that I contacted.

David Boyd: Would it be safe to say that there are no educational organizations that are supporting this, ruling?

Wenkart: Yes, that would be very safe to say.

David Boyd: We can cut to the chase.

Wenkart: Very safe.

David Boyd: Nobody's in favor of it.

Nina Boyd: And if I can just add; Dr. Bedell I think your points about Ron's involvement on Ron is very humble and that it was not until the information came down to our office and Dr. Mijares started dialoguing with us in terms of how we were going to share information and what we were going to do and Ron started reaching out that realized that because this was a lawsuit between Morgan Hill and CDE that the other entities were not involved until Ron initiated phone calls to those organizations and got the ball rolling in terms of some of the times that started coming to pass. So I think students in this state owe Ron a huge debt of thanks in terms of the awareness

that has been generated from this office and him specifically in terms of getting people onboard with reaching out to send communications and try to combat what's happening.

Bedell: I think anybody who's interested in privacy and human dignity owes you a lot of thanks because the embarrassment that could be done to specific children through this should there be some kind of leak is absolutely awful. Especially for our category of children who are most likely to be vulnerable and bullied. So thank you for and it's exactly what I've heard from people up north.

Wenkart: Thanks. Well when I first read it I was just shocked and I couldn't believe that the court went this far and so I had to read it a couple of times to be sure that I read it right and then I started calling the state organizations and saying have you seen this and then that's how we kind of got things going. In some cases they had seen it about the same time I had seen it and in some cases they hadn't seen it yet. But um yeah, it was a team effort and everybody worked together on it.

Bedell: I'm sorry Robert.

Hammond: Oh no no.

Bedell: What about, it would be very interesting to plug into the NEA and the NSBA. The National School Board Association to see if there's any linkage and if they're doing anything.

Wenkart: I did talk with them actually. I didn't bring that up because that didn't bear fruit. But we did make an effort to get the US Department of Education involved and through NSBA they connected me with the Chief Privacy Officer for the US Department of Education and I talked to the Chief Privacy Officer for the US Department of Education several times by phone and tried to urge her to intervene and do something about this and that this was a complete over reach because they're the ones that oversee enforcement of FERPA. And they're supposed to make sure that states and local governments comply with FERPA. But after, they called me back a few days later and said that they didn't want to get involved. And they said that they had been getting a lot of criticism from members of Congress about intervening in local matters and that they shouldn't get involved in local matters and this appeared to be a local matter. I tried to convince her that this was not a local matter, that it had nationwide impact; that it didn't just affect California but that this could happen in another state. And that they had a responsibility to enforce the Federal Law, that's their charge, that's their whole responsibility; that's why they exist. But I was unsuccessful.

Bedell: Then could we please have your letter Mr. Hammond be sure to go to them and the Secretary of Education who's undergoing hearings of confirmation as we speak.

Wenkart: So that could have been a factor too. I don't know all the internal politics of the US Department of Education but I couldn't get them to intervene.

Hammond: Dr. Bedell, I think your point is well taken that the letter should that everything you just said. Dr. Williams, do you have something?

Williams: Sure and to add to the record I significantly disagree with my good colleague Trustee Boyd there. Common Core is all about things that will occur, taking personal data, about the student. Sure, the California didn't have to participate in Common Core but needless to say they did and all of the data collection goes through the SBAC testing and again it's something that Gary Thompson if you can recall through our meeting talked about in great details that this personal psychological profiling of the kids will be given to a national database. So, to not understand that concept means you totally miss what was gained in the Common Core meetings and what the community in the last two years has been presenting to us. Especially Linda Cone who knows a lot about this. So, I just wanted to set the record straight on that issue.

Hammond: Dr. Bedell, anything else?

Bedell: No thank you. You've been very generous, thank you.

Hammond: Alright, I have nothing else. Madam Vice President?

Lindholm: No I'm just hoping we can get that letter out tomorrow. Is that possible to get to get...

Nina Boyd: Yes we can get the communications out tomorrow once it's signed by Robert today.

Lindholm: And individual letters?

Nina Boyd: I have that down as well.

Lindholm: Thank you so much.

Hammond: I'd be I'll stick around if need be to sign that letter. So if you have it ready within the next couple of hours, whatever, I'll do my best on it. Mr. Boyd, anything else sir?

David Boyd: No sir.

Hammond: Alright. Moving on to other board member comments. Orange County Charter School Facility Needs, Dr. Williams.

Williams: Yes, thank you sir. A few weeks ago there was an Orange County Charter School Fair that was held in Santa Ana and I happened to attend it and it was a great turnout. Wonderful event. A lot of the historically disadvantaged minority community and it's great having their food and the conversation. Our own Samueli Charter School was there as well as Heritage folk. In the discussion that took place subsequently there is a great need within the charters that we have approved for facilities. It's very difficult for these charters to get facilities here in Orange County. Land is very expensive. And I was trying to brainstorm what we could do to help that.

Charter Schools as we know is under great attack by the CTA. They don't like charter schools. Anaheim Union has taken it up publically and rather than retreat I think we should be more proactive in promoting charter schools. They need our help. And I know that we have facilities within our own department here that perhaps we could share. One of the charters I talked to they only needed five classrooms. The other big concern is we own significant business property next to us that over a decade again, maybe even 12-13 years ago, 14 years ago, we purchased with the anticipation that this department would take it over and be using it. Of course that was before the economy hit us and the downsizing of education as well as this department. And so we have this property next to us that is being used, we're occupying some of its property but the thought is, why not make that into a charter school property? And expand and help those charter schools that we are improving. So I'd like to work with our good Superintendent on what we can do to help our charter schools gain whether it's within our properties; that would be great. I've also contacted Todd Spitzer and there's another individual here at the county here that he referred me to about what other surplus properties that the Orange County does have. So, just some of my thoughts just to let my fellow board members know about these needs because they are great needs if we're going to expand parental choice within public education. That's it sir.

Hammond: Alright. Next on our list is the DWK letter dated February 9th of this year. Madam Vice President.

Lindholm: Yes thank you Mr. Chair. And thank you Dr. Williams for those comments. Those are very good comments. I'm following up on a letter that we received, our communication received about last month that had to do with a workshop that DWK which I believe is a law firm was doing. In the communication it was sited that the Orange County Department of Education was working on legislation that had to do with charter schools and I personally wasn't aware of it since the time I've been on this board so I was curious as to what time of participation was happening with them and would kind of like to have some input on that and I don't know if Ron would be the one I could ask on what was going on with the workshop and if we are pursuing any kind of legislation on charters I think that should be brought to the board so that we can review the item.

Wenkart: We periodically meet at the staff of the County Superintendent and talk about legislation and one of the things that we talked about was the concern that was raised by the Einstein Charter School that they had resource facilities and satellite facilities in Orange County and we weren't aware of it. And so we discussed internally possibly the idea of legislation to require them to report to the state where those locations are; a transparency type of legislation. And so we reached out to different organizations to see if there was interest among them as to whether they were interested in this idea of transparency. And so we talked to different groups. We talked to the California Charter School Authority. We talked to the San Diego Unified, we talked to other school districts and they had some interest and they had different ideas and they had other goals that they had in mind beyond what our goals were but we were engaged in preliminary discussions about it. The Dannis, Woliver, and Kelley we received an invitation to

go to a meeting at the Los Angeles County Office of Education I forget the exact date, sometime in February and so we sent a staff member to that meeting to listen and hear what everybody had to say and what their goals were and what they had in mind. We sent staff to conference with the California Charter Schools Association puts on. We've got several staff members going to the California Charter Schools Association Conference that they have I think it's next week, scheduled for next week. So we basically engage in a process of consulting with different groups and seeing if there's interest.

Lindholm: Well I greatly appreciate that. I think we should all know what's going on with everything that's happening. Are we participating in any legislation or policy that you know of in opposition to charter schools or in opposition to this satellite? Are we working on any kind of draft?

Wenkart: Well we never opposed the idea of having satellite facilities or we never proposed closing satellite facilities or anything like that. What we were talking about is just reporting them to the state so that we could look at the state website and know where they're located. That was our proposal. There were proposals out there to put limits on those satellite facilities but not from us. And so those were mentioned to us by other groups. And we also talked to the Charter School Association and you know they didn't have a lot of interest in that. So didn't go anywhere with them. But we would continue to talk to them to see if they're interested. So we're not currently sponsoring any bills or pushing any legislation that would close down satellites. We never even proposed that. For various reasons we didn't think that that was part of our philosophy and also we didn't think that that was doable. So there was a number of reasons that were discussed internally that we just never thought that would be anything that we would advocate for.

Lindholm: I guess where I'd like to go on this is if in the future any kind of legislation proposal comes about, I think the board would like to hear it so we might want to support it or at least discuss it or oppose it. So in the future if there comes up to be anything that is on many issues which I'm going to talk about briefly we would like to have that on the agenda and discuss the item. So, I appreciate all the information you have.

Mijares: I'd just like to comment on that. Certainly in the spirit of transparency and working collectively with the board as a unified force we're more than happy to share what's on our plate because we're all public servants and unless it's protected by the Brown Act we don't really have a need for that. But we find ourselves constantly as part of due diligence involved in meetings across the state. Much of this particular thing that occurred at the Los Angeles County Office of Education had emanated not only from our county but from San Diego as you mentioned with the law firm there and you recall when this board did not approve Einstein. That charter had been operating illegally for a year. So I'm surprised actually, shocked that the California Department of Education does not find that the illegality of that you know goes unchallenged. So it just invites other systems, these resource centers to spring up again. That's not appropriate. And so when we find ourselves in midst of discussions, our staff has to do that. And yes, there

will be times when we will most certainly will come to the board to share it with you but the fact of the matter is we have to stay involved and I think that's what you're saying.

Lindholm: Yes.

Mijares: Yeah, ok.

Lindholm: Yeah I just think if we have an issue that a position is going to be taken on then the board should be part of that; participatory.

Mijares: I agree.

Hammond: Al, I got a question for you. You said Einstein...

Lindholm: Go ahead.

Hammond: You said Einstein was basically operating illegally for about a year. Were they able to collect any money?

Mijares: Yeah.

Hammond: So what's been the word back? Ron, is there any word, are we talkin' they're going to have to pay it back? I mean.

Wenkart: I don't know. It would be up to the state. The state would have to investigate and do an audit and then decide whether to try and collect the money back or not. And I'm not aware of any (inaudible) or not.

Mijares: But I can say having been in a system where the charter school was reporting students attending the school and they had a register which is required by law, you know when our elementary teachers take roll that is a matter of due diligence required by law. It shouldn't be passed on to a student. They shouldn't say ah, they know how many kids I have. No, they have to, those registers can be audited. So, they had phantom roles and they were collecting hundreds of thousands of dollars and when we shut them down in Santa Ana, we thought are you now going to go after them and the State Department of Education really had no mechanism to do that which I believe is an oversight. A gross oversight of public dollars. So you know, I think in the spirit of transparency we like to talk about it as being fiscal conservatives, we have to know where that money's going. Same thing we put on our normal public schools.

David Boyd: And we're talking about millions of public dollars.

Mijares: Absolutely, absolutely.

Lindholm: Um, I have one more issue.

Hammond: No please go ahead, I'm sorry.

Lindholm: Thank you, no, it's great to have questions. And this has, we're talking about policies and that general legislative thing and I want to thank our Associate Superintendent Nina Boyd because she was helpful in giving me a little bit more information on the school bond facilities bond that's coming up in November. So I'm hoping that, I'm sure you'll give us an update later in the meeting but everybody may not be here. I'd like to have an update when we can and see what kind of...I know we have a lot of schools in our area and my kids have gone to some of them which need a lot of work yeah between the mold and the upkeep and that and then we have some great new schools it's not any impact on the teachers the teachers are fantastic but they need good facilities. So, I'd like to see the school bond that will be on the November election that we have information brought to the board members so we know what's on it and how it impacts our schools in Orange County. So that's another legislative kind of support um measure. So that's where I was going on this, thank you.

Hammond: Alright. Any comments at all from my fellow trustees? Mr. Boyd, any comments?

David Boyd: I'd like to make a brief comment and a couple questions on the topic that Dr. Williams brought up. And I guess this would be to Nina. Do we currently have any facilities that would have five classrooms available?

Nina Boyd: No. The short answer is no. All of our sites are leased facilities so we only lease the number of classrooms for the students that we currently serve.

David Boyd: Now the property next door that Dr. Williams referred to where for a lack of a better term the landlord will there be space available there or are they long termed leases that are typically signed with tenants that occupy that space?

Nina Boyd: It is a lease facility so all of the tenants are signing contracts. So some are short, short-term in terms of six month and some are multiple years. I'd have to defer to Renee if you wanted details.

David Boyd: If a charter school operated or a proposed charter school operated called you could we give them the name of the Real Estate brokers we've used in the past for our facilities that might have more knowledge on what's needed for school that an average real estate broker?

Nina Boyd: We have hired property brokers in the past and as some of you may recall when we were trying to secure land to build facilities and so forth there is an individual that we could certainly put folks in touch with.

David Boyd: Ok, just as a starting point if people are having trouble finding that property. It is expensive in Orange County. No doubt about that. To the extent we can help them in that regard without stretching our resources would be appreciated.

Mijares: May I add Mr. President one more thing on that point and that is that we operate a charter school as you know. And it's an academy to prepare our students for college and career

success. We're looking for space. So, the charter that we have now, I don't know exactly how many numbers do we have in that now Nina?

Nina Boyd: Well , we're about to open our fourth site in the county and as you said it's a matter of going around and trying to secure space hopefully in proximity to where we currently have some properties or adding on to the current leases that we have.

Mijares: And this is a charter for boys and girls, men and women ages 16 and above to 22?

Nina Boyd: 26

Mijares: 26?

Nina Boyd: Or 25, yes.

Mijares: And these are kids who are severely credit deficient. They have no place to go. Not the community colleges, nowhere else. And so we're saving those kids and trying to get them a high school diploma and trying to move them on in life so that's our goal.

Hammond: Al, in regards to that with those kids especially that are severely credit deficient whatever, is there any school districts out there that even have something remotely similar to this? Because I really didn't see anything out there.

Mijares: They all have forms of alternative ed.; the continuation schools. Special alternative schools through you know independent study learning and self-paced learning so students can make up the credits. Those kids can actually do dual enrollment too at a community college but the community colleges are swelled in terms of enrollment. They're turning people away. So but no not like this. ACCESS is amazing. If we didn't have ACCESS we would be developing it right now because there's a lot of kids out there who are disconnected. They come in from other counties and nobody even knows they're here. They may not even be enrolled or having ever been enrolled in one of our districts in Orange County but they're just floating around and we find them through our marketing efforts and that we reengage them in the educational process.

Hammond: Alright. Thank you. Mr. Boyd, did you have anything else?

David Boyd: No sir.

Hammond: Trustee Lindholm?

Lindholm: No.

Hammond: Dr. Bedell?

Bedell: I just would like to go in following Trustee Lindholm's thread through here. My understanding is Senator Glazer has introduced a bill regarding charters. He's in the Orinda area

if you could follow up on that because that's been getting some conversation. Following Trustee Lindholm's comment.

Hammond: Dr. Williams' anything?

Williams: No sir.

Public Comments

Hammond: Alright. I don't see anything else then under board member comments. We'll go to public comments and Madam Vice President would you be so kind as to call up the first person.

Lindholm: I would thank you and welcome. Thank you for coming. And if it's your first time here just to let you know we have a timer so you get three minutes to share with us any information that you're concerned about or upcoming events. So with that Gloria Pruyne; welcome.

Gloria Pruyne: Well good morning Superintendent Mijares, President Hammond and honored school board members. My name is Gloria Pruyne. I'm speaking on the article, Thanks GOP-House Passes Obama Core. Carol Hornsby Haines, Ph.D., warns of social emotional learning emphasis. Congress has admitted that Common Core will now be Federal Law and that it is not about academic learning but rather changing the beliefs, values, behavior, and world views of students. In a nutshell the government is conducting psychological profiling of our children. During the house proceedings prior to the vote, representative Tim Ryan, Democrat of Ohio, made the stunning statement that Common Core is being redefined as social, emotional learning which much come first in the learning hierarchy with academics ranking second. Congressman Ryan, this is a quote of his, teaching these key fundamental characteristics; mental discipline, physical discipline, focus, concentration, self-regulation, are key components before you even get to the academic side. I believe there is a new way of educating our kids emerging here. There is a new Common Core developing and that is the mental discipline and the physical health of our young people, end of quote. To understand the philosophy of the new Common Core/ESSA history provides a clue. For many decades liberals have endeavored to shift the focus of public education from academic knowledge to that of changing student values, beliefs, behavior, and attitudes. This is linked to the UN Agenda 21 Education Reform movement to instill radical new values in children to turn them into global citizens with anti-Christian and anti-American views. It should be a red flag that the US Government is forcing students to take tests with psychological profiling. With the passage of the ESSA the government can conduct surveillance through its cradle to grave data collecting on American citizens. As history bears out government that can hurl massive amounts of information on citizens will abuse its power. I respectfully request that my comments be photocopies for each board member and I request that this document be included as an original meeting document for historic reference. Thank you.

Lindholm: And we do encourage you and request if you do have any handouts that we do keep a copy for the public. Linda Wagner.

Linda Wagner: Good morning. Thank you for this opportunity. I'm Linda Wagner, I'm Superintendent of the Anaheim City School District, my board member is here with me today and he'll be speaking in a moment. I wanna thank you for this opportunity to address this board. We know that a little bit later on today you'll be speaking about the EPIC Charter School and we wanted to share our thoughts a little bit on that coming item for you. Our board considered that that application. We our board has demonstrated that we are not opposed to charter schools. We have a charter school in town, the Goals Academy that has been quite grass roots that's developed from among locals, by locals, and really has integrated as a part of our district and we're getting along quite well and I think it's going very nicely to co-exist with Goals Charter School. Our concerns about EPIC are that we see kind of a fundamental mix and mismatch between the community that we serve and what EPIC is bringing with it in terms of the design of the program so our parents are very largely majority Spanish speakers and so when we have meetings we translate all of them. Sometimes the meetings are so prevalently in Spanish that we flip to Spanish if there's no English speaker in the room. So there is a great need on the part of the students to develop academic language to develop their English so one of our fundamental issues or fundamental concepts is to work with students doing a great deal of talking, interacting, and providing them social opportunities. The EPIC design is an independent design. It's a design where a student works on their own. The student is not so if you imagine a home in which Spanish is the primary language which would be the majority for our students they would miss out on all that interaction in English that they are provided throughout their academic day. Many of our students are food uncertain. 7% say that they are hungry every day. And so the notion that they would not have that access to, not that that's what we're there for, but they do come to school for socialization, for English, they do eat, they have you know their school provides them with so many great interactions and so we are just concerned about the mismatch between EPIC and those students in Anaheim. We wanted to share that concern with you and have you please consider that as you're considering their application. Thank you.

Lindholm: Thank you. Linda Cone.

Linda Cone: I just want to preface my comments by saying that everything Gloria told you about the socio-emotional learning change is direct contradiction to SB51 that brought Common Core into California. I find this amazing. But what I really coming to you today to speak to Dr. Mijares and the board, Zeb Warman's analysis on the performance of California students in math since the 1997 adoption of Dr. James Milgram's math standards, the highest in the nation. And what happened when Common Core came to California. Here's what Zeb Warman tells us. The 1997 standards prepared all children to take Algebra I by grade 8 without tutoring and during this time minority achievement under these 1997 standards skyrocketed. For example, minority students successfully taking Algebra I by grade 8 between 2003-2013 their success rate achievement rose five times. At the same time the white achievement rate rose 2.5 times.

Everyone grew. But the minority students were able to close the gap. Same thing in geometry. Black and Latino success rates almost tripled. White achievement rose also by 1.5. Everyone improved but look at the gap that was closed. Same thing in Algebra II. Black and Latino success rates tripled. White success rates rose a little less. Again, closing the gap with everyone improving. And the same pattern repeats in Calculus. Warman's conclusion: between 1997 and 2012 California student performance in math under Dr. Milgram's 1997 standards rose significantly. I'm gonna offer you one final statistic. In 1999, 17% of our math students took Algebra I in 8th grade. This rose to 58% taking Algebra I in 8th grade by 2013. That's when Common Core rolled in. In two short years, between 2013 and 2015, California students taking Algebra I in 8th grade dropped from 58% to 28%. The students who are most negatively affected by Common Core according to Warman and many others; the people who have the most to lose are the disadvantaged, the minorities, the inner city kids, the English Language Learners. On one hand, the best and brightest on the other. Wealthy parents have the resources to yank their kids out of schools and tutor them and that's exactly what they're doing but our minority kids and disadvantaged kids do not; thanks to Common Core. Thank you for your time.

Lindholm: Thank you.

Nina Boyd: Just for the record we're having some problems with the clock so we are timing it with the stopwatch and I will be giving everyone notice that they have one minute left.

Lindholm: Ok, thank you. And we have two more speakers. Because I know we have an 11:00 o'clock time certain on the calendar. Ah, David Whitley.

David Whitley: Thank you board good morning.

Hammond: Good morning. Mr. Whitley before you begin, I know you're good friends with Jeff Arthur. Mr. Boyd brought up about Mr. Arthur.

David Whitley: Yes, I was going to say I thank Mr. Boyd for bringing that up this morning. I was going to bring that up myself. Jeff who has been here many times talking about financial issues has been in the hospital for over a month. He's been in ICU for probably three weeks of that time. We visited him several times. He's recovering now. He's on the mend. He's not fully recovered. He believes he might be leaving the hospital sometime next week. But he has a rare autoimmune disease that Wagners or something like that that affects mainly his lungs and his breathing. He's on all kinds of medicines and treatments that are slowly helping his body recover but there's no cure so he's, it's a lifelong issue and this is worst battle so far. So, hopefully he'll be back maybe in the next couple of months.

David Boyd: I think I can speak for the board. Give him our best wishes.

David Whitley: Yes, thank you. I wanna mention a few things...

Hammond: And just for the record, your toll, your time was tolled.

Nina Boyd: We're resetting.

Hammond: We're resetting.

David Whitley: Every time that we're here there's always things that come up that we want to speak to. I want to mention on the Morgan Hill issue that when that originally hit they had an opt out form on the website that has been changed by the judge to an objection form. You cannot opt out. You can only object to the situation. And then I wanted to mention the Jeff Arthur situation which we have done. This morning I've passed out a letter from my attorney regarding the PRA request that I submitted late last year that's been ongoing for several months. So I have a cease and desist on that will be moving forward beginning today I'll need action from the department on that. I want to, I know Mr. Boyd has mentioned in some of the previous meetings that he was not going to turn the PowerPoint presentation over. He mentioned that it had been destroyed. I want to offer him a personal check for \$10,000 as collateral. He can give me his laptop and his flash drive and I will within 48 hours extract his deleted files for him and then return his property to him in exchange for the check.

David Boyd: There's actually no need. I have located a copy of the document.

David Whitley: Excellent, thank you. And then last but not least Mr. Boyd recently I think in a very sophomoric move put out what he calls a parade, I would call it a libel against Mr. Hammond and Mr. Williams that had an ugliness to it that I think that this board really needs to get together and have some sort of reprimand against him for what he's done to bring down the level of commitment to the public and to the students in his actions in this regards. It's really, I think a bad tactic. It's underhanded. He's put forward proposals for transparency and for ethics classes and I think this just goes to show that while he puts forward those ideas, behind the scenes he's acting in an unethical way and in an untransparent way. And I want to call him out on that because I think that's the facts. He got caught recently in this because his name was attached to a file and he tried to get away with it in an anonymous fashion. I think it's unbecoming of a person who's a trustee especially on a board like this overseeing issues of students that need to have leaders who are leading us in a highest moral, ethical fashion. Thank you.

Lindholm: Thank you.

David Boyd: I'd like to make a brief comment in connection with that communication. The John Birch Society has called for my recall. And in my mind any day I'm criticized by the John Birch Society is a good day indeed.

Lindholm: Um,

Hammond: Next please.

Lindholm: I'm going to move forward. And I think Bob Gardner. You wanna just speak. I have you for the EPIC but you wanna speak in public comments now is a good time.

Unknown voice from the audience.

Lindholm: Ok, let's have you speak now cause I'd hate to have you wait 'til the end of the day if you come forward. So, Bob Gardner. And then I do have one more speaker.

Bob Gardner: Thank you and good morning. I need to start right off by correcting our superintendent. She identified herself as being from the Anaheim City School District. As of about 8:12 last night we became the Anaheim Elementary School District to help our residents understand the difference between us and the Anaheim Union High School District and so we. But it was actually effective this morning at 8:00 o'clock. I am Bob Gardner; a board member from the Anaheim Elementary School District. I was there for 35 years so that won't roll off the tongue very well. And I just wanted to come and assure you that when the EPIC application started in our district and I wanted to assure you that we went to great diligence. I believe very strongly in the rule of the law and I was the broken record that said we had to check our personal beliefs about charter at the door and it was strictly by the law and if they make it their in. If they don't make it, you know we have to reject. And we really and I think we proved that with the approval of the Goals Charter Academy in our district. In fact we had to reject them a couple of times but we worked with them and assisted them in taking care of their deficiencies and we got them through. So I wanted to assure you as you figure, come to your final motions on (inaudible) that when we had concerns we really were serious about those concerns and we really felt that Elite fell short of the law as written out by those four organizing general concepts of the law. For the most part we were most concerned about the ESL program as my superintendent as already articulated and also the special ed plan. We have over 800 special ed students in our district and so we were very concerned. The other concern we had is it's a, they originated the application in our district but it goes all the way elementary through high school. And when they don't have a facility and one of the things that raised our eyebrows you know we get a little protective as a K, as a Pre K-6 district. We get freaked out about safety issues and when they didn't have a facility but they're plan called for face to face meetings with their students but it's mostly online and we said where would these face to face meetings occur they said well sometimes they're organized at Starbucks, sometimes they're at coffee shops or restaurants, or at the student's homes. And for younger children the safety there really, really frightened us that there wasn't a place you know. As a principal for 22 years I learned to find liability about every corner so I'm not sure what the legal process is at this point it may be that this is a train that has left the station but it's as you, we would like to see it stopped but as you look at the final. If you finalize it, we would you to at least make sure that you've held it to the highest standards on serving the ESL students, the special ed students, and the safety concerns that we have. Make sure that you've tightened down all that if you choose to go forward with this. Thank you very much. And thank you for coming.

Hammond: And thanks for your service on the board and thank you for your years of being a principal and whatnot.

Lindholm: We have one final speaker under public comments. Susi Kahn? Welcome.

Susi Kahn: Greetings board. Can you hear me? I will be addressing two items today. First, Mr. Boyd's presentation last September. Up to this point I have not responded to the using of my son, a minor, in your personal attack presentation given under the guise of a Common Core presentation. This hit piece opens and closes with this intelligent and brave young man who is not confused nor looking for the truth as you besmirch him. Christian who cannot be here today would like you to release your presentation which you apparently you may now do in which you were despairingly using him for your weak opening and closing arguments. Christian was upright and shared his message to the board with the public which has received approximately views as present. This presentation you presented was not done in closed session and must be released as public domain. Christian wonders if it has been destroyed. Apparently it has not. Glad to hear. Second, the parody. Again, slithering in the darkness you took a flyer from an event being held by your two favorite board members, Williams and Hammond. You get caught red-handed casting a wide net over everyone associated with the event referring to them as racist bigots and on and on. It appears you have not moved far from 1952. Your dates, titles, situations are all inaccurate. Your work may I suggest you keep your day job, aren't you a lawyer? Don't you run a law school? The racist here is the person in the room who would print something like this. 1. Premeditated evil. 2. Thinking this would be anonymous. That didn't work out so well and a bad cover-up. To make a few points of interest, the Orange County Board of Ed hasn't come so far have they. The board is still made up of four white men and one white woman, so what! This Mr. Boyd was not a parody. This is libel in the purist form. This board is concerned with matters of youth, minors in Orange County. And you are sitting on a board that makes decisions over them. I have no connections with the John Birch Society but they're right, you should not only be removed from this board but disciplined and disbarred on ethics charges. All of this from a man who wanted to censor the same two board members who are listening to we the people. This behavior isn't just mean spirited; it is pathologic and as a medical professional, I recommend you seek medical and spiritual assistance. This is seriously more than just the hippies running the asylum. In closing, in case you hadn't taken notice, the young man my son you use as bookends to your accusatory presentation where you called all these grassroots parents bigots, racists, Jew haters and on and on, is himself of mixed race. Hmmm, isn't that an oxymoron. I want to thank the board for bringing up this data released to California. You are just on the tip of the iceberg, thank you.

Lindholm: Thank you. That concludes the public comments that we have today under these general session and that moves us to our time certain Mr. President.

Time Certain-Charter Submission (s)

Hammond: Alrighty. Good morning Kelly.

Bedell: Long time no see.

Kelly Gaughran: Good morning President Hammond, members of the board.

Hammond: I hope all is well with you and your wonderful staff and thanks again for what you all do.

Gaughran: Yes, everyone is well. Thank you. I shall now open the portion of the meeting for the submission of charter school petitions. This process provides a time certain opportunity for petitioners to make comments when they submit their charter school petition and begins the petition review and consideration by the board under the charter schools act. Petitioners are given three minutes to formally present their charter school petition and board members may ask questions following each presentation. Today we have two charter school petition submissions. First I call Mr. Jeff Brown representing the Orange County Workforce Innovation High School to the podium.

Jeff Brown: Good morning. Thank you Superintendent, President of the Board Members and staff I really appreciate the opportunity to present to you a petition for our Orange County Workforce Innovation High School. This will be a very brief presentation at this time because we will be presenting an open forum within the next 30 days or thereabouts which will be convenient to the board. We do consider this an opportunity to work in partnership with the Orange County Board and with the school district within the board. We are trying to be basically a safety net type of program that offers a variety of programs including CT programs so having said that what I'd like to do right now is give you the opportunity to question any incidental you might have. You will be receiving electronic copies, hard copies, flash drives, whatever information you may need during the next 30 days to question what we have.

Hammond: Alright. Well once again I'll start with my left, Mr. Boyd.

David Boyd: Very briefly, can you just give us your mission? What you hope to accomplish?

Jeff Brown: Well obviously we're dealing with an adverse population. We've been doing it for quite some time. It's part of the Learn for Life concepts. We're serving right now about 30,000 students throughout California. We're serving in 80 various resource centers. You talk about facilities; we do provide our own facilities. So we're not looking for additional facilities from the various counties. We're now obviously we are working in the solid counties. We have a Ventura County Charter, Fresno County Charter and so we're pretty experienced in what we're reaching out to these students for. And it's the safety net. It's sort of like a MASH unit for students that are really imminent dropouts. And we wanna provide more than, we know we can give them an education. We know we can all do that and obviously we see that here. Very

talented people who do that. Then what? So we try to put them on a path towards their future. Education and work.

David Boyd: Will you be coming before us as a direct application or on appeal.

Jeff Brown: We're coming as a direct application.

David Boyd: Ok. Thank you. That's all I have for now.

Hammond: Alright, thank you Mr. Boyd. Madam Vice President.

Lindholm: Thank you. Two things; one is tell me a little bit about your mission. It sounds like you want to serve at risk students and then is this high school going to be a brick and mortar or is this online concept.

Jeff Brown: No, it's kind of hard but we do have facilities. Matter of fact we actually have facilities right now in Orange County. We're in Anaheim, Garden Grove and Santa Ana. And we would like to invite any board members and all board members to visit the facilities as we stand and you can see what we're doing. We have CISCO plans for these students so that they can work in electronics. We have various outreach programs that we're working with them. It's very important for us to try to direct these students. Our mission is to provide future, not just a diploma.

Hammond: Anything else?

Lindholm: No.

Hammond: Alright, Dr. Bedell.

Bedell: Oh sure, thank you Mr. Chairman. Thank you for being here today. I just would like 10 seconds what I would need to be looking for when we meet the next time. Over the years teaching at the university I've had hundreds of Vietnamese women students tell me that they went against what was the expectation of those in education. Why aren't they becoming nail artists? I've had hundreds of Latino male students say they were channeled into auto mechanics and the like. And I've had hundreds believe it or not of Cambodian students who also told me why aren't you going into the donut business, ok? Now the reason I go there is given my background, I am very interested in how we are an equal opportunity program and that people do not get channeled. One of the things that concerns me about workforce education is that it may lock them into a track and then 40 years we see them painting houses because they were not made aware of. Nobody sponsored them; I'm not picking on house painters please. I just to be sure that every child has an opportunity. What I'm going to be looking; if I had my way every kid in California and high school would take A-G. Because even if they took A-G and they wanted to go into some of this crafts the research clearly shows that they'll make much more

money as will their children. So you see what I'm saying about that? I wanna be sure that this is a stratification process.

Jeff Brown: I agree with you and obviously the A-G program is designed to move some onto a higher education program. And having said that, we obviously have those variable paths. A-G is included and in fact encouraged because we do what the students to achieve academically. And we're really on a very strong move within our organization on core subjects. It's too easy to give those electives and it looks like they've got 240 credits and they really have 15. So we're reaching out to that. Interesting that you mention we actually in the San Diego area we made a film about the Chaldean population down there. It's available to you. It's won some awards. It's won at various film festivals. And we did it because that population is being totally ignored by a school district. They were actually encouraging them to go away. We reached out to them and we actually in the Oklahoma School District which has 50,000 Chaldeans. Chaldeans are a group of people from Iraq that were Christians and came to the United States because they feared living where they did. There's two major populations; one in I believe Minnesota and here in Southern California. So that film will be available to you any time you wish to take a look at it and see what we're reaching out to do to reach entire populations that frankly are being neglected and I agree with you. We do have to reach out. That is our purpose.

Hammond: Anything else Dr. Bedell?

Bedell: No thank you.

Hammond: Alright Dr. Williams?

Williams: I love the missionary theme that you have to make an outreach. That's good. So workforce training and (inaudible) education has always supported. It's been important to us because we know that not all kids will go on to college and get a four year degree. Some will drop out and they don't always possess specific work skills. The other aspect is my family is very involved in manufacturing. They have a business there in Santa Ana and as they're updating with all the new technology and machinery it's absolutely incredible they don't have well trained engineers in simple basic machine making and its and they make six figure salaries these individuals. Certainly a lot more than what some of the teachers with masters and Ph.D. levels. So I would encourage you to create these like internships and apprenticeships with local businesses.

Jeff Brown: We do that and we will be reaching out to you as a matter of fact for that type of a program. Just recently I actually saw a program about that fact that they today in the United States that type, the machine operators the people that are doing that type of program are reaching the age of retirement and we're not bringing any new people in so internships are definitely part of our program. We really like to work in partnership with and you can please feel free to call the other county superintendents and find out how we react with them. We want

to be your partner. We wanna reach out. You already have good programs. There's just one more step. Why let them fall through.

Williams: Just real quick too. In the 1990's we had something called School to Work which my good trustee Dr. Bedell talked about. He was concerned about the tracking that took place and I concur with that. That's a real big concern. But I don't think that's what you're doing here. You're not looking for that. You wanna get these kids well trained; direct academic strategy. Well balanced education.

Fred Brown: I wanna get these kids when they leave us they have an opportunity to get a job.

Williams: Is this related to the Vision 20/20 that we had in the 1990's? Were you a part of that?

Fred Brown: Very similar. Very similar to those kinds of programs but you'll see unfortunately as you take a look at work we're presenting and of course next time we're going to be bringing the whole show to you. We're going to have our students and our teachers and be able to question them directly. And if you have the opportunity to come by at one of our sites; visit. You don't have to wait for me to be there; you can feel free to go on your own. Feel free to just, we're very, very transparent.

Williams: Are you part of the Vision 20/20 in the 1990's?

Fred Brown: Are you part of it?

Williams: Were you part of it?

Fred Brown: We were back then. Yeah.

Williams: You were back then. Where are your properties now? Where are they?

Fred Brown: Here, well they're it's on the thing, 505 I think it's East...what's the name of the street? Ecklyn, Eckclair...

Several voices: Euclid?

Fred Brown: Euclid! Thank you. See. Thank you very much Kelly. Go visit. Go by. Stop in. You will see what we're offering right there and we actually have a CT program going on in there now with a CISCO program.

Hammond: Did you also say that you have a space in Garden Grove and Santa Ana as well?

Fred Brown: Yes, we have a small space in Garden Grove; it's actually athletic there. We did it, we were going to put a regional office so that we could be there and all of a sudden we had 40 kids. So we said maybe we should turn this into something good.

Hammond: Any addresses?

Fred Brown: (Inaudible) down in Santa Ana and a matter of fact I talked with some of the Santa Ana School Board members who approached us and talked to us about what we're doing there so we're kind of happy with that.

Hammond: Alright. Any addresses for these places.

Fred Brown: Yeah, they're in your folders. You'll see them in there we've covered that for you.

Hammond: Thank you, sir. Dr. Williams, any other questions sir?

Williams: No sir.

Hammond: Dr. Bedell, any follow-up?

Bedell: Fine thank you.

Hammond: Madam Vice President? Mr. Boyd?

David Boyd: The current locations are chartered locally?

Fred Brown: Actually that's why we're here. Our charter came originally from Los Angeles because of the inter-county charter and we came down here as a request originally for the sport function which was at that sport facility because they didn't have, it was a tie-in. A partnership. They didn't have anyone to teach kids. So we said we'll do that for you. And then all of a sudden it just started growing. And we went to Anaheim but there we didn't realize there was a facility available to us that was exactly what we wanted and as you say it's hard to find places but we're self-funded so we managed to get that. We are a nonprofit. All the way. So...

Williams: Who's funding you?

Brown: We're funding. We're self-funded.

Williams: But you get money from somebody?

Brown: Because we've been here 15 years, we've been doing charters and as I say we're serving 30,000 kids throughout the state right now, so we're pretty active and we have, we run our operations our administration like a business and we hire the best teachers because I'm not a teacher I'm not an educator so we try to make sure that we do our own funding and we're ADA obviously motivated. And we work with the districts. 34% of our students go back to the districts after we reach them. So we're really trying to be proactive with them and proactive. You'll see that in some of the presentations that you have.

Hammond: Mr. Boyd anything else?

David Boyd: No sir.

Hammond: Alright. Thank you sir, very much.

Brown: Thank you for the opportunity. We'll see you soon.

Gaughran: Thank you Mr. Brown. I now call Dr. Peter Alvino representing Citrus Springs Charter School to the podium.

Peter Alvino: Before I get into my presentation I'm a new visitor. I just want to say thank you for the warm feeling. Just feeling accepted and it's really nice to sit there despite the differences that there is a public service aura that I just wanted to share with you that is out there. I appreciate Dr. Williams' prayer. I've been attending multiple board meetings county and this is the first one where I really appreciate that you begin with recognition that we're not alone. That you pray and I really feel that that is an indication of public service and our goal to try to serve our community. I must boast that Dennis Hastert is also a graduate of Wheaton College where I graduated from and Billy Graham as well. And so I'm proud to say that. So, thanks very much for welcoming me. Mr. President and members of the board and Superintendent Mijares thank you for the opportunity to address to you this morning. I am here on behalf of Springs Charter School following a denial from the Santa Ana Unified School District. We are a school that started with about 17 students in the year 2000 and we're about 7,500 students now. We're serving students in about 14/15 different locations; one of which is in Santa Ana itself. We do have 5 classrooms that are operating out of 2121 Grand Street. You're welcome to attend. You're welcome to come. No appointment necessary. We enjoy visitors as well. The goal of our school is to instill curiosity. We value personalized learning and our goal in every site that we have is to use the community as a classroom. You will see in the packets that you will hopefully get to them as soon as possible with the thumb drives and we'll address you down the road that we have three programs that we are proposing and we have proposed with Santa Ana. One is a Delta Academy, 5-8 where we have individualized learning, co-teaching, theatre drama, online learning, use of technology, but the most proudest of all that we do there is a look at and work with autistic students. Our autistic population has grown tremendously and we service them on the 2121 Grand St. address. We also have Quest Academy which is a K-8. It's a traditional 5 day program. We are subscribing to 46207 with minutes. We make sure that our Kinder, our 1st-3 grades and 4-8 are compliant with the required minutes. It's really a shared inquiry based Socratic method of teaching. We value service learning and we use the great books and so on. Finally we do have a homeschool that we do have an educational specialist program and our goal is to make sure that all the students are required to take their A-G whether college or careers. We do have AP classes and we do have a mobile science lab. More information will be provided to you down the road. Thank you.

Hammond: Alright. I have a quick question for you. I'm assuming some of my board members might as well but you said you were denied by Santa Ana Unified. Do you remember what the vote was?

Alvino: Yes, it was, one individual was absent; we believe she was favorable but she wasn't there. It was a 3-1 vote. Against us yes.

Hammond: Ok, thank you very much. Mr. Boyd, any questions?

David Boyd: Maybe. Ron, could you give me some guidance on the Brown Act since this application is not specifically referenced in the agenda? Are we limited to what we can talk about?

Wenkart: Well,

David Boyd: I mean there's the general category.

Wenkart: General category of charter submissions and I'm not sure why this one wasn't listed. Maybe it came in a little late? Is that what happened? But I think under the general category of charter submissions you can ask questions.

David Boyd: Ok, good. Just a couple. You're current operation in Santa Ana; who has chartered that?

Alvino: Riverside County.

David Boyd: Is that a, would that legally be considered a resource center or it I guess my ultimate question is why are you coming to us if you already have a physical charter in place?

Alvino: A. We would like to have the county in fact that we're servicing to really be the oversight. Right now Riverside is doing that and they are charter friendly. We're just trying to service students in the present area which is the 2121 Grand Street. Grand Avenue. So that's our main reason.

David Boyd: Ok, thank you. That's all.

Hammond: Madam Vice President.

Lindholm: Ok, thank you. You have you're bringing forth three? Up to 7,500 students. What is new that is being proposed or is it a transfer of those 7,500 to Orange County?

Alvino: Neither. Maybe I didn't do a real good job. We do service 7,500 students throughout Southern California from Helendale to Chula Vista. Presently we have about 300 students in Santa Ana actually Orange County because they're not just Santa Ana students. We have several classrooms and facilities. They are available for us to expand and that's what we're proposing to expand to; hopefully over 500 in the next few years.

Lindholm: So you're looking at an increase of students.

Alvino: We have students and parents that have asked to participate in that program and we want to service them at the Grand Avenue.

Lindholm: And have oversight from the county where the students are.

Alvino: Correct.

Lindholm: And going to school. Ok.

Alvino: Good question.

Lindholm: Ok, good question.

Hammond: Dr. Bedell?

Bedell: Yes, just briefly. Ron, remember a little while ago, a couple of years ago. We voted, this board voted 3-2 against the Magnolia Charter, remember that?

Wenkart: Yes.

Bedell: And then the state said it was already a charter so it became a state. Do I have that right?

Wenkart: I think it was 2-2 and one abstention.

Bedell: Is that how it happened? Ok.

Wenkart: And then it went up to the state because the appeal wasn't approved.

Bedell: Right so is the same kind, they already have a charter so is this analogous in anyway?

Wenkart: Possibly. Without having all the information I'm not sure. We'd have to kind of talk with them and get more information.

Bedell: That was...

Wenkart: But just from listening it sounds like they have a charter from was it Riverside County Superintendent of Schools? And then they opened up a satellite facility in Santa Ana and now it's grown to 300 students and so we'd have to look at the situation and you know, the staff will issue a report for the board and then the board can deal with this. Without knowing all the facts it's kind of hard to say if it's the same as Magnolia.

Hammond: Ok.

Alvino: I can provide some clarity on that question. A staff member from CCSA is here and would like to just add some of that.

Hammond: I'll hold off on that for just a moment. Dr. Bedell did you have anything else?

Bedell: I'm fine, thank you.

Hammond: Dr. Williams?

Williams: Please excuse me, as I'm aging my hearing is not as good as it used to be. Your last name sir?

Alvino: Alvino. A-l-v like Victor -i-n-o.

Williams: Alvino. Peter.

Alvino: Peter.

Williams: Peter, thank you for coming. Wheaton College, great school. So I hear that you're having a focus on autistic kids? Kind of an A traditional route and then you're going to have a K-8 traditional route. I didn't get the third one.

Alvino: Ah we do have a, it's just called a high school K-12 program and this has been operating throughout the state where we have world language programs, A-G, we also have AP classes and we also have a mobile science lab which is one of the critics of the Santa Ana Unified School District. They asked how are you going to provide Science Lab for the students? We asked them to look at page 53 what we indicated. We do have a science lab and they said ok, thanks.

Williams: Ok.

Hammond: Alright. Yeah I was going to bring him up in just a second. Dr. Williams do you have anything else?

Williams: No sir.

Hammond: Dr. Bedell:

Bedell: I'm fine thank you sir.

Hammond: Alright. Miles looks like he wants to...

Miles Durfee: Just to support what the petitioner was saying. Because I know this is coming back to you and this is just a submission. But I think the question was is this a resource center or is this non-classroom based and why are they here? And so what I wanted to add to this dialogue is this is part of the evolution and you actually talked about it earlier in your meeting and it's the evolution of a program that was started as a resource center and was legally authorized by Riverside at the time and now it's evolving into a program because of the demand to be a site based program. And in there (inaudible) because of all the legal action that is taking place permanently in San Diego and in some areas on this issue, petitioners are being encouraged to go back to local districts. By CCSA primarily and by other people as well. And so this is what you have in front of you is somebody who has been encouraged to go back to their local authorizer to

make crystal clear that they're authorized although we would contend that they likely would be considered legal as they're operating now. So I just wanted to clarify that.

Hammond: Alright. Thank you Miles very much. Madam Vice President did you have anything else?

Lindholm: No.

Hammond: Mr. Boyd?

David Boyd: Nope.

Hammond: Alright, moving on then. And Miss Kelly, thank you what you always do

Gaughran: I've got my script.

Hammond: Bringing such a great smile.

Gaughran: Thank you Dr. Alvino. That concludes this portion of the meeting. President Hammond I now turn the proceedings back over to you.

Time Certain - Public Hearing

Hammond: Ok. We have a time certain 11:15 a public hearing with Renee. Miss Renee we will yield the floor to you.

Renee Hendrick: Good morning, is it still this morning? President Hammond and members of the board. Thank you for allowing the Superintendent to conduct this hearing for public input into the CSEA proposal for the Superintendent for the 2016-17 school year. At this time I would like to open the public hearing and invite any member of the public to comment on the CSEA proposal for 2016-17. Hearing no comment I'd like to close the public hearing at this time.

Renee Hendrick: For our next hearing we'd like to thank you for allowing the Superintendent to conduct this hearing for the public input into the Superintendent's proposal to CSEA for the 2016-17 school year. Proposal's attached. At this time I would like to open the hearing for any public comment. Hearing no public comment I'd like to close the public hearing at this time.

Renee Hendrick: Moving on. To our next public hearing it's the Superintendent's proposal. It's the Superintendent to conduct the public hearing for the OCSEA proposal to the Superintendent for the 2016-17 year. So at this time we would like to open the public hearing for comments to the OCSEA proposal for 2016-17. Hearing no comment I'd like to close the public hearing at this time.

Renee Hendrick: Our next public hearing is input into the Superintendent's proposal for OCSEA for the 2016-17 year. At this time I would like to open the public hearing. Hearing no comments

I'd like to close the public hearing. And that is it. Thank you. You should have four proposals that we (inaudible).

Hammond: Thank you, Renee. Alright. Thank you Ma'am. Renee if only our whole meeting could move as quickly as that.

David Boyd: I know, I was thinking the same thing.

Hammond: Well I should probably ask, do any of my board members have comments for Renee at this time or do they wanna just wait? I don't have any. Hearing none, alright, move one.

Consent Calendar

Hammond: We have seven items under consent calendar.

Lindholm: Move the consent calendar.

Hammond: Awesome.

David Boyd: Second.

Hammond: Moved and seconded. All in favor of all seven items on the consent calendar signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed? It passes.

Bedell: Mr. Chairman in light of that I supported that motion I am...

Hammond: Which motion?

Bedell: The whole consent. I'm concerned that when we do resolutions that deal with a specific or a specific culture or a specific part of the world, etc., this case its Easter, I would hope...

Hammond: That's later.

Lindholm: That's later.

Bedell: Oh I'm sorry.

David Boyd: That's not part of the consent.

Bedell: Thank you, thank you. I'm buying new glasses.

Hammond: I can sympathize with that.

Bedell: Thank you. I'll make those comments. You've heard them already.

Board Recommendations

Hammond: We can go into lunch however there is, I was going to look at board recommendations, item 12 which is the approval of the Orange County Board of Education's support for AB 1666. I think hopefully we could go through that one fairly quickly. The chair seeks a motion regards to item 12.

Bedell: So moved.

Lindholm: Second.

Hammond: Alright. Any discussion on that Dr. Bedell?

Bedell: First of all I found it very educational because I didn't realize that was going on or that was even a potential so I think in part of our pursuit of transparency that this is a good idea and I'm glad to be speaking to the right agenda item.

Hammond: Madam Vice President.

Lindholm: No, I'm in support of this. This is for transparency for the members of the public on if there's a bond out there. So I'm in support of this and I'd like to see that if we vote on this and support it that it goes to the Assemblyman and all members concerned.

Hammond: Is there anyone here from the Assemblyman's office?

Bedell: Jennifer's not here huh?

Hammond: No. Alright. Well hopefully they were reached out to.

Nina Boyd: We did contact them and they're aware it's on the agenda for today but they were unable to send anyone.

Hammond: Alright. Mr. Boyd, any thoughts on?

David Boyd: No sir.

Hammond: Dr. Williams?

Williams: Yes, just more technical matters. We have in the past used a template for these types of things just as a reminder to staff and board and perhaps in the future we can use that? I think it does the same thing but we have historically used something I think appropriate for these type of bills.

Lindholm: I think this one came to us from their office so that's probably why the format looks the way it does. At their request. But understood.

Hammond: Seeing no other, all in favor of item 12 signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed? Motion passes 5-0.

Bedell: Do you wanna do Easter now?

Hammond: I can... would the board like to go to lunch?

Lindholm: I think we should go to lunch because it'll back up everything else.

Hammond: Then let's go ahead and we'll go to lunch then. Alright then at this time then the board is going to recess for lunch followed by a closed session and we will reconvene at 1:02.

Reconvene After Lunch

Hammond: Orange County Board of Education is back in session and out of closed session and Miss Nina do we have anything to report out of closed session? I don't think we do.

Nina Boyd: Just that there was no action taken in closed session today.

Staff Recommendations

Hammond: Alrighty. Thank you Ma'am very much. Alright. We have a time certain at 1:30 but not all parties are here so we will move on. Looking at Staff Recommendations item # 8 chair seeks a motion.

David Boyd: I'll move.

Bedell: Second.

Hammond: Moved and seconded. Is there any discussion Mr. Boyd?

David Boyd: No sir.

Hammond: Dr. Bedell, anything on this?

Bedell: Well, I have about a half an hour of comments. Is this the right time?

Hammond: I think it's absolutely appropriate.

Bedell: Just kidding. No comment.

Hammond: Ok, Madam Vice President, anything on item 8?

Lindholm: No.

Hammond: Dr. Williams?

Williams: No sir.

Hammond: Alright, I have nothing either.

Bedell: We should just indicate this is another one of those unfunded mandates, is it?

Hammond: I guess we can so state that. Alright, I'll call it. All in favor of approving the report signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed? It passes 5-0. Alright. Staff recommendation item number 9; basically approve the EPIC Charter School petition. Chair seeks a motion in regards to item number nine.

Williams: So moved.

Hammond: Been moved...

Lindholm: Second.

Hammond: Seconded. Any discussion? Dr. Williams you're the maker of the motion. Anything?

Williams: Um, Mr. Harris. Good to see you. Come on up sir. And Kelly, I'll be asking questions of you also. And I'll start off with you Kelly. The issue of the signatures; that was all resolved?

Kelly Gaughran: I don't know if Nina wants to speak to this or...

Nina Boyd: Well the board direction last month; we didn't pursue anything else on the signatures. So we did not answer the question one way or the other as a result of the conversation. The board had some conversation and directed Ron to dialogue with Mr. Harris' attorney which they did. There was a conversation last month with regards to potentially using teachers as opposed to the signatures. They determined that that was not feasible because it would be a material revision and so we moved forward just working on the agreement and the implementation plan and the signatures are something that comes from the board in terms of direction or action and then we'll dialogue with regards to that.

Williams: Ok. Kelly was there anything in the MOU that we have before us that the EPIC Charter Folks disagreed with?

Gaughran: Not to my knowledge. There board president has signed that document. They voted on it last night, this past week right? Yesterday? And approved it?

Williams: And Mr. Harris I assume you went over this with your attorney? Jeffrey? Mr. Simmons, can I get you up here? So do you see any problems with this MOU for your client? Any particular problems?

Simmons: I don't, no.

Williams: So in your opinion everything is resolved and it looks good to go forward?

Simmons: Yeah.

Williams: Ok. Is there anything that has not been said or written in this that we need to address and know as a board Mr. Harris that you would like us to know that may be of some concern here? You're happy with it?

Harris: The MOU yes. So we worked through. There were some language issues we compromised on etc., and I think we're happy with the final document and we feel like we can operationalize our model with the MOU.

Williams: Ok.

Hammond: Madam Vice President.

Lindholm: Yes, thank you. I see that a lot of the issues are resolved. I'm happy to see that and that there have been a few changes to the original template that I worked with Trustee Boyd on. But it looks like you don't have any challenges or questions about any of those additional changes so we might want to go back and have another meeting and incorporate those as we go forward if they are acceptable to most of the people. I don't have any questions. It sounds like staff has worked very well with you and you have been working with them. Please keep in contact with them as you go forward.

Harris: Yes, absolutely.

Hammond: Anything else Madam Vice President. Mr. Boyd, anything?

David Boyd: Yes sir. You may recall that back in November, it was November wasn't it? I voted to support this but I voted to support this on the condition that I'm quoting from the transcript now. That the party's would get together and agree on a methodology on how we're going to do this and this being the signature issue. As I understand it, staff made a number of outreach efforts to get together with the EPIC folks to work on a methodology. And those were ignored. I supported it in November because I was impressed with the local board. I was impressed with the walk-on. Had some questions on the curriculum but not insurmountable things. Do we have any local board members here today?

Bedell: They left. They were here earlier. Isn't that the board, the board superintendent?

David Boyd: No I meant local charter boards, I'm sorry.

Harris: No, we do not.

David Boyd: Any particular reason.

Harris: We just didn't anticipate a need for the board members to be here so...

David Boyd: You see my problem is and maybe this is just me but I was supportive of this largely because we had good local board members and don't take this personally but I was not particularly impressed with the Oklahoma operation. We didn't have any local board members here last time. We don't have any local board members this time and when I look at the MOU draft the document says that any notices are not sent to the local board members they're sent back to Oklahoma. And why would that be if the local board members are the ones in fact the ones making the decision, why would notices go back to Oklahoma?

Harris: I can answer that.

David Boyd: Sir.

Harris: Because our office here is being out at the moment so there's no ability to receive mail. The build-out will be completed at the end of March or middle of April at the latest. At that point we'll actually change the mailing address to our local office. So we had to have some place to receive the mail and process it and things like that.

David Boyd: Well the corporation can receive the mail at the...

Harris: And actually a fair amount of the correspondence we've received, I would say more than half has actually gone to our chairman of our board's address.

David Boyd: Well that's my point. You could've used that.

Harris: I mean, if the board wants that to happen we can certainly make that change but the reason...

David Boyd: I would certainly prefer...

Harris: The reason we haven't done that as a volunteer we were trying to do as many of the administrative functions on behalf of the volunteers as possible; one of which is processing the mail.

David Boyd: Ok. If I understand this correctly and I addressed this to Ron last night but if you could confirm this. Your school will be able to recruit students from anywhere in Orange County, is that correct? Not just in the local district that you're in.

Harris: Correct.

David Boyd: And it's your plan to do so. Not to limit your recruitment efforts to the Anaheim District that disallowed your application initially.

Harris: I mean if students want to attend our school as long as they are in the legally eligible region that we can serve we would certainly serve them.

David Boyd: Ok.

Harris: We don't plan to turn any students away.

David Boyd: What about your marketing efforts. Will your marketing efforts be limited to the local area or are you going to market countywide?

Harris: Well I think that we're going to start in Anaheim and build out from there so honestly it depends on the response to our early efforts. So we'll make adjustments from there.

David Boyd: That's all I have.

Hammond: Alright.

David Boyd: I'm just disappointed at the lack of cooperation on the signature issue.

Hammond: Alright. I'd like to come back to that. Dr. Bedell, do you have anything sir?

Bedell: Yeah, just a couple of things. First I need Kelly and you up, thank you very much. Both of you, both of you. Please. Excuse me. Following up on Trustee Boyd I too was impressed with your local board members. Have there been additions, changes or deletions so that that basically the board that you proposed earlier is the same board that we're going to see when you open?

Harris: There have been no changes.

Bedell: No changes. So if we felt good about the board you can see it's legitimized to continue to feel good about the board.

Harris: Correct. No changes nor are there any anticipated changes.

Bedell: Fine, that's good to know. Ah Kelly, I've been on this board 12 years and I have gotten more constituent comments about this proposal than every other comment combined in my 12 years on the board. And I attended that meeting that the Superintendent held in Anaheim earlier this week and there is extreme agitation and there is public agitation and so what I need from you and if you could go back to what was said earlier today by the Superintendent and the board member. Can you run us through how you're content and happy with the issues that the local district raised that you feel are now satisfied in the proposal. Does that make sense?

Gaughran: Well you mean as far as working through the staff report and the conditions?

Bedell: Well you know the superintendent said what she was concerned about and the board members what they were concerned about. And he encourages us if we approve it we're to follow-up on. So that's what I'd like, if you're comfortable with what those people raised. That we've taken care of that and we have protected those kids about whom they are concerns. Then I'm much more comfortable.

Gaughran: Ok, so Ben's team did address the English Learner issue...

Bedell: Right.

Gaughran: in there, as far as hiring a specialist for English Learners and so once that person is hired as the staff monitors the school we will be looking into that very closely as time moves on. You know until the school opens it's really hard to say what's going to happen but they did submit to us a plan that indicated they would be hiring a specialist for special ed, a specialist for English Learners and they gave us some timelines for that and so I anticipate that that will happen.

Bedell: So at this meeting earlier this week which was about charters, you know the movie Killing Ed...

Gaughran: Right.

Bedell: There was widespread concern verbalized by speakers and reflected I believe in the questions but I'm much more sure of the speaker's fees that one of the main casualties of charters is the disadvantaged population. And so they were very concerned that any charter that we would approve would really be sure it protected the unique interests and the disadvantages that, and recognize the disadvantages those your people have. Are you comfortable that what you've worked up with the MOU takes care of that?

Gaughran: So again I say they have a plan moving forward but you know my history is I was the administrator for Title I programs which is solely to work with the disadvantaged population and so I'll be taking a very close look at what they do with those at risk students in this particular model. We don't have a charter school like this currently so we need to see what this looks like moving forward and how will those students be served and all of those things like she was saying about you know that they're hungry and you know the after school activities and what not so we're looking very closely at the learning fund that they have because that was probably the thing that we went back and forth on the most was to make sure that everything of basic education of our students requires that they will get, aside from the learning fund that that is just automatically given to them which may or may not include if they already have a computer then it doesn't include that but making sure that they have the hotspot, they have the computer, and they have everything they need to succeed.

Bedell: Good. Could you, I wonder if you could just follow up on my questions regarding the angst these people have reflected.?

Harris: Well one it's angst that we hurt when we started our school 5 years ago but the best reassurance I can provide the board is that we serve these populations currently and we have for years. And from a special education standpoint the percentage of our population that is special education is as high if not higher as a percentage of our total student population as the statewide average that we've historically operated in. The other thing I can tell you is we don't turn away a single student. So the criticisms that are often highlighted in the charter movement a physical

location that has a limited capacity and then that creates a waiting list which creates a situation where some people get in and some people. We turn that paradigm on its head because we don't say no to anyone. So as long as we hit our enrollment in our petition and as long as we come back to you and you so there's more kids that want to go to your school; that's ok by us, the only people that can put a cap on our school from our perspective is you. So you know I think that is really the biggest neutralizer because the people who are going to choose our school, the ones that want to go to, and we don't select, make any sort of selection, we allow all comers to come and I think that's the number one attestation that we serve people appropriately because they're wanting to come to our school and we don't tell them no.

Bedell: Kelly follow-up, I was not as concerned as some of my board members were about the addresses. What I was concerned about was whatever addresses you had you found interest in those persons in the program. Now refresh my memory again as how that played out.

Gaughran: So we contacted parents who signed the form saying they were meaningfully interested and asked them if they indeed were when they signed that form. Whether they were the day we called them was not the question...

Bedell: That's not the issue.

Gaughran: It was when they signed it back in May of last year. And the majority of parents either you know the phone number was disconnected, they didn't call us back and we left them repeated messages, we called all different times of the day, night, weekends, and they didn't call us back but we did have, I think it was 81 children so like 40 parents who did indicate that they were meaningfully interested but the threshold was a 150 and we did not get that.

Bedell: You got about half of what you...And what you did is what we normally do, forget about going to the DMV. You always verify interest. And in the same way at time of signing signature.

Gaughran: So you know usually it's a teacher and we say by the time we're calling it's on appeal generally and so they're already got a job so I'm not going to work there I already have a job. That's not what we're asking you. We just want to make sure that you signed that as a meaningfully interested person back whatever the date is.

David Boyd: If I can make a comment on signatures, Dr. Bedell. I think everybody recognizes this was unchartered territory. The letter from the attorney pretty much indicated that. So I think there were any number of different approaches we could have taken. What I was most disappointed in was the lack of cooperation between the applicant and the staff and working out a plan. And that concerns me long term. If we're not getting reasonable cooperation now before their charter, what's it going to be like a year from now?

Hammond: Kelly do you...

Williams: Mr. President?

Hammond: What Mr. Boyd is saying about lack of cooperation, do you have any comment on that Ma'am?

Gaughran: I would say after the last board meeting the cooperation has increased tremendously.

Hammond: Alright. Dr. Williams?

Williams: Mr. President? There's been some disparaging remarks made against EPIC and its leaders and I like to rehabilitate them for the record because the record reflects some negative aspects to this. Mr. Simmons could you help us out because there was some concern about these signatures and you weren't here last time; I wanted you here you could have answered them all, so for one last time can you address that issue here to bring clarity and to rehabilitate your client.

Simmons: So from my perspective you know the legal requirement is that we have and in this case parents a specific number of parents signatures to support half the number of students who are projected to enroll in year one. And the petitioners turned in signatures, in excess of 500 signatures, which is substantially more than half of the projected enrollment in year one. Traditionally and you know, I know I've said this on the record before to you but our office represents most of the charter schools state wide and this is an extremely unusual process that this county office I think attempted in terms of the signature verification process. And whenever we've seen this signature verification process occur elsewhere in the state historically it's always led to very similar outcomes where large numbers of people just simply don't call back. And I attribute that to a variety of factors. Perhaps fear on the part of some folks especially undocumented immigrant parents who may sign and be fearful of talking to any government agency, not to say that it's about the question or who called but just merely that the fact that anyone from the government is calling sometimes can create fear and apprehension. And I think also sometimes it creates fear for folks when they think well gosh am I in trouble for having signed that petition? I mean did I do something wrong for signing that petition even if they are a citizen and that's not an issue for them. Sometimes that also creates concern. So we've seen that go on historically and I guess what I would say is from our perspective the burden of proof here no one has argued; neither the district or your staff has argued, and after reading the transcripts from last month's meeting I saw and appreciated the fact that no one has argued that these were not valid signatures. So the only thing that was in question as I understand it was whether or not those parents were meaningfully interested in enrolling their kids on the date they signed the form, ok? And so I think to that point what I would say is that the signature form itself expressly stated above their signature that they were meaningfully interested in enrolling their child. So the form itself contained the statement of meaningful interest as required by law. That statement is required by law and was included in the petition. So what essentially I feel like you've asked is well should we look past the fact that the person signed their name to that statement and try to verify in some way months after the fact that they did as the time they signed it you know have meaningful interest. And I guess I just take folks at face value. If they sign a form and they say there are meaningfully interested, I just take that at face value. And I think if the district wished to

challenge that I think you know the burden should be on them to prove that those folks were not meaningfully interested on the date they signed the form.

Williams: Ok, and going on since I have the floor Mr. Harris could you tell us about the success and about your community there in Oklahoma. The disadvantaged kids, the historically minority youth populations, the high risks and the special needs. Could you tell us how many kids you have now enrolled? Give us some insight. Cause I want to put it on record that you have not turned away any kid, ever. That's your history. And you don't expect to do that. You're moving your headquarters out here. Where your physical building is it's going to be here. So a lot of this is just really unfortunate language that's being used to hurt your namesake.

Harris: Sure. We currently our population is just under 6,000 students. About 2/3 of that population is free and reduced lunch eligible. About 17% of that population is special education. About 27% of that population is minority. And then on a broader sense about 60% of our students enter the school behind grade level so by and large dealing with students that have ground to make up from an academic standpoint is the largest portion of our day in that we have certainly have high achieving students that are drawn to our model as well. But that in no way even comes close to making out the majority. It's a small minority of our students. So we deal with all sorts of economic levels and that's something we're proud of because we're a public school. So that we as far as a lottery you know we've never had one cause we've never needed to because we never said no. So to me we have the advantage of not having to deal with the facility which certainly makes it easier but to me every charter school should try to do that because we need to serve everybody that wants to be served by us.

Williams: I'm done.

Hammond: Alright. Dr. Bedell, anything else?

Bedell: Pass.

Hammond: Madam Vice President.

Lindholm: Yeah, thank you. And after hearing the conversation that's been going on I admire the work that you've been doing if you've got 2/3 of your students on free lunch and 17% in special education that's pretty significant and the 16% behind grade level. I am not that concerned with the signatures because you went out and got the signatures. I truly believe that if people sign something I think we should respect them and have confidence in them that they know what they are signing. And it went above and beyond the number there. I personally disagree that we need to call we need to call everybody on a list and verify. I think it's intimidating and I am opposed to that. So I'm not for that. I think in the future I hope that charter schools go with the teacher method. I think it is easier. It's a lot easier for them to contact 8 teachers than to do this so I have no disagreement with the signatures because I believe and have faith in the people. I did have a question for you that was brought up earlier that was brought up by the Anaheim Superintendent;

I guess you're required sometime to meet personally face to face with these students. What both representatives asked is how do you keep that a secure environment? They're concerned about safety, where do you meet and how do you do the face to face? Well one the parent, the meeting location and schedules all have to get the approval of the parent. So the parent's involved in the process so from the standpoint of the judgment with regard to safety it has to meet the parent's muster. The second caveat that we do that is important is any meeting in a non-public location cannot occur alone with the student. That's against our school policy and we have a zero tolerance policy if that were to ever happen. We've never had a situation where that's been reported to have happened. But we require either the parent to be present if it's a not public location or we require the meeting to be in a public location if the parent cannot be present. So that's another safety precaution. Most of our meetings, the most typical meeting location because they are prevalent and they're typically geographical proximal to almost everyone no matter where you live are in public libraries. That is probably the most common place that we meet at is a public library. Every once in a while they're happen in a Starbucks and things like that but from the standpoint of an academically friendly environment the public library is typically the most reliable and most used setting by our faculty. Because really the way our program is structured the family and the faculty have every incentive to pick a location that's going to be academically conducive.

Lindholm: And then further to go back to the first times I've heard about EPIC there were students that were in very difficult and physical challenged situations or might have had some hospitalization and not be able to attend a regular school due to their physical condition. Can you tell me anything about and how its worked for you at your other locations?

Harris: Yeah our motto and we've actually served some kids in the local children's hospital where we operate but our motto essentially doesn't require a family or a student to come to us. Our motto we typically are going to the family. Whether that be knocking on their door or whether that be meeting them at a local library that's a lot of times within walking distance or a short driving distance. The fact that we can bring school to them as opposed to them coming to school is a big deal when you need hospitalization and you know constant healthcare attention. So we have had kids with either maybe sometimes it's not even a hospitalization situation, it might be a high allergy situation where they have very severe allergic reactions so they've got to be in a very controlled environment which it's a lot easier to control the home or another place other than a school where you've got a lot of kids, a lot of variables. So both hospitalized situation as well as unique healthcare situations that are non-hospitalization are certainly kids that make-up a small minority of our popularity. So no one population in our school makes up more than 20% of our kids. We serve a lot of different types of kids for different reasons. So when you talk about 5-10%, that's a substantial population in our school. And we have a lot of different niches like that our model is able to help. So in one way you're giving parents a choice where they're concerned about the health of the child or just the actual; I've worked in physical medicine and rehabilitation. It's actually exhaustion of being of going to this school. Getting

ready to go to the school and then going home from the school. That's also part of your student clientele.

Harris: Correct. We deal with a lot of, that really broadens it frankly from a numbers prospect it would be a what I call a behavioral health issues. Anxiety situations. Bullying sometimes falls into that. Depression. Sexual orientation. You know, where a kid sits on that. Confusion around that. Certainly all of those populations have been held by school and a lot of that is the fact that we bring the school to them so. And again the fundamental thing is if we don't do a good job the first person to fire us is the parent.

Lindholm: Cause they have the choice to go there or not go there. Alright.

Harris: That's right. And they always have it, with us they always have another school they can leave us and go to. It's free.

Lindholm: Thank you.

David Boyd: I've got about 2 or 3 minutes and I'm done. With permission?

Hammond: Have at it.

David Boyd: Public library setting. Would that be a private room in a public library?

Harris: Typically it is. You know I guess it would be possible that private rooms would be full, not available and it's taken.

David Boyd: But you will have a situation...

Harris: Certainly that's preferred.

David Boyd: Situation where you will have an adult and a child unsupervised in a private room.

Harris: That could happen, so. Typically those rooms are transparent.

David Boyd: Yeah, often but not always. With respect to the hospitalization I appreciate the need. I mean I do online myself so I know there are a lot of people that this is the only way that they can get an education. But to my esteemed colleague, Trustee Lindholm, there is an outstanding online school practically in your back yard, Capistrano Connection. There were a couple reasons I was concerned with respect to the signatures that goes beyond what we've seen before. 1. There were no parents that showed up at any meetings and we've had meeting where we've had to open up the door and have people standing in the hallways. You've had none. In an online environment I know that might be slightly different but on the other hand I have students come in all the time. I was at a picnic with the Capistrano Connection people a few months ago. They had hundreds of people there so it just concerned me. That hey, there's absolutely no parents come here. The other thing that was unusual and I think it was even

acknowledged by Miles Durfee, is that you elected to use page signature gatherers. And again, that's something that I hadn't seen before. Not necessarily anything wrong with it but different. Now I agree with Trustee Lindholm and Dr. Williams and probably the rest of the board that the calling method was not going to get a favorable result. Let's put it like that. But again I'm mostly disappointed in that you weren't willing to get together and say hey, look it. Here's a strategy that you could both work on that you could be satisfied that there was some validity here. And your attitude last, your comment I believe, not your attitude last was pretty much take it or leave it. This is what we have and we're not going to do anymore and that went directly to my vote last time to vote yes and why I'm probably going to vote no this time because there was no cooperation. Touching on Dr. Williams' comments about my cynical shall we say attitude toward Oklahoma goes directly to what was presented the first time you were here when you represented EPIC University and I'm reading directly from your PowerPoint available to faculty and staff that train our people on all systems, process and public policies. When you don't have, there is an EPIC University, I don't know if you're aware of that or not, but it's nothing to do with you. And I consider that to be blatantly misleading. And when I'm misled in one area it raises suspects in other areas. I do have one question for Ron and I will be done. With respect to cash that comes into the organization is there anything that would prevent this applicant from taking cash that is directed toward, intended toward educating California students and shifting that cash to Oklahoma?

Wenkart: Well that's something that we would be very concerned about. We would monitor.

David Boyd: Well so would I but is there anything that would prevent it?

Wenkart: In the documents that we have, Kelly, maybe I can call Kelly Barnes up and ask because she worked on the documents themselves. So I think you're directed...

David Boyd: So I guess it ultimately goes, who has the authority to sign checks?

Wenkart: I'm not familiar with that level of detail in the documents.

David Boyd: Oh Ken we really probably don't need to take the time today but it is a concern.

Williams: Robert I have the (inaudible) alright. Mr. Boyd, anything else sir?

Hammond: Mr. Boyd anything else sir?

David Boyd: No sir.

Hammond: Madam Vice President?

Lindholm: No.

Hammond: Dr. Williams?

Williams: Yeah. Again unfortunately EPIC is disparaged and my colleague said you weren't willing to get together and that you said take it or leave it. Could you please let us know for the record was that your heart? Did that take place?

Harris: Eh no. I mean we've, our intentions always been to cooperate. I mean frankly noncooperation isn't a really good way to get a charter. So we want to cooperate. The other thing about the staff relationship is it's a relationship that goes past today's vote. They're the people we work with on a day-to-day basis. You know, our motto is new and different. And when I first gave the presentation I said one of our biggest challenges is that we're new and different and a lot of times the initial reaction to us is skepticism, caution, all the things we've seen and over time we've worked extremely hard as you've seen in our petition that we have a great relationship with the staff of our authorizer in Oklahoma. We have a great relationship with the State Department of Education. Career civil servants that we work with every day. We have a perfect audit track record. There's a variety of things that we brought to light in this process that I would just say the proof's in the pudding. So, you know, if the perception is that we weren't cooperative, I'm the first to apologize for that. That was not our intention. I think we have cooperated. There was a time period through the holidays when I think we were a little slow to respond. And part of that I'm going to blame my lawyer a little bit because he's a busy guy and he was slow to research some things. But I do believe him that he was working and he probably wanted to spend Christmas with his family; shame on him. But we did cooperate the entire time and we wanna work hard. If some of you today vote no we'll spend the next 5 years trying to change it to a years on our renewal.

Williams: Ok, and one last question because one of my trustees is doubting and is concerned about shifting of cash to Oklahoma. Could you tell us your intents and how you're gonna show us that you're going to do your best to have fiscal integrity with funding?

Harris: Yeah I mean absolutely and then the other thing is we're required to have an annual audit and that would not fly in a clean audit to do something like that. The relationship with the Oklahoma school is one where we will supporting and training the school out here. So it will be a give relationship as opposed to a take. So, the synergy of having two operating schools in different jurisdictions is a positive for both schools. And certainly there's no intention to do that and frankly the rules and legal framework involved wouldn't allow anything to be done that wasn't appropriately documented and auditable. So again, we haven't had a perfect audit record by cutting corners.

Williams: I'm done sir.

Wenkart: I would just like to address Mr. Boyd's question. I've relied on my staff to help negotiate these documents so I'm not as familiar with the documents as my staff is. But they've pointed out to me that on page 3 of 9 under 6B of the second paragraph, it says, we use all revenue received from state and federal sources only for the educational services specified in the

charter and this agreement for the students enrolled in attending charter schools. So we have covered it in the document. So I just wanted to be sure to answer your question. Thank you.

David Boyd: But that's assuming their following the document.

Williams: I call the question.

Hammond: Alright. The question has been called by Dr. Williams.

Bedell: Who made the motion?

Hammond: Ummm

Williams: I made the motion.

Lindholm: I seconded.

Nina Boyd: Williams made the motion.

Hammond: You know I'm going to ask...for a parliamentary inquiry from staff. Does calling the question, does it need a second? I didn't think it did, must I wanted to make sure that I didn't step on toes. Darn, I was...

Hammond: Dr. Williams, Out of collegiality would you be willing to withdraw your calling of the question? I actually had a couple of things I wanted to bring up real quick. Sorry.

Williams: For you Mr. Hammond anytime.

Hammond: You know what, thank you. I feel loved. Mr. Ben Harris I'm going to bring you on up. Sorry sir...I've normally been pretty quiet on this. Real quick sir. How do you feel staff has been towards you sir?

Harris: I think staff has been professional. I think prior to our last meeting you know just to be honest I think we felt like there was a fall down in communication. I think that was a mutual feeling. I'm not sure I'd point the finger at anyone or blame anyone but I think you have a very professional, smart staff. Probably the most competent staff we've worked with from the standpoint of knowing the rules so our experience is we look forward to working with them and we're familiar with the charter authorization process and part of that is as you all know is sort of like running for office. You get scrutinized and you get the spotlight put on ya and you have to go through a certain vetting so we're glad that hopefully that vetting is coming to a conclusion and we wanna get authorized and we wanna work with staff and we feel like we can do that and we're hopeful that you know in a year or two that staff sees us as their most compliant and capable charter school that they work with.

Hammond: How do you feel like you and your staff treated Dr. Mijares' staff?

Harris: Quite well. Kelly and I may exchange Christmas cards next year so...

Hammond: Wow, Merry Christmas. I will look forward to that. Ok, thank you very much. If you wish to call the question Dr. Williams?

Williams: I call the question now.

Hammond: Thank you for your collegiality on that. The motion has been called. Since there's going to be no further debate on this and stuff. I'm thinking which is dangerous.

Bedell: I'm going to vote for this but I have a condition so I just want to be honest with my colleagues. Since this is different. I'm going to do grammatical-hari here. Since it's truly unique, (inaudible) that my vote is yes with a condition that we have a thorough review presented within six months because it is so different than the traditional programs that we've operated on. I would like the board to be constantly updated. We don't get an automatic six month update do we? A review?

Lindholm: Yeah we do.

Bedell: We would anyway?

Lindholm: Yeah we voted on it.

Bedell: Then that item is not necessary.

Hammond: Alright. I take it that you withdraw that motion?

Bedell: I didn't even make it. It was just a thought.

Hammond: And a good thought it was, so. The motion has been called and with that we will move forward. All in favor of approving EPIC Charter School with the MOU as presented by staff signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed.

David Boyd: No for the reasons stated and I hope in time will prove me to be wrong.

Hammond: Alright. Just so but I wanna sure I'm clear. Do you want that as a no or more of an abstention?

David Boyd: No, that's a no.

Hammond: No, ok. So the motion then passes 4-1. EPIC's been approved. Thank you for your time.

Board Recommendations

Hammond: Alright, moving on to board recommendations. We'll take this one real quick and we have this time certain we need to get to. Item number ten.

Bedell: Move approval.

David Boyd: Second.

Hammond: Moved and seconded on item ten to approve the amended board policy. Is there any discussion? Dr. Williams?

Williams: No.

Hammond: Dr. Bedell.

Bedell: Yeah I just wanna be sure that I understand that like any other policy we have this should something come up, because the six month is by definition arbitrary but I understand that there's no need to keep beating a dead horse, but should we have an emergency in two we can suspend this right?

Hammond: Absolutely. I would think so.

Bedell: Then I have no trouble with it.

Hammond: Ok. Mr. Boyd, any thoughts on this?

David Boyd: No, I have no problem and thank Dr. Williams for redrafting certain sections.

Hammond: Alright. Madam Vice President?

Lindholm: No comments.

Hammond: Ok, I have no comments either. Then all in favor of approving item number ten as presented signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed. Motion passes 5-0. With that we will now go to our time certain of 1:30 which we are a bit tardy on. It is a closed session; therefore we will recess for a few minutes to get ready.

Return from Time Certain

Hammond: Chair seeks a motion.

Williams: So moved.

Lindholm: Second.

Hammond: Moved and seconded. Is there any discussion?

David Boyd: Hold on just a second while I find my...

Bedell: Where are we now?

Hammond: Item eleven. Board recommendations, item eleven. It's the last invoice from Cota Cole for a thousand bucks.

David Boyd: Hopefully it's the last invoice.

Hammond: No it is the last invoice. So Dr. Williams, do you have any comment on this?

Williams: No.

Hammond: Alright. Dr. Bedell, any comment?

Bedell: No.

Hammond: Trustee Lindholm? Mr. Boyd?

David Boyd: No.

Hammond: Alright, all in favor of approving it signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed?

Voices: No

Hammond: Abstentions? Motion passes 3-2. Alright moving on. We've already done twelve; item eleven adopt resolution to recognize Easter.

Lindholm: Thirteen.

Hammond: Its item thirteen, board recommendations.

Bedell: Is this under consent? I know, I know colleagues.

Hammond: I could put it back there I guess if you'll let me do that.

Williams: So moved.

Hammond: Thirteen's been moved; I'll even second it so I can get my name on the record. Dr. Williams, any comments on it?

Williams: Nope.

Hammond: Neither do I. Dr. Bedell, any comments?

Bedell: Yeah, I guess we have a very diverse community and I'm going to vote for this but I need to be sure when we have similar opportunities for other things to recognize, other events to recognize, other traditions to recognize that we are equally open to those as we are to this and that's my only concern. But I will support this.

Hammond: Trustee Lindholm?

Lindholm: I have no comments.

Hammond: Mr. Boyd?

David Boyd: I have a question for our esteemed attorney.

Hammond: I'm telling you we should get you that microphone.

Bedell: Or board move it over there.

David Boyd: Your finger prints seem to be on this to a certain degree. Any exposure here?

Wenkart: Well we made a few changes to try to minimize any potential exposure. We made sure that it was connected to the state standards and we cited the code section so I don't think there should be a problem.

David Boyd: No, going forward if somebody comes to me and says I want a similar resolution for another religion worded in a similar manner, is that something we should...

Wenkart: Well it puts pressure...

David Boyd: This has sort of opened the door I guess is what I'm...

Wenkart: Well not so much in the legal...I think it does to some extent because if you refuse all other religions to pass a similar resolution and it becomes a pattern over a long period of time, you know several years, somebody could make out a case I suppose that you're discriminating against minority religions. So I think you should consider it in the future if you're going to pass this resolution that you might wanna pass a resolution that embraces other religions as well in some way so that you're basically sending a message that you embrace all religions and you honor all religions.

David Boyd: Ok. Ok, thank you.

Bedell: I think those comments Trustee Boyd's making an interesting point. Those comments exactly fit into also our choice of those who give the invocation.

Wenkart: I'm sorry.

Bedell: Remember we had the same conversation when we talked about people who would give the invocation.

Wenkart: Oh yes.

Bedell: We wanted to be sure it just wasn't one stream or one...I think the same thing falls...it's analogous for me.

Wenkart: Yes, I would agree. That if it starts to develop a pattern where you're just focused on one particular religion to the exclusion of all others than that could make you vulnerable.

David Boyd: President Hammond.

Hammond: Sir.

David Boyd: If at some point in time down the line we have a similarly worded resolution and instead of Jesus we have Allah or Buddha or any other major religions of the world, would you have any trouble supporting it?

Hammond: It's a resolution to honor what other people believe. It's irrelevant.

David Boyd: Ok. That's all, for me.

Hammond: Call the question. All in favor signify by saying AYE.

Multiple Voices: AYE

Hammond: Opposed? Abstain?

David Boyd: Abstain.

Bedell: Point of information. Where do you think you were going to send this? It wasn't clear to me where you would go to this?

David Boyd: To the Vatican.

Williams: To the usual distribution.

Bedell: (Inaudible) stuff like that? The Orange County Chapter of the Council of Churches maybe or something?

Hammond: That would be fine.

Bedell: It was just an interesting (inaudible) for a piece of legislation. That's why I didn't...I was a little askew on that.

Hammond: And that's fine. I think it would be appropriate.

Nina Boyd: We'll be sending something out to the board to request direction on where to send (inaudible)

Bedell: There's the Orange County Ministerial Association, there are several places that that could go.

Nina Boyd: Do you have addresses or a name?

Bedell: Not off the top of my head.

Nina Boyd: Yes, thank you.

Hammond: Alright. I believe that is it. I believe we've gone through everything.

Information Items

Hammond: Information items. Status update on Admin Procedures for Charter Policy #400-12. Miss Nina Boyd.

Nina Boyd: Just to let the board know that we are on hold with regards to that document at the last board meeting. As you recall there was a request from the Charter Association to review the transcript and to dialogue with their attorney with regard to some of the things that were mentioned so we're allowing them the appropriate amount of time before we reconvene another meeting to dialogue about that document. So I anticipate that probably won't come back for discussion for a few months. We'll be dialoging and then recommending some changes for them to review and I'm sure they'll have some things for us to take a look at as well.

Hammond: Ok. Thank you very much. Executive Board Assistant, I'm going to move that to next month. Charter Update Document. Drafts. Miss Nina is that yours?

Nina Boyd: Ah yes. The Executive Committee had asked for some updated information on a regular basis and we had dialogued about providing information to the board at the July meeting and at the January meeting. In the back of your folder was a draft document that we'd like you to review and give us some comments. The Executive Committee has already reviewed it in terms of information that we want to make sure we're sharing the appropriate information with the board during the updates and so I'll be reaching out to each of you over the course of the next few weeks as we dialogue on other matters to get input on that and to ensure that in July when we are bringing forward information on a regular basis and also in January that we have what you're looking for in that one page document.

Lindholm: Is this a public document, this draft document? What is...

Nina Boyd: It isn't now it's a working document. But we're dialoguing with the Charter Association with regards to it but we haven't made it public to because we haven't posted it and we haven't dialogued with the rest of the board to get input so we wanted to make sure that was done as a courteous to all of the trustees before we make something public.

Lindholm: I just wanna complement staff on getting this all together so we can look at the dates any charter school was approved, how it was approved, conditional, you know. I just want to thank the staff members who have worked on this. And then if anybody here has comments please do so. It should be a document that you can use and utilize.

Bedell: Mr. Chairman I took the data from the charters that we have approved and by my calculations, I need Renee on this, by my calculations excluding the Samueli cause that's a unique bird, we've approved about 18 million annual cost in charters with a little bit more coming in for revenue than that 18 million. My understanding is of that 18 million the organization can get one percent to administer it. Is that right?

David Boyd: Yeah, we get one percent.

Bedell: Right. So one percent of 18 million is what?

Hammond: 180

Bedell: \$180,000?

Hammond: Yes.

Bedell: So that means, you see where I'm going with this? That's not very much money to administer all that we have going on here and I second what Trustee Lindholm has just said. This is an enormous change in workload, I'm deducing from what you said, that you put a lot of work into this. I'm just with that 18 million and it's a little higher with revenue I get that, \$180,000 to manage this roadshow is huge! I think it's gonna, I just, my only concern is that I don't wanna see the rest of our programs suffer and our unique children (inaudible) elected to serve. Does that make sense? So I'm supportive of staff needs here what they might need to do to be sure cause we're holding them accountable and that six months or whatever we (inaudible). And we want to be sure that we're getting quality oversight cause we have so many balls in the air right now in such a short period of time and I wanna honor that.

David Boyd: Comments I've heard from other counties is that one percent generally is not going to be sufficient to cover the necessary oversight. Now of course that's going to vary depending on whether we have good charter schools or we have problem schools. You know, one problem school can eat up 500% of a good one. You know just looking at this a couple of numbers are kind of alarming. College and Career Prep Academy only met 15% of their projected enrollment? And Vista Heritage slightly better at 59% of their projected enrollment. Obviously has a significant impact on their budget.

Lindholm: I'll make a comment in regard to this. It might be helpful at this point in time that if staff wants to get together with CCSA and do a workshop and the workshop says like ok, things that Renee needs; you know these are things you should be on top of. Kind of like when we get notices. This is when you need to get this done. You need to get this done. And so we have all these people out there and they're kind of working independently for the same purpose but if there was a workshop that our staff felt was worthwhile that we could say you know whenever you needed one, if you needed one in May to say here's the deadlines. And this is the month you need to get all your stuff done versus calling each one. To me it doesn't make sense to call each one and I think CCSA has offered to help and be part of that if, ok these are things that you need to be doing and for you it's always you know make sure that we the insurance. Make sure you have the accounting. Just a suggestion that I would be willing to support. Our staff going, ok, instead of reaching out to each one of these independent agencies let's nip it in the bud. Let's give you the information. Let's bring you all in the same room and say hey, this is what you need to be doing. Just I don't know if somebody wants to reach out and do that or if that's a good idea. I think it's kind of a reasonable idea.

Nina Boyd: We've had some conversations with regards to potential partnership opportunities that we can do and so we're still researching and looking at what those might be that would be added to the list of things in terms of trying to do outreach and bringing people together to share the information in terms of oversight and how they'll be monitored and so forth for future.

Lindholm: Yeah, just tell 'em one time, you get them all in the same room. Better use of staff time than.

Mijares: Well the other thing to keep in mind is that they're going to be forced to hire their own staff because we're not going to be their accountant.

Lindholm: Absolutely.

Mijares: And if they try to use us that way we're going to push back on them because that's how it works. Just like with the Districts. Look. Hire their own staff. And I like the idea of us coming together and figuring out a way to streamline things and be proactive.

Bedell: And that might also lead to some insights about Real Estate that we talked about earlier. As people get together they can talk about things like that.

Lindholm: It might. I think my goal would be to have, these are the reports you need, get 'em in, here's the due dates, guess what guys they're in your contracts, these are the due dates, here's the red page you need to have it done by next month, we've told you, we've reminded you. You go do 'em, you go hire the staff to go do it. This is your responsibility and I think that's getting them all together at one time just makes life easier. And they may not read, well we get a lot of paper and emails. But if you have like a half day workshop and this is staff's chance to go ok, this is what you need to do. This is opening the door for you to go.

Mijares: Sure.

Lindholm: Get it done.

Mijares: Great. Great idea. Thank you.

Hammond: Form 700.

Nina Boyd: Just as a reminder to the board you were sent electronically your Form 700 information. We also have printed out blank copies for those of you who requested; well actually we have enough for everyone. I know that a couple of you have already turned in your documents because you have communicated that to me but as a reminder I wanted to let you know the timeframe. Need to have that done prior to April 1st.

Hammond: And the ethics training has to be finished by when?

Nina Boyd: April 15th. And I need a copy of your certification once you complete that for the file. And I have already received Trustee Williams and Trustee Lindholm's.

Hammond: Ok. Alrighty. Mr. Superintendent? Your reports for us sir.

Mijares: Yes sir. Thank you for being present today. It's a great time to be with the board. I just wanna make announcements on three items. First of all I want to thank a few members of our board on February 19th Dr. Williams, Dr. Bedell, and Mr. Hammond and I attended the OC Government Leaders Pray Breakfast which as you recall was a pretty exciting time. We had a former University of Oklahoma "Sooner" football player. He's a star player; a guy by the name of Spencer Tillman. He also played for the Houston Oilers. And he was just a very motivational speaker so that was terrific. Then I want to note that yesterday I had a meeting with President Cropper from CSU Maritime. He's the President of that University. And also with Ryan Ruelas. And you know Ryan runs the Anaheim Bros. He's also a member on the Anaheim School Board. And the purpose of our meeting was to talk about Hispanic boys who might send up to the university and they have high potential but they need some structure. And they're under tremendous, well there's a great need for that university to diversify itself. And it's a great experience. The kids study on a ship.

Bedell: It's a beautiful setting.

Mijares: And they get STEM degrees. And they come out of there and they're hired he was telling me in their senior year their hiring them as engineers starting at like \$85,000.

Lindholm: That's great.

Mijares: I wish my kids had done that. I wish I had done that! So I'm teasing.

David Boyd: It turned out ok in the end.

Mijares: Yeah. Then I want to report lastly on our WASC Accreditation Reviews. People I've done this a lot of times. I've been on both sides; some of us have. We've been on WASC teams. You know, this is the Western Association of Schools and Colleges. They do all the accreditation for high schools and our colleges. Jack you're aware of what they do. And a team of five people come in and they evaluate the school in depth on its alignment with California State Standards. And there's just a host of metrics they look at to determine school effectiveness and I have never heard, Nina I'm not just blowing this in the air, I've never heard such commendatory comments by people on our ACCESS program. So it was just, you know, they all walked out with ideas for how they were going to take them back to their schools and you know and use the things that we're doing here. And you can't fake this people. Cause they're too smart and you write down what you say you do and then when you get there you have to prove it. And they get there during the review. So I want to thank Rick Martin who organized all of this. I wanna thank our directors Bryan Fairchild and Lynn Garret and Tony Gibson and our principals, Dave Connor, Chris Alfieri, Janeen Antonelli, Vern Burton, Karen Hudgins, and Kirk Anderson; did a fantastic job. And naturally our teachers and support staff. And in fact I also wanted to say that yesterday I did, there was a final one for me to do and at Otto A. Fischer, you know our court school? There's a university out there called the Young Americans and it's located in Corona. And it's a performing arts college and they came down and they spent time sort of like summer at the center. They came and spent maybe several hours with our kids and these are kids they've been locked up, boys and girls. And my heart weeps for the girls because they feel so powerless. They get into these bad situations you know. The guys at least have a chip on their shoulders. They want to fight everybody and that's bad too but you have to redirect that energy. So but these very beautiful kids came out there from the university and they sing and they dance and they play electrical instruments. And then they get our kids involved. They already taught them. And our kids get up there and started dancing and rapping and the whole thing. It was great, it was great. A lot of affirmation for those students and that's what they need. They need to feel significant. So, it was very exciting.

Hammond: Thank you, Mr. Superintendent very much. And it was, it was good to see you there at the prayer breakfast and he was incredibly motivational, the speaker.

Mijares: Yeah.

Hammond: Well, Miss Nina. As the Associate Superintendent did you or any of the other Sups. have a report for us? Just a few items for you as reminders. The next board meeting is Wednesday, April 6th at 10:00 a.m. Submission deadline is March 23rd. At the April 6th meeting you will have a budget study session for the first hour of the meeting and then you will move into your business. We also have awards recognitions at 11:30 on the 6th. That will be Classified Employees of the Year recognition for countywide as well as the two students that, you had identified one student last month Robert. We discovered that there was a second student also who had a 100% on that Spanish.

Hammond: So there were two people.

Nina Boyd: There were two. One from Tustin, one from Santa Ana. So those students have been invited to receive recognition from the board. And the Orange County Waste Management and Inside the Outdoors the board wanted to recognize them even though you saw the video and they received the CSBA recognition but the board wanted to provide a certificate for them to show their support as well. So that will all be done at the April 6th meeting. CSBA has a Roadshow that they are doing something on March 23rd at 4:00 p.m. in Huntington Beach Union High School District. Darou will be RSVP'ing for any of you who are interested in going. The deadline is March 18th and information has been sent if you need a reminder then we can send more to you. And the Charter School Association Conference begins Monday, March 14th. All of our board members are attending that. It's in Long Beach. And so we have registered three of you. Two of you had done your registration on your own. So that I wanted to just remind you and alert you that you will see the full board at that event.

Bedell: We can't talk to each other.

Nina Boyd: No.

Lindholm: About stuff.

Bedell: About lunch.

Nina Boyd: And then National History Day is on March 12th, this Saturday. There's information in your red folder. If you have not notified Darou that you're interested in coming then please let her know because we have some information and a tour. Oh, I'm sorry. We'll send it to you or make copies before you leave. My apologies I miscommunicated direction on that one. But it is this Saturday. We talked about it last month in terms of it being here at the Department and coordinate it but we've arranged that any of our board members who'd like to attend then we have a staff person who would be able to walk you through because it's massive in terms of the number of folks that are here. I believe Trustee Boyd has attended pretty regularly in the past so it's quite an event if you're available. And that's all I have.

Hammond: Any legislative updates? It doesn't appear that there is. Executive Committee Report. Went pretty easy. There wasn't much to report out. Trustee Lindholm, anything?

Lindholm: No, I don't think so. Not at this time.

Hammond: Alright. Doesn't appear to be any other public comments so chair will seek a motion to adjourn.

Bedell: Can I talk about the...

Hammond: Oh, I'm sorry. You can talk about that.

Bedell: We received a notice all five of us from the Attorney General of New Mexico commending one of our staff members. Commending the National Training Center of OCDE and Nicole Chavez and the training opportunities that have been provided through GLAD. We all got this but I would just like to enter this into the record that this is another example of our staff exporting some of the good things that we do and helping the image of the Department and it's a very important part of it plays a big role in teacher certification and their careers. So, it's really nice could you please convey congratulations to her and let her know she's in the record for posterity. I also would like to report that I went to the Killing Ed movie at the request of the Superintendent of the Anaheim School District. It was a very, it had it was at Anaheim High School on Lincoln. It's a huge auditorium. It was about 95% full and they showed that movie about Gulen and his role in the charter movement. I would suggest if you have access to it, it's called Killing Ed, it means education. The main protagonists in the movie were there and it's got some interesting things that I think...In order to understand where Anaheim is coming from which is one of my districts if you understand that movie you'll enhance your empathy where they're coming from and their concerns especially with minority kids and charters.

David Boyd: Something else that's going to be a big issue towards the end of the year if CTA is able to get the signatures to put that initiative on the ballot that we essentially do away with charters. It's going to be all out war between now and then.

Bedell: David I've been at two meetings where CTA has talked and they are enriched by the death of Scalia...

David Boyd: Yeah, you bet.

Bedell: Because all the money they thought they were going to lose on Fredericks is now available for June and November. And that's no exaggeration. And it's hundreds of millions of dollars with his death that Friday afternoon whatever changes their whole direction and their whole plan. So I think that may play into that. That's all I have Mr. Chairman.

Hammond: Alright. Motion to adjourn?

Bedell: Second

David Boyd: Second.

Hammond: We're done.