

Orange County Board of Education Meeting – 2-22-17 – Transcript

(Sound of voices – gavel)

Welcome and Call to Order

Lindholm: Hi. Good morning and welcome. Welcome to your Orange County Department of Education meeting. Regular meetings are held each month at 10:00 a.m. unless otherwise noticed. Any person wishing to address the Board on any matter, whether or not it appears on the agenda is required to complete a request to address the Board card form and those are available at the table near the door. And please submit the completed card to the Board Recorder up here prior to the beginning of the Board meeting or the item discussion. If it's an agenda item by the Board. Lots of little ones today. Welcome. Each individual will be allowed three minutes per person per meeting and may not give their time to extend time to other speakers. All persons are reminded that this is a public meeting and attendees and speakers should be respectful of each other and the Board. Verbal outbursts and clapping are prohibited except for awards. Anyone deemed to be disruptive may be requested to leave. Board agendas are posted online and can be reviewed at the Orange County Department of Ed website. And I wanna thank you all for attending your Board meeting. This morning we will begin with our invocation which we were unable to find somebody from our general pool so we are very delighted to have our Vice President be able to give the invocation. And our Pledge of Allegiance will be given by our head of academics, Jeff Hittenberger.

Bedell: I feel like a bridesmaid.

Laughter

Bedell: Ah, I'd just like to have a few words this morning that you know we're hearing a lot of yelling and screaming around the country. Things not always respectful. Things not always empathetic. Things not always sympathetic when sympathy would be called for. I think we live in Orange County, we're known for doing things the right way and the classy way and hopefully that as we gather today we look at around the room and we see the future in all these little children and regardless of where we may be on an issue, regardless of where we may not be on an issue, that first and foremost what we're about in this building today is about children. The children are our future, I know that's trite and hackneyed but it is the truth and if we do right by them...Remember Jackie Kennedy Onassis said if you don't do right by your children you haven't done anything right. And so I would hope that as we dedicate ourselves at this meeting, we dedicate it to not only the children in this room but the hundred or more than a hundred thousand children in Orange County. Way more. Who are needing guidance, who need quality

instruction. Who need people who can walk in their shoes but also lead them to higher places and with great understanding. So thank you all for being here today.

Lindholm: Thank you. Thank you Vice President and no you were not second choice. Mr. Hittenberg.

Hittenberger: Please join me in the Pledge of Allegiance.

Everyone: 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.

Whispering...

Lindholm: That brings us to roll call please.

Sisavath: Trustee Boyd?

D. Boyd: Here

Sisavath: Trustee Bedell?

Bedell: Here

Sisavath: Trustee Lindholm?

Lindholm: Here

Sisavath: Trustee Gomez?

Gomez: Present

Sisavath: Trustee Williams?

No response

Lindholm: And of course Superintendent do we have any introductions?

N. Boyd: We do not have any introductions at this meeting.

Lindholm: Thank you. That brings us to the item on agenda. Any additions, corrections or is the agenda moved as written?

Bedell: So moved.

D. Boyd: Second.

Lindholm: All in favor?

Multiple voices: Aye

Lindholm: That brings us to the minutes of January 11th. I'm looking for a motion for approval.

Gomez: So moved.

Bedell: Second.

Lindholm: All in favor say aye.

Multiple voices: Aye

Lindholm: Any opposed?

Silence

Lindholm: That brings us to the item on our agenda that is public comments and I will turn that over to our Vice President, Jack Bedell.

Bedell: Yes the first speaker will be Lisa Klipfel from Capo Unified School District on reading intervention I believe.

Klipfel: Hi, my name is Lisa Klipfel and I'm a marriage family therapist. I'm a parent. I am in Capistrano Unified. I have a child that attends Santa Ana District Charter School. I'm here for reading intervention. I wanted to mention a few things. Some good things some bad things regarding reading intervention that is going on in Orange County. I submitted a little chart as far as how I see how reading intervention should be as I see it as a parent. I want to commend Orange County for getting the grant for the MTSS program because it's been amazing. Our district just implemented universal screening for reading this year finally. And we're all very happy about that. I would ask that the Superintendent follow-up with all districts to make sure that their MTSS program is doing universal screening for reading. One of the difficulties I see

with the screening process is that there is still creating a gap, of kids that are falling through the gap because intervention is not being provided. The benchmark is here, they're providing intervention for these people but not for these people. And they're also not; they haven't quite determined what's going to happen after K-5. So if they happen to go into 6th grade this year they are still kind of not really knowing what to do. Ok. So I want to mention that I really am happy that there are some universal screenings going on. I do think that literacy involves not only reading but spelling. If we produce a student who graduates who reads but who can't spell I think it's a half literate person and that that needs to be part of the screening and intervention process. I also think that my child has dyslexia and I wanted to also address AB 1369 which became a law in fall of 2015. In the summer this year CDE will release the CDE Dyslexia guidelines that will be available to all school districts. And my hope is that all school districts will follow that as best practices. I only have a couple seconds left but I want to say in Special Education I think that we need intensive teacher training. Orange School District is doing teacher training which I think should be a model for other districts. I think we need psychologists trained in the interpretation of their data and in general education I think that we need teachers trained in seeing dyslexia indicators as well as the Child Fine law because that is something that is missing. Is teachers not knowing what the Child Fine law is and also creating that gap. Thank you.

Bedell: Thank you. Matt Crouse on inter-district transfer.

Crouse: Well good morning ladies and gentlemen of the Board and thank you for your time. I'm here this morning to share with you an experience that I recently had with the office of Student Services at Saddleback Valley Unified School District. On January 9th we applied for an inter-district transfer for our high schooler to be effective for the second semester of the school year which began on January 31st. I followed up a week later with a phone call to Monique Yessian, the director of Student Services at Saddleback Valley and was told over the phone that our transfer was denied. And when I inquired how to appeal I was told that instructions would be included in the official denial letter which would be sent through the mail but no such letter was ever sent. So after waiting two weeks for this denial letter which never came, we appealed anyway asking that our son be allowed to take the Latin language courses which are offered at Tustin High School. Again our appeal was summarily dismissed by Miss Yessian who stated that our student could take Latin at any community college and to work with his current guidance counselor. Emails to the guidance counsels initially went unanswered but after much persistence I was told that I would have to find such options myself because the guidance counselor was unable to find any community colleges which offered Latin. So indeed there are none. I called and spoke with the department heads at every community college within 25 miles of our house and not a single one of them offers any courses in the Latin language or knew where I could even go to find one. So I followed up with an additional phone call to the California Community College's Chancellor's Office and that revealed that there's only one community college in the state which offers Latin language courses and that's San Diego Mesa College in San Diego.

That's 75 miles from our home. And so we were told that we could appeal once more to the Orange County Board of Education but that appeal wouldn't be heard until March 8th which is half way through the current semester and far too late for a student to transfer. Although I see that there are inter-district transfer on today's agenda so I'm not really sure why I was told by Chris David that I would have to wait until March 8th. So we will be applying again for a transfer for his senior year, he's a junior now. We'll be applying again for his senior year. But my purpose here today is really to make you well aware of the three key problems in our experience with Saddleback Valley and with Miss Yessians office in particular. First is no notice was ever given as to the initial denial and that caused a delay that then ultimately led us to miss the opportunity for our son to transfer for this semester. Second, Miss Yessians instructions to work with the guidance counselor yielded no fruit because the guidance counselor was unable to locate any community college programs that offered Latin. And third then that Miss Yessians assertion could take Latin at any community college is just flatly incorrect. She made, had she made any attempts to verify her claim before sending out that denial she would have found the same results as I did. And that being released to Tustin High is really his only viable option. So I thank you for your time and I urge you to look into the process of denials being issued by Miss Yessians office as it is clear to me that they're incomplete and improper and that they're resulting in missed educational options for our students.

N. Boyd: Your time is up.

Crouse: Thank you.

Lindholm: I would request that you give your contact information to our attorney Ron Wenkart so he can follow up on your information.

Crouse: Ok, thank you.

Lindholm: Thank you.

Bedell: That's it for those two.

Lindholm: Ok, that concludes the place we have for public comments. Those are general public comments. I would like to make notice, there's a wonderful art exhibit that we have out in the hall by, can somebody help me with who, which school that is? It's the School of the Arts. Their beautiful art work out there in the hall if you have time. Please take time to go out there and look at them. The students are doing fabulous work and that's kind of what we're here for. Please take time to do that. That brings us to charter submissions. Miss Gaughran, do we have any charter submissions additionally? No we do not. Eh, that brings us to item number two

which is the public hearing and charter appeal for Sycamore Creek Community Charter School. Thank you. You'll introduce the subject.

Chastain: I will. Good morning President Lindholm and members of the Board and Superintendent Mijares. Today we're going to hold a public hearing to consider input regarding the Sycamore Creek Community Charter petition which was submitted at the January 11th Board meeting following the December 13th action by the Ocean View School District. Today's public hearing for Sycamore Creek the petitioners are allotted 15 minutes to summarize their petition followed by the Ocean View School District and the hearing will be open for public comments. In addition the floor will consider written information. Written testimony forms are located at the back table and must be submitted by March 1. I now open the public hearing for Sycamore Creek Community Charter School and call lead petitioner Sarah Bach to the podium.

Bach: Thank you Aracely Chastain. Dear Orange County Board of Trustees, Superintendent Mijares, and Orange County Department of Education staff and members of the public that are here today. My name is Sarah Bach and I am the lead petitioner for Sycamore Creek Community Charter School's approval after denial at Ocean View School District. First of all we want to say thank you to OCDE for stewarding us through the appeal process. Aracely Chastain is the lead staff has facilitated and organized conversation with staff so that they might receive clarification on specific aspects of our petition. We are also grateful as a group of parents, teachers and community members for this opportunity because we live in a state that recognizes the value of good charter schools. We know how fortunate we are to have the opportunity to bring an initiative for a public (garbled) of charter option to our locale. I would like at this time for all those who are here today in support of Sycamore Creek's initiative to please stand. Thank you all for coming. Knowing there's limited time; we will give you a brief overview of our charter petition touching on specific areas and then allow for speakers to voice their support so that you can have the opportunity to appreciate the need for Sycamore Creek Community Charter School. First of all, the first question many individuals ask is what is Waldorf? Indeed long time Waldorf teachers and educators, education advocates struggle to answer this question. At times I have thought that it is almost better to say what it is not because that may actually give a more concise answer. Often individuals think maybe it is the same as Montessori which is correct in that both education frameworks seek to serve students through developmental model. However, a key difference is that while both are student centered Waldorf Education is largely teacher led, not student led. Up until about first grade the main driving idea is that of imitation. Because we know that children are sponges, Waldorf teachers model exemplary behavior in everything from problem solving, play, art, song, and a desire to be a helpful human being who is a part of a community. This is why children are involved in tasks throughout the day such as folding napkins, setting out placemats for snacks, helping to set out paint brush on painting day and so on. Once students enter first grade the hope is that through their experience in the T-KK classroom developing primarily social, emotional, and physical as

well as intellectual knowledge they have acquired the listening executive functioning development and other necessary skills to begin active, more academic learning. Through lots of experience of working with others and being part of an established rhythm in the classroom, students are ready for the next stage of their educational development. Henceforth, the Waldorf teacher in the grades as it is known which is 1st through 8th grade often refer to that as the grades. Teachers work tirelessly using every teaching ability and gift they possess to bring out the students imagination so that next period transfers from imitation to imagination. To helping them continue to facilitate that natural, curious desire to learn that we all have. Again through an established daily and weekly ribbon the teacher uses song, poetry, music, narrative, drawing, painting and movement to help students engage in rich content material. At Sycamore Creek we are fortunate to be partners with Alliance Republic Waldorf Education which is an organization with over 50 members, 50 school members and has dedicated and informed resources to help Waldorf Charters navigate and meet rigorous state standards. And today I would like to give these newsletters from, the most recent newsletter from the Alliance Republic Waldorf Education for you to take a look at some of the work and some of the other charter school work that Waldorf schools are doing around the nation and California actually a majority. Majorly. So Alliance has developed a research guide to help schools understand where Common Core Standards are met. On average in a public school in order to determine where that school will also meet standards we have submitted a supplementary guide that shows this research that has been done by these Waldorf Charter School leaders to show where the average Waldorf Charter School is meeting the Common Core State Standards. What that is intended to do is really be a resource and give freedom to those schools and to those teachers to decide where they too will fall and meet those standards. And in our petition I think are redundant because we say it twice that students will meet all of those Common Core State Standards by the time they reach 8th grade. So, in the Waldorf curriculum there are slight differences with that. Actually Waldorf meets some of those standards earlier and there's reasons for that and our educators might go into that and I know we, I don't know is there a time I can look and see how far I'm...

N. Boyd: You'll get a buzz when you're finished.

Bach: When I'm.

N. Boyd: It will move from yellow to red.

Bach: Oh, ok. So anyway, we're open to more questions about that and we do feel that we have a rigorous curriculum that will meet the Common Core State Standards. And we have actually added in our petition a full second grade appendix for you to take a look at as well as the supplementary binders that I mentioned. Furthermore, while we do not specifically, actually I will skip over that since I already mentioned that. We want the Board to be fully aware that we intend to make it clear to all interested families what our program is and where we will meet all

Common Core State Standards and any new State Standards that come along. And we want to do this at the outset of their enrollment and give periodic updates so that families have important information. Furthermore, through our investigation of the CCSS and how they align with our curriculum we are confident that we will be meeting approximately 90% or more of grade levels concurrent with the CCSS. We should also mention, and I already mentioned this, in some cases we are actually ahead. I think I will stop there and ask a couple other of our petitioners to come up. I know we will also have time for questions and I see I think we're on yellow. Is that right.

N. Boyd: (inaudible)

Bach: So we have time. So is it appropriate for some of our other petitioners?

Lindholm: You can ask somebody representing your school to come forward. That would be appropriate right now.

Bach: Ok, excellent.

D. Boyd: (inaudible)

Bedell: Is there time?

Telfer-Radzat: Good morning. My name is Kimberly Telfer-Radzat. I have taught in public school, I'm a public school credential and in the Waldorf School of Orange County, a private school in Costa Mesa. I took a class 1st grade through 8th grade. Valid concern for Boards voting to approve a charter school is how well they will support the development of students who struggle in the classroom, either with learning differences and thank you for your input because I'm trained with students with dyslexia and I'm all for that. And the low economic background or just learning English as a first language, I mean as a second language. Luckily, Waldorf inspired education now has strong qualitative and quantitative evidence showing that the unique multi-sensory in-depth delivery of its curriculum develops students with both strong executive function skills and high language acquisition. There is recently a study though the Stanford Opportunity in Education, um, through Stanford; it's called the Opportunity Education report for the Alice Birney Waldorf compiled charter in Sacramento, CA. They conducted a two yearlong study and I have some information from that because it's a long document and you guys are busy. At all grade levels students at Alice Birney outperformed other district students. In ELA and our examination of all students the Latino African American sub-group and the socio economically sub-group respectfully. More specifically the results of the regression models indicated that Birney had a positive value added effect on students ELA achievement of all grade levels 3-8. Using multiple regression analysts analysis on multi-year student levels standardized test scores the study suggests that Birney makes a significant contribute to enhance students'

academic achievement and growth even though its curriculum is not focused, we are not focused on preparing for CST tests but on broader goals aimed at higher-order thinking skills. And finally, while the socio-economically disadvantaged students outperformed their peers throughout the SCUSD it was even more profound when looking at positive school productivity scores. Birney was associated with the highest value-added of any K-8 school in the district for ELA. It is the very nature of the Waldorf approach that differentiates it from other alternative models. It differs in the extent to which the instructional approach is so explicitly tied with the area of development and educator self-reflection. Every action is intentional in a Waldorf school. Which means there's a lot of work to be done on the part of the teacher. Rich oral language combined with strong active presentation engages all students. Public speaking, plays, and the recitation of verse all provide opportunities to gain confidence and skill with one's voice. The repetition and use of visual arts such as drawing and painting provide keys to meaning and build connections because they engage the feelings of the students and studies with struggling students show that feeling is connected with memory. If you can feel something deeply, you will retain it. The exposure to a variety of arts and crafts enriches the curriculum and creates equity among the diverse populations. Students are exposed to new and exciting media and techniques, not by personal choice or by the ability to pay but as a matter of course. This parent initiative for a non-profit Waldorf inspired public school is demonstration that there are families who are passionate about the choice in education and hope that you will grant them the opportunity to prove their dedication. Thank you.

Bach: To follow up on what is Waldorf, Kimberly has graciously offered us the Board members to take a look at some of the main lesson books. These are from your...

Telfer-Radzat: Daughter.

Bach: Daughter.

Lindholm: Can we say those, we can listen to you.

Bach: Sure sure but ok.

Unknown voice (inaudible)

Bach: I also want to give the Board a recent letter that was sent on Friday from a professor of education at UCI. And I just want to read one paragraph from this but also make sure that you get this handwritten, I mean this hardcopy. She says, she's, her name, Liane Brouillette. "Dear colleagues, I am pleased to have the opportunity to endorse the arts based Waldorf approach to working with English Learners in the elementary grades. The Waldorf focus on visuals and oral language is supported by the latest literacy research. This research affirms that on the way young

children learn language from their families orally through inter-personal interactions is most effective.” The reason I can say this she says and she gave me permission to read this letter to you. “With conviction became familiar with Waldorf methods in Europe at the beginning of my career. Later when I came to UC Irvine and began working with CA schools to enhance the English Language Development with EL’s, I utilized as many of the same techniques used by Waldorf schools. From 2007-2013 I served as principal investigator for a grant funded project in the San Diego Unified School District that was able to significantly increase the CELT speaking scores of K-2 EL’s through use of classroom drama, music, and dance.” Video lessons developed for this purpose are still available and she gives a link to those if you would like to see those. She goes on, “the philosophy behind this approach is teaching languages simple. Children need to learn the oral language before they can learn to recognize words on a page and that is specifically what Waldorf does that is unique. Oh we’re yellow. Ok. The thousand independent Waldorf schools that now exist world-wide have proven adept at teaching those skills. I feel strongly the Sycamore Creek Community Charter would be a valuable addition to the vibrant public school community of Orange County.” And we also have the endorsement of Professor Susan Toma-Burge, Ed.D, from UCI. She writes, “I’m writing this letter in support of Waldorf education.” She’s on the Board at the Journey School.

N. Boyd: Your time is up.

Bach: Ok.

Williams: Thank you.

Bach: Thank you.

Bedell: Thank you.

Bach: Yes.

Lindholm: Are those materials, those are your personal family’s?

Unknown: They are.

Lindholm: Ok, so we’ll, so maybe we can take those...

(Inaudible)

Lindholm: That would be very helpful. Maybe we can take those when we have a break, thank you.

Chastain: Thank you Miss Bach. Next up are representatives from the Ocean View School District.

Unknown: It was difficult to hear in the back of the room with the microphone earlier. Can everybody hear?

Lindholm: And will you identify yourself for the audience please?

Briscoe: I will do that. I am John Briscoe. Clerk of the Ocean View School District of Orange County. And as a clerk and elected trustee, I take seriously my responsibility of ensuring that students in my community are offered the very best educational environment. To that end I'm very proud of the educational options offered in the district as well as the academic achievements of our students. Although our district provides an excellent education I'm aware that there are parents who believe that their child needs are different and I respect the parental right to seek an alternative option. However, when my fellow Board members and I are charged with the responsibility of authorizing those alternative choices, we undertake that task seriously. We know that our decision will impact our district, our community, and of course any students who might enroll at the proposed school. When we recently received the Sycamore Charter petition we directed staff and legal counsel to conduct a comprehensive review and ensure the petition provides a sound educational program and that it can be operated in a fiscally responsible manner. I want to ensure that the petitioners are in fact capable and able to fulfill the promises they're making to parents and the community. While the Sycamore petitioners appear to be well-intentioned their petition as submitted to the district does not contain a sound educational or fiscal program. You are aware of our concerns dear Board of the County of Orange that set forth in our resolution of denial adopted by the Board. I don't believe that it's necessary to repeat them during the limited time today. Instead, I would like to bring to your attention that has perplexed us. Why did the petitioners choose to submit a charter to our district? At the public hearing and at the board meeting at which the final action was taken we heard from very few district residents and hardly any parents expressing support or even desire for this school. If there's limited local support the school will have trouble recruiting a sufficient number of students to be fiscally viable. In short, a lack of support equates to a lack of viability for this school. In addition the lack of supported desire for this educational option has caused concern to our district employees both certificated and classified about the motivations of these petitioners. Today you will hear from several staff about their concerns and opposition to the proposed school. Further, I myself am actively involved in the community. Local parents and residents will reach out to me to discuss a variety of topics. That said, I've not received a single letter or email or phone call voicing support of this proposed school. Both the district and the Orange County Department of Education Board are charged with holding a public hearing to consider the level of support for this school and as evidenced by the sparse numbers at our two board meetings. That support is low. Finally I am confident that your staff after conducting their own review of the petition will concur with the Ocean View School District findings and therefore we urge you, I urge you, to deny the appeal. Thank you.

Hansen: Good morning trustees, Superintendent Mijares, staff and audience. I'm Carol Hansen, the superintendent of the Ocean View School District. And I'm here on behalf of the Ocean

View School District because I feel it's very important that you hear our concerns regarding the Sycamore Creek Community Charter petition. Let me start by saying that I feel confident that our Board has fully complied and acted in accordance with education code for making its determination to deny Sycamore's Charter petition. Our Board does recognize the value in providing parents with expanded choices that generate new approaches and in Ocean View School District we are working diligently and have implemented many different new programs. That being said in the course of our review of the petition we want you to also know that we took a very holistic approach in the review of their petition to determine if the description of its educational program is consistently and comprehensively described, accurately accounted for in its budget and more than just a minimal recitation of the necessary elements required in that petition. And based on the district's committee's review of Sycamore's petition I'm aware that the school proposes as you've heard a program based on the Waldorf movement. And while this is well recognized educational movement that has success in other settings, the district governing board, staff and I are concerned with the inadequacies in this particular petition which indicate from what they have described in their petition that they would be unlikely to successfully implement their promise to parents in the community and I would like to share some of those. For example, the petition lacks realistic cost estimates for the dynamic program it proposes. Sycamore plans to teach as their petition states through activities that engage with senses such as baking and cooking and gardening and botany. And according to the petition a fundamental component of Sycamore's program is pervasive arts integration through its curriculum. These activities as you can imagine assume the use of large scale facilities and abundance of supplies. Yet the petition only proposes to secure a space of just over 7,000 square feet, both for enrollment and office needs for the school's first three years. Also it's unclear how the petitioner's budget accounted for the supplies apart from books that would be needed to extend the visceral and sensory experiences they promise in their petition. While Sycamore program ideas are laudable, the petition failed to include practical steps to make those actually happen. We believe that you will concur with our boards, the OVSD Boards concern regarding the financial arrangements of Sycamore. The Sycamore allows up to 49% of the individuals on the Sycamore Creek Board to be interested parties. The District disagrees with that financial interest in school operations as that hasn't a place not in any public school. Indeed authorizing agencies, including the OCDE Board, must be able to see where all public school dollars are going and to who Sycamore are dispersing those dollars. Our parents and community members are entitled to fiscal transparency. In addition there are certain provisions in the petition that establish that we find establishes that the program is unsound. And I want to point your attention that's most troubling about English learners. The petition states that a 100% of English Learners will reach proficiency within 4 years. Again, they do not set any practical steps to achieve this goal. The petition lacks reference to proficiency descriptions or to the stages of English language development or to any research grounded in its assumption that proficiency can be reached under its model in this time frame. While the commitment to EL students is appreciated, Sycamore's lack of meaningful detail creates doubt as to whether its program's goals are really genuine. In

other key areas of the petition such as staff qualifications also failed to include comprehensive descriptions as required by the Charter School Act. For example, the petition simply states that Sycamore may hire a non-credential teacher if he or she has expertise in the areas of handy work, music, games, spatial dynamics, rhythmic movement, wood working or one or more world languages. Again, this description and this emphasis on this description is just not sufficient. Ultimately the Ocean View School District denied the petition based on its lack of practical detail and alignment with its budget. District staff has left to wonder how the program would roll out on a practical level and whether petitioners truly had a sense of the contents of its entire petition. For all these reasons in addition to a more detailed set-forth in our Boards resolution as it is evidence that the Sycamore petition is legally deficient and does not present an adequate transparent school program and the Ocean View School District urges you to deny Sycamore's appeal. Thank you.

Ahluwalia: So good afternoon or good morning. I didn't realize the hearing was still going. So good morning members of the Board, Dr. Mijares. My name is Sukhi Ahluwalia. I'm a partner with Atkinson, Andelson, Loya, Ruud and Romo. Counsel for the district. As noted by Mr. Briscoe and Dr. Hansen, the district recognizes the important role of charter schools in the public schools system. But understandably wants to ensure that any charter it authorizes presents a sound educational program and that the petitioners are familiar with the contents of their petition and have the ability to successfully operate a school. The district requires charter schools to be both educationally and fiscally sound and also legally compliant. The Sycamore Charter submitted had a variety of significant deficiencies which caused the governing board to determine that a (unknown) was not consistent with sound educational practice. As you've heard after the petition was submitted the district convened a committee of district staff from the various departments to undertake an exhaustive review of the petition and all of the supporting documents. Our office also consulted with the district. The committee accessed the charter for both legal sufficiency as well as educational soundness so the recommendation could be made to the board. The team devoted a significant amount of time and energy to carefully review the charter and all the supporting documents to access whether the standards and requirements for the charter provided a solid educational program as required by the charter schools act. As a result of the teams review and analysis we determined that the charter was lacking in a number of very significant and substantive areas. While I'm not going to go through each of those with you, there are other speakers for the district and there will also be some during the public comment who will go through those suffice it to say that the deficiencies that we identified are not minor or easily remedied. The issues with this charter go to the heart of the proposed schools operation and educational program. The petitioners in their communications with the district tried to downplay the substantive issues by claiming their simple misunderstandings or that they could have alleviated through a discussion between the district and the petitioners. However, these are not simple spelling or typographical errors but substantive mistakes or problems which cannot be ignored nor could the district assume that despite what the petitioners themselves wrote they actually meant something else. So for example with respect to the issue of employee

qualifications, one of the lead petitioners is designated on the statement of information form that's filed with the secretary of state as the chief financial officer of the corporation that will govern the school. Yet her biography which is submitted, which is set forth on page 14 of the petition submitted to the districted indicates that she's a credentialed Social Sciences Social Studies teacher and most recently a stay at home mother. Her experience in finance stems from her work in retail work, substitute teacher, waitress and cashier. The duties of the CFO are described in article 10 of the corporate bylaws. They include maintaining adequate and correct books of the corporation. While there is no doubt that this individual is well intentioned in her desire to open and support the proposed school we do not believe that her background is sufficient and qualifies her for the position of the CFO for the parent corporation. Moreover, according to the description of the employee qualifications, no other administrators are required to have any business and finance education, training or experience in public school finance. As you know, public school finance is a complex field that differs very significantly from the private sector of business and finance. It is imperative that the individuals responsible for charter schools business and finance have the necessary expertise in this area of specialization. The flaws in the budget documents that were submitted with the Sycamore Charter point to the necessity of having a Sycamore official with the necessary business and finance expertise to handle these aspects of Sycamore's operations. We were also particularly concerned with the sufficient lack of information about the types, quantities and amounts of insurance that the charter school would have. As you know an authorizing agency is not responsible for the debts and obligations of the school that it has authorized if it has performed those oversight obligations appropriately. However, that indemnification language must be clearly spelled out and must be more than just a mere recitation of the simple words that are contained in the charter schools act. With respect to the insurance, if there is not adequate insurance of a sufficient type, quantity, that is needed to cover all of the operational aspects of it then the authorizing agencies is not particularly protected. In conclusion, I'm running out of time here, the charter contains inconsistencies and lack of clarity on both a broad level with respect to the proposed educational program and when the details of the proposal are considered. The mandate of the charter school's act for the proposed authorizing agency whether it be you or the district is to consider the charter as written, as circulated by the petitioners. During their public comments this morning, they indicated they were going to submit this to you and attached is an additional appendix. None of that information was available to the district. You were charged with the responsibility of looking at the same charter that the district reviewed. And it is incumbent on you to ensure that that charter was submitted by the petitioners is consistent with sound educational practice so that any potential students of this school would receive a sound educational program that is fiscally and operationally viable. The charter...thank you.

N. Boyd: Your time is up. Thank you.

Chastain: The hearing is now open to public comments. As a reminder each individual will have three minutes to speak with a total of 30 minutes allotted for public comments. Vice President Bedell, please call the first speaker.

Lindholm: You're going to have to tell them we don't have time for this.

Bedell: It's obvious we have about 30 cards; we're not going to be able to do all 30 in 30 minutes so we're going to take them in the order we received them pro and con. And the first speaker is Michelle Anderson who will be followed by Dean Elder. So Dean could come up, we could get in line. We could move this fast and we'll get more people in for you.

Michelle Anderson: Alright, good morning Superintendent Mijares in (unknown), President Lindholm and honorable Board members. I'm Michelle Anderson of the California Charter Schools Association. I am here today to speak today on behalf of CCSA in support of the charter petition for Sycamore Creek Charter School. CCSA's school development team headed by Dr. Jennifer Ryder Cook worked closely with Sarah Bach and her team to review and refine the petition to bring to the Ocean View District and now to this board to a petition that is legally compliant and educationally sound. As you may be aware, CCSA does not support every petition and or every petitioner but this is one school that we are proud to support. Sarah Bach is a concerned parent turned educator because she wanted to do right like Dr. Bedell says for her children. She exercised her right to find her daughter an education program that would work for her. It led her to getting her daughter a Waldorf based education. She now wants to see that same unique educational program be open and available to other families and there is a craving for this type of program as witnessed here today by the many members of the community who've showed up. And I will also say that was a huge number of the community that showed up at the hearing at Ocean View. It was a standing room only crowd. So there is community support. Some of you on this Board may not be familiar or understand the Waldorf education program but this is not a reason to deny this sound petition. Instead, this is a reason to embrace this school. It is an innovative lab for education and it's again one for parents. It's one that they want for their children. I direct you to the Journey School, a Waldorf based in Orange County. It has a very long waiting list and so it tells us that there is a clamoring for this type of education. So in reviewing this I'm going to ask that you carefully consider this petition, even if it's a program that you don't understand. Look and understand that CCSA strongly supports it and that we fully expect that you will come to that same decision and approve it at your next meeting. Thank you.

Bedell: Yes, thank you. Dean? Bedell: Next up will be Dorothy Lee and then Jason Bozarth. Thank you Dean.

Dean Elder: Good morning, I'm Dean Elder. I'm a resident of Huntington Beach. The ed code, California Ed Code, best and local school board, the authority for determining whether a charter school petition meets the legal standard because the local board based on priorities determined

by all stakeholders including parents, students, teachers and community members is the most knowledgeable of education programs and needs within this jurisdiction. As required by law, local school boards invested significant time and resources reviewing proposed charter school petitions prior to accepting or rejecting them. In this respect, the decision of the Ocean View Board of Trustees should be highly regarded. In 2013 Governor Brown signed the school funding legislation establishing the local control funding formula which was intended to restore local control on how money is spent on schools. Overruling rigorous evaluations of charter applications by local school boards is undermining the practice of local control. In regards to this appeal, I ask the board to consider the following issues which need to be addressed. I am concerned about access and equity. Schools, students with more significant needs such as students with disabilities and students who are English Learners are often dis-enrolled or removed by charter schools. I am concerned about student's health. Charter schools are not held to the same facility standards as public schools including student exposure to lead in paint and asbestos. I am concerned about accessibility because charter school boards are not elected by the constituency they often do not have local meetings accessible to parents and other local groups. This is the opposite of local control. I am concerned about transparency and accountability. Charter school organizations are not explicitly required to comply with the freedom of information act or with the California public records act. As citizens, voters, and taxpayers, my neighbors and I expect transparency and accountability with respect to public school funding. We want to know that our tax dollars are being used with maximum efficiency to serve all the children of our community. I know that we can have the transparency and accountability that all taxpayers deserve if our local school district under the guidance of a board of trustees for which we voted has the final say on whether a charter school has met all of the local criteria for operating in our community. I am urging you to respect the opinion and the rights of the Ocean View School District Board of Trustees and the voters and taxpayers of Huntington Beach and deny this appeal. Thank you.

Bedell: Dorothy Lee then Jason. Jason can you come up to the microphone...are you up there?
Ok thank you Jason.

Dorothy Lee: Good morning trustees, Superintendent and staff. My name is Dorothy Lee and I am the Vice President of Client Management and General Manager Southern California Ed Tech. We provide support in school finance and operations and governance and work with over 300 charter schools in California. If the school is approved, there is plenty of financial transparency as we provide monthly Power Point presentations on budget changes, spending and distribute the income statement, cash flow and balance sheet. We also provide guidance on the Brown Act as meetings will be held in a public place and agendas will be posted in a timely manner. We submitted a balanced three year budget and three year cash flow projections. The assumptions therein are based on the most recent information regarding the California State Budget and the schools program model at the time of submission. In each year projected the school maintains a positive fund balance of at least 5%. Cash flow also stays positive. The budget does not assume

the public charter school grants of \$575,000 which means if this funding is received the operating budget and cash flow significant improve as less unrestricted funding would be used for start-up expenses. The budget included \$450.00 per student and instructional materials which is sufficient based on my 9 years of working with start-up charters. Of course more would be better and a start-up grant will certainly help the school offer the breadth of its activities sooner. But as you know, charters are scrappy and can make things work with less resources as it grows and gains economies of scale. If you have any questions regarding the budget, please do not hesitate to contact me. Thank you.

Bedell: Thank you. Jason and then John Whitfield.

Jason Bozarth: My name is Jason Bozarth and I am the Chapter President for CSEA # 375, Ocean View School District and I would like to thank the board for giving me this opportunity to speak and I have come here today in opposition of this Sycamore Creek Charter School appeal. I feel it's important to ask ourselves at what point are we willing to sacrifice the school in order to change it. Ocean View School District has had its share of troubles of late and with local changes in demographics some very hard choices will likely be made one way or another. Several sites are below capacity and the inclusion of Sycamore will further deplete dimensioned resources that will be necessary to properly education our children. OVSD has been at the forefront of educational innovation and we have the accolades to prove it. Our community has seen fit to pass a general obligation bond to renovate our facilities. Furthermore we are a district emerging from a severe crisis, more determined than ever to provide a quality education for the children of our community. The addition of Sycamore would only serve to compromise these tremendous hurdles we have already overcome. And in the end, it is the majority of OVSD students that would pay the price. With most charter schools, there is a significant loss of accountability with to the public and many are left to operate without critical oversight which protects taxpayer funds. Several government reports tell horror stories of fraud, abuse, and discrimination that underline a broader issue of transparency when it comes to charter school governance. The handful of parents seeking this alternative would only redirect funds away from a quality established organization with accountability to the taxpayer. I humbly implore you to decline this appeal and thank you for taking this time to hear me out.

Bedell: Do we have John and then Jodee? Thank you, John.

John Whitfield: On the other hand, good morning, my name is John Whitfield. I have 24 years' experience teaching within the Steiner and Waldorf curriculum. Eight in the private realm and 16 in the charter realm. Both in Orange and LA Counties. I've witnessed many, many amazing successful children thriving because of the unique environment created by the culmination of the Steiner Waldorf curriculum and the more familiar public curriculum. In no other situation can children experience their lessons in such a vibrant way. Such as actually living and excelling in such time honored ancient Olympic and medieval games for instance. Activities that are tied directly to their classroom lessons and in cornerstones of history. Students also use their hands to

grow food to eat and build shelter from the elements. I wholeheartedly endorse the expansion of this form of education because of the strength of each one of these communities and the overflowing waiting lines at every one of them. Thank you.

Bedell: Thank you. Jodee? Followed by Kimberly Telfer-Radzat.

Jodee Brentlinger: Good morning board of trustees, County Superintendent Dr. Mijares, I am Assistant Superintendent Jodee Brentlinger of Educational Services for the Ocean View School District. I'm here this morning on behalf of the district because I feel it's very important for you to be aware of our concerns regarding the educational program proposed by the Sycamore Creek Charter petition. The school proposes a program on the well-recognized Waldorf movement. However, based on the review by the educational division committee including those involved in curriculum and instruction, assessment, categorical programs, Special Education and student services, the program set-forth by the Sycamore petitions fails to address all aspects required as the elements relative to the educational program including goals and objectives relevant to the states priorities. Specifically district staff was concerned about the gaps in learning that would result given the school does not plan to teach the Common Core State Standards according to grade level but that the standards will be addressed at different levels from those stated in the Common Core State Standards. A similar concern arose regarding where the petition states that students will not have daily mathematics and language arts instruction but rather practice of these core subjects will occur a few times during the week. Therefore, the quality of the instruction, the delivery of content, engagement of students in meaningful and purposeful activities, is teacher dependent and as such fails to offer all students the same consistent and comprehensive standards based educational based program. Also in its description of measureable goals for example, rather than provide objective means to determine whether students are making satisfactory progress, the petition sets forth metrics that do not focus on student outcomes or simply stated, their ambiguous or undefined. For example, it states students will attain grade level proficiency in the world languages and applied arts according to the Waldorf Common Core State Standards. Petitioners propose to use benchmark assessments as a tool for measuring progress yet they do not define what those benchmark assessments are or what factors are considered of those benchmarks. Also for students to demonstrate grade level proficiency in math, science and social studies the petition includes main lesson book assessments as a method of measuring student's achievement towards this goal. Not only is main lesson book assessment undefined in the petition but this assessment method was inconsistent with other areas of the educational program but stated the program would be slim, would utilize a slim reliance on traditional textbooks. In addition, the petition fails to address the educational program as it will meet the needs of special populations. While the petition states the charter, will...

N. Boyd: Go ahead and complete your sentence.

Jodee Brentlinger: I'll finish my sentence. Will comply with all mandates for annual notification for parents of identified English Learners, specifics of how each mandate will be implemented

and communicated are not given, nor is there a timeline or method for that notification. Thank you.

Bedell: Ok, we have Laurel Del-Pash, is that right Laurel. Oh I'm sorry, Kimberly, yes. Thank you. Laurel I'm deaf, please. Thank you.

Kimberly Telfer-Radzat: Good morning again. Talking about as we said, it's difficult to explain what Waldorf education is and people are sensitive and they want what's best for children. I think to reiterate, that a public charter is not a private charter and what makes Waldorf Waldorf, is not supplies but the students and the teacher and the relationship between the two. The fact that I would begin with a class of 7 years olds in 1st grade and have the same students through 8th grade says a lot to the commitment of the teacher and the relationship that's developed between the two of us over that course of time. It allows particularly in cases of Special Education time to look and see how are the children developing based on clear research, evidence based research that I can give you. And that a lot of which is already found in that study through Stanford. A main lesson is a 2 hour block that includes math and English review every day in ways that are open ended and accessible to all. And this is based what I would like to bring is based on the current research by Joe Boller at Stanford University as well who is a teacher, professor who is training teachers for public schools in the development of math which our schools could improve in. So the math and the English review comes every day. And then comes the bulk of the lesson which also includes movement and singing and playing recorder, fine motor skills, gross motor skills, things that actually don't require money from a budget. I could today with some colored pencils and some paper present to you a fabulous main lesson and I don't need anything to do that. If I have a yard and I have a yard with my students. So I don't know what's meant by the material's budget, I don't know I'm not a finance person, that's not my job, as well just to clarify the specialty teacher part; those people who come in and do handwork. The teacher is there, the credentialed teacher is there at that time as well. And that's why those people don't need to have the credential, they have the specialty but the credentialed teacher is there in the room at the same time. I'm gonna step back because I think other people have things to say.

Bedell: Laura and then Vyctoria Luong?

Laura Del-Pash: Good morning Board of Trustees and Superintendent. My name is Laura Del-Pash and I am the Ocean View School District coordinator of categorical programs. In December the Board denied the Sycamore Charter because the charter is educationally and fiscally unsound and approving the charter would not have been consistent with sound, educational practice. The issue before the county board is also whether approving this charter is consistent with sound educational practice. We know that your staff will undertake its own review of the charter and make a recommendation to you as to whether to approve or deny the appeal. While you are considering the charter we request that you also consider the districts findings. These finds were made after a very comprehensive review of the charter and recommendations by a committee consisting of district experts and legal counsel. Simply stated the charter does not include a

complete fully developed and consistent description of the proposed school and educational program. These flaws described in the resolution adopted by the district board are fundamental to the charter proposal; the quality of educational program that is proposed and the likelihood of success. The petitioner's responses to these concerns are inadequate. The petitioners acknowledged the mistakes and defects in the charter sent to the district board but indicated that the issues could be resolved through meetings and discussion. But it's not enough for the petitioners to say they are willing to make changes or modifications. This is the petitioner's charter. They wrote it and they are promoting it and they are responsible for ensuring it's educational, fiscal, and other soundness. And the charter that the county board is considering must be the charter as submitted to the district not a revised or modified version. The district and/or the county's responsibility is to consider what the petitioners are proposing, not to fix the charters defects or tell the petitioners exactly what to write or how to write it. Such an undertaking would provide no assurance that the petitioners themselves have the knowledge, experience, and expertise to open and operate a successful charter school. The document before you is the charter these petitioners choose to submit and unfortunately the proposal contained therein does not present a sound educational program and approval would not be consistent with sound educational practice. As such we encourage you to deny the appeal. And as an added note, I know you've heard some issues about English Learners and socio-economically disadvantaged students I personally, those are the areas that I assist with at the school district and reviewed the charter with my expertise and I implore you to look at those critically and the concerns that we stated in those areas. Thank you.

Bedell: Vyctoria? And then Miss Singer?

Vyctoria Luong: Hello my name is Vyctoria and I am one of the founders for Sycamore Creek Charter School. I have two boys...

Lindholm: Can you speak closer to the mic?

Luong: Oh yes. I have two boys, Tyler and Dylan ages 3 and 6. I am here today to ask that you approve the initiative because our community needs a public Waldorf education option. Public Waldorf resonates with my family because we want our children to be exposed to a balanced core academics which is very important in addition to art, music, movement, world language and imaginative play. Public Waldorf education teaches the child how to think, not what to think. Children are encouraged to ask questions and to think outside the box. Sycamore Creek will teach children that they are individuals and also a member of their community. Public Waldorf education emphasizes compassion, empathy, and socialization skills. Teaching these attributes along with academic learning will teach the students how to be compassionate towards each other. With globalization and jobs being exported even white corporate jobs are not a safe option anymore. I believe a public Waldorf education will help our children be resourceful and follow their passion to do what they want in life rather than to just follow a paycheck. My husband and I have devoted countless hours and energy toward the start-up of this initiative. We

believe in this education and we want to see it available to the community. I'm not only seeking education for my children and the other children in this community, I am also seeking a community for my family. Since discovering Waldorf we have met many families who share our values. A public Waldorf education will help families who can't afford the private option and bring this valuable educational option to more families that otherwise would not have had the opportunity. Thank you for listening.

Bedell. Thank you. Diane Carson and Patricia Singer. Who's next? Is Diane Carson next?

Patricia Singer: Hello Board of Trustees, Superintendent. As a district roundtable PTO president and parent of 2 students in the Ocean View School District I have the privilege of working and listening to incredible involved parents seeking the best opportunity for our students and all our children. As parents we want to ensure our kids receive the best education possible in a safe and fun environment and that is our drive all we do as volunteers. As parents we are our children's advocates and because of this I can appreciate and respect those who feel a charter school is better suited to their children. However, this is not something we need in our Ocean View School District and because of this Sycamore has no place in our district. When Sycamore submitted their petition and came to speak in front of our school board, I along with several parents were open to listening to the presentation with an open mind and really tried to understand what they were seeking. However after listening to their presentation they confirmed what we already knew, they were just seeking our local resources. We also were amazed to find out almost all of their supporting parents were traveling from outside of Huntington Beach. I spoke to several of them and asked them why, what was it that compelled them to come to our district; none of them had a straight answer. So why should we support a Sycamore Charter School who is seeking to take our local resources when there is little to no local support for it to be successful. I urge you to deny the Sycamore petition. During the Sycamore presentation they spoke about their on-hands learning environment, innovative, creative, sensory learning experiences, well we already have this in the Ocean View School District. You can especially see this in our newly renovated Lakeview Elementary School a STEAM school. Students are centered instruction were all students are immersed in a project based learning, providing them opportunities to think critically, be creative, problem solve, innovate, and be future ready. The vision is to foster independent, motivated, and productive leaders who are thoughtful, ethical, and information citizens in a global community. I stand here and not only represent myself as a parent but I represent 17 PTO presidents, PTA's, PTSO's, with that we are representing almost 10,000 families and when it was brought to the roundtable meeting as a PTO president there was a single parent there that said they were onboard for this. We urge you to please deny this petition. It is not something our community needs at this time and we are thriving and moving forward in a very successful way in our Ocean View School District.

Bedell: Diane? And then Margaret Friedmann.

Diane Carson: Hi good morning, my name is Diane Carson, I'm an elementary school teacher and I'm the mother of two young children 3 1/2 and 5 1/2. I myself attended public school from Kindergarten through community college before transferring to the University of Southern California. I went on to get my multiple subject teaching credential and a Master's in Education as well as a certificate in early childhood education. I love school. I thrived in school. I always imagined I would send my own two children to public education to public school. That was until about six years ago when I discover Waldorf education. I learned about this philosophy and I quickly feel in love with it. I completed a three year teacher training program to learn how to teach and the Waldorf schools and it taught me so much more about how children should be taught then my teacher credentialing program ever did or my own experience in public school. I learned things about how I learn; my own personal style. And I wish I had learned about this in Kindergarten instead of after finishing my Master's degree. One such example is how I memorize information. I was always taught to do flash cards; I struggled with rote memorization of facts. I was able to obtain my information but quickly forgot about it. And I know that's something that all children struggle with, or most children struggle with. So through my Waldorf teacher training I learned about a bunch of different modalities which I know that a lot of people know about but one such thing about how I memorize is I memorize through pictures. And if I had just learned this throughout my school year when I was so much younger in 1st grade, 2nd grade I would retain so much more information. So I have a story cause one of the big things about Waldorf education is the teachers present their stories to the children starting in Kindergarten all through the grades orally. It's a verbal type of education. So I have to memorize for Kindergarten stories verbatim that I tell several times a week for three weeks at a time and when I was first challenged with this I thought how am I ever going to memorize this verbatim. Then I was taught in my training program that you do it through pictures if you're having a hard time. So I do these just basic stick figure drawings that are color coded and I can memorize stories verbatim and retain them and remember them for months at a time. So I wish that I had learned that a lot earlier in my career cause I would have retained so much more of what I learned in my public school education. So I'm now in love with and an advocate for Waldorf education and I'd to bring it to our community and for my children to be able to have it, not just for the well-off people who can afford the private schools. In addition, one of the reasons I think that we decided on the Ocean View School District is because there are so many families. I am in Long Beach. There are families in Costa Mesa and Fullerton and Anaheim. And this is kind of a central location to all of that. We also have over 40 families that signed a petition in the Ocean View School District who would like to be part of our charter. Thank you.

Bedell: Thank you.

N. Boyd: Dr. Bedell?

Bedell: Yes?

N. Boyd: That concludes the 30 minutes.

Bedell: Ok, thank you.

N. Boyd: I know that you did call one other name.

Bedell: Yes, if we could finish with Miss Friedman and then we will be done.

Margaret Friedmann: Thank you, good evening Trustees. I am Margaret Friedmann, Ocean View Teachers Association president and a Transitional Kindergarten teacher at Sun View Elementary in the Ocean View School District teachers. Teachers like myself who are concerned at the possibility that our school board's decision to deny Sycamore Creek Community Charter School's petition could be overturned in this appeal process. We understand and have heard the petitioner's passion to open a Waldorf style alternative education school in our school district. The Orange County Waldorf School located in Costa Mesa provides the educational kind of program these parents are seeking. To provide this program for its students it requires an annual tuition of \$13,300 and additional material fees. The Orange County Waldorf School is located on a leased school site from the Newport Unified School District and they back Fairview Park. The location of Sycamore Creek Charter is leased property from a church space on Ellis Blvd. with no surrounding play areas and one palm tree that I could see from the street. This program requires, this Waldorf program style requires open space and a positive place for learning. The ADA funds they would receive for this charter would also not be enough to sustain the program that the petition is promising. The second concern we have is that I have heard from several teachers at the CAPO Unified School District where Journey Charter School resides this is a Waldorf style charter school, students who have attended the charter school in the early grade and then come back to the public school are not prepared to meet the educational challenges in the 4th and 5th grade curriculum and especially in the middle school curriculum that prepares them for high school. The Ocean View School Districts program provides, at Ocean View School District our teachers testified at the school board meeting and talked about amazing programs that our school district provides. Character education, differentiated learning, project based learning, Gath thinking prompts to guide comprehensive complex self-directed learning. Right from the beginning using Thinking Maps to encourage those visual learners. We have a STEAM (inaudible) school. We're going to be opening up a visual performing arts school. We're also going to be opening up a farm school. Thank you.

Bedell: That's our speakers.

Lindholm: Ok.

Bedell: Gonna go to the Board?

Chastain: That concludes the hearing for the Sycamore Creek Community Charter School. President Lindholm I now turn the meeting back over to you.

Lindholm: Thank you. And thank you to all the speakers who have taken time out of their day to come. All the little ones, is my mic on, I'm seeing people being able to hear me. Thank you all for coming and it's great to see all the little ones here. I do see an audience pretty full of interested parents. That's because it's a visual that's not reported in the minutes. That brings us back up to the Board members for questions. We have time for that now. Is there a Board member who would like the discussion? Trustee Boyd.

D. Boyd: Yes, a lot to think about. Yeah, it's probably a good idea. With respect to the Waldorf operations in Orange County, can you give me a ball park on how many are public charter schools and how many are pure private schools?

Unknown voice: Absolutely.

Lindholm: And please into the mic. And if you want your attorney there they brought there attorney you can have your attorney also.

Unknown voice: We do not have our attorney.

Lindholm: Ok

D. Boyd: Ok.

Unknown voice: But our teachers and one of our founders, Amy and Dorothy from Ed Tech, we would like to all be able to address their questions if appropriate.

D. Boyd: Ok, and all I want is a figure.

Unknown voice: Ok, so you want to know how many students, students at these schools?

D. Boyd: How many physical students.

Unknown voice: Ok, there are two physical facilities in Orange County. The Waldorf School of Orange County in Costa Mesa. That is a private school. And there is Journey School in Aliso Viejo. That is a public Waldorf Charter School. Those two schools in Orange County. One private one public charter.

D. Boyd: Over the past couple of years this Board has struggled I think with what constitutes sufficient detail in connection with an application. We've all attended workshops where twenty years ago a thirty page application was deemed to be sufficient. Now we get five-six hundred page applications. The comment was made about revisions to your charter at the county level. That's generally correct but about two years ago this Board did adopt specific policies on what time of supplemental information we would be willing to look at or may insist upon looking at and I encourage you to look at that.

Unknown voice: Thank you.

D. Boyd: Uh, I share Trustee Briscoe's concerns with respect to the fiscal viability of a school. I know you and many others in this room have seen some outstanding charter schools from an academic standpoint either go down in flames or find themselves in serious legal circumstances.

Unknown voice: Fiscal.

D. Boyd: With respect to the Chief Financial Officer description I would encourage you to re-evaluate the qualifications for that position.

Unknown voice: Ok. Should I comment?

D. Boyd: Yeah.

Unknown voice: Ok. Absolutely, that is one of the reasons that we took a hard look at the options for a back of house provider and given the budget constraints, especially with a small school starting, whether a small school could really afford a CFO per say. And in our conversations and working with Ed Tech over the last over a year to develop our petition and work hand in hand with not only that process but moving forward it is our understanding, Dorothy, maybe you can help me if this is incorrect but Ed Tech, should we continue our relationship with them can provide help at that CFO level per se at our board meeting. I may be using the wrong terminology but I agree and I know that our founders also agree and we do have one of our founders, Vyctoria Luong, I don't know if she's still here, she have extensive knowledge in finance, long-term knowledge but is that correct? About serving in that capacity?

Unknown voice: Right, right. So we would be the outsource CFO and there is no CFO in the budget, so. It wasn't...

D. Boyd: Ok, alright.

Unknown voice: It would be an office manager that we would need and it's my understanding...

(Inaudible)

Unknown voice: Ok, yes.

D. Boyd: Ok, I would like to thank both you and the district. This is probably, from my personal standpoint, I think I've received more useful information this morning than in any other charter petition we've heard over the last few years.

Unknown voice: You're welcome. Thank you.

Lindholm: Dr. Bedell. Would you like to go next.

Bedell: Yes please. I wonderful if I could have the Superintendent join the people at the podium please cause some of my questions are direct to the staff.

Lindholm: All of them?

Bedell: Oh I don't care, I don't care. My question is for the Superintendent. How many charters do you have in your district?

Carol Hansen: We have no charters at this time.

Bedell: You have no charters. What was the board vote in denying this charter?

Carol Hansen: It was 5-0.

Bedell: And you have a 5 person board?

Carol Hansen: Yes.

Bedell: So it was unanimous against?

Carol Hansen: Yes.

Bedell: Ok, thank you. Now for the participants. You say in your proposal you want to start this coming September. How realistic do you think that date is given where you are now and what you need to do to open? How realistic is that September date?

Unknown voice: We believe it is realistic. (Inaudible) I mean it's impossible to say 100%...

Bedell: Sure.

Unknown voice: but very, very realistic we have been growing in terms of our community outreach. We did submit to the district as well as to the county signatures of 80-90 parents, more than half of which I believe came straight out of Ocean View School District. The location that we're looking at that we-we don't have a letter of intent but we have extremely good rapport with that facility.

Bedell: Is that a district facility?

Unknown voice: No it's not a district facility. But it is zoned for use and we believe that, part of what what the reality is is that site lies exactly on the border of HBCSD and Ocean View School District. And then about a block the other way south is Fountain Valley School District. So we have Vyctoria Luong, one of our founders, who lives right across the street but she's technically in HBCSD. We also have on our founder's members of Ocean View School District and lots of community members. I personally live in Fountain Valley School District but 5 minutes from that facility. So that really was the, you know when you're writing something you have to start from something so we started with this site. We looked at the site. We looked at how viable a budget was. How many students it could accommodate. What was the likelihood of being able to secure a lease with it and we also are working with Lee (?) and Associates closely with a partner. We have a community member who's here today who is connected us with a partner, a vice-

president of Lee (?) and Associates who knows and has their fingertip on much of what's happening. So I also have a map, I guess I'm not supposed to give that to you.

Bedell: I think you've done fine for me so far. I'd like to go to page 3 of the twenty again for the Superintendent. Thank you, by the way, I think your board can be very proud how your staff has handled itself today in terms of presenting and the collegiality and I appreciate that. I am concerned on the top of page, in my document, on page 20 it says in their proposal several more phone calls and requests for in person meetings were made to the Superintendent's staff and board members with no response. Could you address that? Cause we like you know if this is approved we want to be sure there's good relationships in the community. So that sort of bothered me and that's an allegation and I'd like you to address that.

Carol Hansen: I do not; I did not receive any calls personally from the petitioners. Our educational services division did and they did respond to them.

Bedell: Ok. Ok, now.

Carol Hansen: I'm not aware; my board members have not reported to me that they received any personal calls.

Bedell: Ok. Thank you. On page 5 of 20, for the proposers. I'm not, it's my ignorance. I'm not, the difference between a practice period and regular instruction. That was confusing to me.

Unknown voice: Yes.

Bedell: Because I read it and saying they do a lot of practice but no instruction. That was one of quick thing. And that was addressed in sort of your comments earlier.

Unknown voice: So it's the lingo that's a little tricky. So the day starts with a main lesson which is two hours and that is a block. So 3-4 weeks of a block of grammar or a block of history or a block of whatever. Then comes snack and you generally have two lessons before lunch and two lessons after or depending on your timing how that works. And in those lessons after the main lesson is when you would have music and movement, games, and because you start small and we probably don't have a budget for all of these things the teacher does them herself or himself/himself. There will be periods that are specifically devoted to math. You know, and so you'll have in a week you've got 4 blank lessons to fill in and that's why there's a little bit of variability if you're going to have music one week but not the next week how that's how it works. So you'll have maybe two math practice lessons meaning this is a time when the material that has been presented in the main lesson, whether it be that day or whether in the past is brought back up. So it's brought back up so that improves memory and retention and you might play games with it or might do a project with it or you might build a house if you're studying measurement. And those things get built in. Then you also have the language arts so where you would have that period that you would have a reading group and people are reading together or

working on a written something or nother to support what's already been taught. It's always first taught in the main lesson block in a real deep way and then you come back with it later.

Bedell: Okay, that's very helpful, thank you. Ron? Ron. The proposal says on page 8 of 20 that the district is alleging that petitioners are demonstrably unlikely to implement the program set forth in the petition. A very short discussion of insurance obligations. How does that impact this board?

Ron Wenkart: Well insurance is very important because we would expect if something goes wrong that the charter school is going to reimburse or indemnify this board so that this board doesn't have to pay any liability out of its own budget so we want to be sure that they have sufficient insurance to cover it. Because there's all kinds of things that can happen in a school. So there should be sufficient insurance to cover it. And I haven't looked at the exact numbers but there should be the insurance coverage should be in the millions and if it's not then it's not sufficient.

Bedell: Ok, thank you. Thank you. I'm almost done Madam so thank you for your patience.

Lindholm: No that's fine. Good.

Bedell: SELPA, SELPA, SELPA. Ok, so on page 11 of 20; maybe I need somebody from our office on SELPA. Would that be Renee? Who would be SELPA? Yes. On page 11 of my booklet it says, "As stated in the charter position SCCCS plans to be its own LEA member of a SELPA for purposes of Special Education and will apply to multiple charter SELPA's. Wish my new caps would work. It's uncommon for 1st year charters to be excepted however, if SCCCS is approved by OVSD but does not get accepted into SELPA the school readjusts the budget to accommodate the districts...what does all this mean for us.

Rene Hendrix: I actually they have applied towards the El Dorado SELPA. They have applied for SELPA

Bedell: So that's in process. Ok, that's good to know.

Hendrix: Ok.

Bedell: Thank you.

Hendrix: They're in process, right. Yeah.

Bedell: Ok. I maybe Trustee Williams is going to get this because he's our expert par excellence on Common Core. But when I read this one of the things I understand about Common Core is that a kid who moves from Little Rock into Fountain Valley in 4th grade is going to have a much more seamless move than he or she would have had 10 years ago. That's one of the goals of Common Core. Military families, whatever. Doesn't mean you lockstep. When I read this piece, particularly on page 12, I didn't get a sense this Waldorf program was aligned speaking of

ESSA, the new reauthorization that it was aligned with Common Core but would facilitate movement. So I need some help on that, is that fair?

Unknown voice: So the alliance for Waldorf education has lined that up, I don't know if you have that, so you can see what happens when for each. And there are a couple of spots where it might be different so if a child were to come from the outside into a Waldorf inspired school in 2nd grade they would not have been exposed to addition, subtraction, multiplication, and division which we do in 1st grade all at the same time. Going the other way some of those things might be common in one or two areas. But a lot of it is the same. The California History curriculum in the 4th grade is the same. The United States History part comes at roughly the same time. The skills based. Some of the, there are a couple of things that might be off by a year.

Unknown voice: And it's really um the discretion

Lindholm: Could you be in the mic please.

Unknown voice: I'm sorry.

Lindholm: Thank you.

Unknown voice: But so there's discretion built in to be more or less aligned. Well, we've roughly...

Bedell: Do you see where I'm going here is how do your kids...

Unknown voice: Absolutely.

Bedell: ...get in line with testing that's going to happen down the street in other districts? See what I'm saying by that?

Unknown voice: Yes.

Bedell: Cause if they're over here and the test is over here I can see why the districts might be concerned about that.

Unknown voice: I can see that too. And testing is testing. I think a Waldorf school, I know, cause I've taught in a Waldorf school for 15 years, what a Waldorf school develops in children is excellent executive function skills meaning that their ability to adapt and to meet what's being asked of them is excellent. So a student may not know, ok they'll come to a multiple choice test and maybe they've only experience it once or twice because we've done it just so you know what it is, however, their ability to go, okay, I can figure this out even if I haven't been taught is really high. And that's our point in our curriculum. Is how can they be ready to meet anything that they're faced with regardless...

Bedell: So that goes back to your 3 C's.

Unknown voice: Yep.

Bedell: That you have earlier in your proposal. Finally, my last question. You've been so patient.

Unknown voice: I would love to point you as well to Ocean Charter School in LA County who I don't have their numbers in front of me as far as testing but I believe they test very high across the board and Journey School also. So, I would say all the members of the alliance for Waldorf education we would want our students to do well obviously and test well and we have assessments built in and that's why we have an L-pack as well.

Bedell: Just finally in a sentence, one of the things that I'm very interested in this equity? And one of the things I'm very interested in is that Special Ed kids get their chance to be on a level playing field. So as we go to the next step reviewing this those two things are going to be essential for me and I would just like to close with one thing. You say that the parents have to commit, the ideal, is 40 hours per family, not per child, right?

Unknown voice: How did we come up with that?

Bedell: I don't want the word police but how do you? Is that suggestive? It's auditory?

Unknown voice: It is. It's about 1 hour a week if you average it out. It's suggestive. It's per school year. It's just absolutely suggestive. It's only to build community and we would love just to partner, really, that's what we're going for with that.

Bedell: Thank you, thank you for the district and everything.

Lindholm: Thank you, Trustee Gomez.

Gomez: Thank you. I have several questions and many of them have already been answered but I was a little fuzzy on the plan for training staff going forward and the hiring process. In looking at the founders, the bios and then the little graph there, it didn't seem to line up for me. And so I don't know if the bios were a little thin that didn't demonstrate the expertise in that grid. Cause I had some real questions there. The other thing the teachers and the people that you plan to hire, how many of those have public school experience versus Waldorf experience?

Unknown voice: It is very hard to find someone with both. It's a challenge across the board. But that's why we were hoping actually, we were hoping to be approved earlier then we'd have more time and this is where we are now. But the ideal is that you have both and we have many areas in which to advertise. So there are places nationwide that you can put up a posting. I need this, this and the other. Both are also, the Waldorf training is available here locally so people can enroll in that right away to begin that sort of training and every summer, every teacher has to go to a teacher training because you are doing a new curriculum each year. So that, you have to do that. It's part of your hire and what you have to do. And in addition, people have to be either

have a California teaching credential or they to be getting one. I mean it's the rule, it's the law. So it has to be followed. And it's a challenge.

Gomez: The reason I ask that question is because in my training when I was trained from the school of public health we were always taught to go to places graduates from our school and I didn't think that was the right thing to do. I wanted to see comparisons. I wanted to see if the way we were actually trained was the best way. So this is why I'm asking that question. Excuse me. So if somebody has grown up so to speak and their experience is mostly Waldorf, how do they know, how do they compare that with what's being done in the public schools. And that was my question. And I don't know if you can answer that but that's where my concern is.

Unknown voice: And that's my training, my job too. I mean my job in the school partly is that because I have my credential. I've had my I got it at UCI. So I have that and I have the Waldorf training so my ability, my role is a lot of mentorship, to be in the classrooms, to be in there every week with the teachers to make sure that they can recognize this is how you need to do stuff in a public school. These are the standards that we are looking for and you can't just do whatever you want.

Gomez: Yea. But you're one teacher and you're looking at starting with 145 students though.

Unknown voice: So 5 teachers. So...

Unknown voice: So I got my credential back in 2007 and I taught in the Bellflower Unified School District for 3 years; Kindergarten and reading intervention. So I'm coming from that public realm into the Waldorf realm because what we were doing in Kindergarten standardized testing. My Kindergarteners in October when they'd been in school for a month and a half, giving them a fill in the bubble, ABCD, you know test, seemed innately wrong to me and it wasn't that they couldn't do it it just seemed like there had to be a better way. So when I had my own children I decided to seek out what else there was cause I wasn't taught about Waldorf education, or even Montessori or (inaudible) or any of these other kinds of credentialing program. So like you I didn't know that they existed. I didn't know if there was a better way. Cause that's what I was taught in my credentialing program. So the more I've learned the more I am seeking it out and I would like to educate other people. So everyone is going to be coming with a public school credential. It's the Waldorf they might be lacking and that's what we're going to have to educate them on.

Gomez: Ok, well I'm looking for experience, not just a credential.

Unknown voice: Experience with Waldorf? Experience in both. In the Waldorf field and in the public field. But I just want to mention quickly that many teachers in the Journey School have gone through the local training, the local Waldorf training that is available to them and I know there are other particular avenues that educators are trying to form. For instance, Claremont University is trying to put together a multiple credential program that also satisfies the Waldorf

teaching so that they can achieve both of those at the same time and have a mentor. So there is a strong movement to achieve both of these and have teachers coming in well prepared for both.

Gomez: Ok, could you address...it came up but I don't know that it was actually addressed about the \$450 per student. I mean you're trying to do a lot of activities with things and I'm struggling with that \$450 per student number.

Unknown voice: That's just instructional materials. So that doesn't include like classroom furniture.

Gomez: Oh I understand that.

Unknown voice: So we can provide with hopefully not, we wouldn't be giving a (inaudible) vision by providing but an itemized breakdown of those materials. We are very confident that that is actually enough. I know it sounds crazy. But like one of these is around \$5 and we need how many.

Gomez: But you're talking about things like baking and the botany and all those kinds of things. That's not a \$5 notebook.

Lindholm: You can speak but you need to be at the microphone.

Unknown voice: Can she come up? Ok, thank you. She didn't give her chance to fill out a card.

Jessica Pratt: Thank you, hi, my name is Jessica Pratt. I am a professor at UC Irvine in Ecology and my daughter is in the Waldorf School of Orange County in Costa Mesa this year for pre-Kindergarten. And we are completely priced out. We are renting out our master bedroom to pay for preschool because we want a Waldorf education for our children. And my comment was simply that that \$450 fee is something I would be more than happy to pay for any chance at having this kind of education for my daughter and it's actually a little bit more than what we pay right now which is a \$350 supply fee for all of their instructional supplies. So I'm more than confident that that's enough. I don't know if that helps answering that question but putting a dollar value, yeah. It doesn't include text books which...

Gomez: Ok.

Unknown voice: An itemized breakdown of where those \$450 would go is something we have and can provide.

Gomez: Ok, that's fine.

Unknown voice: It's totally absolutely doable.

Gomez: Alright. I'd like to address the volunteer hours. Is that reasonable if you're trying to reach a group of people and perhaps they may be lower socio-economic. You've got parents maybe working two jobs.

Unknown voice: Absolutely.

Gomez: Working very long hours. How do you propose that they volunteer and get their 40 hours?

Unknown voice: Absolutely, that's a realistic concern. Not everybody has that availability. A huge part of what makes Waldorf is the choice, is the passion for this. And even given that, there's absolutely such a community feel, not, in part of it they're encouraged parent involvement but no child will be excluded from SCCS or school activities due to failure from their parent or legal guardian to fulfill those 40 hours. Another way that they can be fulfilled though is simply attending or helping with festivals which you may not have you know a regular amount of time per week but there are so many alternative ways to get those hours in, those community hours. Many, many choices.

Gomez: Ok, thank you.

Unknown voice: They could do take-home packets. Something that they could do at home. Take home and staple things. I know it sounds funny.

Gomez: Alright, ok. Thank you. Could I get Ocean View to come back up? Maybe just the Superintendent probably? Just a clarification. It sounded like the PTO/PTA president alluded to something that I didn't see anywhere else. She mentioned the STEAM school.

Carol Hansen: Yes.

Gomez: Could you elaborate on that choice for parents that may not be aware of that? And me actually.

Carol Hansen: Sure, actually in the, our school was recently modernized. It actually had been closed for two years and was recently modernized and the school district made a innovative choice to purposely repurpose the school as a STEAM school and it was opened this fall and we welcomed students from around our district as well as the neighborhood as well as people from outside of the district and there is space at this school. Our teachers have been exclusively trained in the curriculum where it is intentionally imbedded. There is STEAM, science, technology, engineering, arts, and math that is imbedded through all of the core curriculums. There is a different schedule. I like to think of it as a actual different way of teaching and addressing learning. It looks, it feels, it smells, it sounds different when you visit this school. There is a different schedule where there is explicit time for project based learning and exploration. As I said the teachers are trained, there's parent involvement, there's parent evenings, there is all the way from T-K to 5th grade. And I urge people, you know often times

schools will say we're a STEAM school cause we have a STEAM lesson over here. I feel confident to say that we have imbedded this and it is intentional and it is throughout. And I invite any of you to come visit this. I feel that is probably one of the only fully integrated STEAM schools in Orange County for K-5.

Gomez: Ok, alright, thank you. That's all my questions for now.

Lindholm: Thank you. Trustee Williams.

Williams: Every, each and every one of us up here at this board dais have a philosophy of governance and one of my being a person who loves history, one of my governance philosophies is what was said at the Gettysburg address by Abraham Lincoln when he said that this is a "government of the people and for the people and by the people." And when you kind of look at what's happening here, this charter is definitely unique and its different than any of the other public schools or maybe even perhaps the other charter schools that we've had come before this board and perhaps 21 years ago when I first came on this board I would have been against this charter school but in my 21 years of being on the board and learning more about education and learning about the needs of kids I've broaden my definition of what is an acceptable curriculum. The Waldorf curriculum I don't see as offensive. It's different. May not be for me but you know this is government for the people and the parents and the people and the parents who are involved in this program particularly want to put their children into this program and I thank the social ecology professor from UC Irvine who came up here to give her thoughts on this but she's a very educated person and she loves this program. She knows more about education than I do. So these are the type of people we put our trust in when we make the final decision. To me it's going to come down to the fiscal issues and that's where Ed Check, you guys, you folks have to come in and you have to prove to us that this is a viable foundation that financially they are going to be able to meet the budgetary needs. To the parents who are here let me just say that the educrats and the government education cartel that you see before you is very typical. They've always opposed me. It's always the PTO's, the unions, and all those who have special interests in education and controlling the monopolies that come against charter schools. But let me just say I commend you for what you are doing. You are the parents; you are the ones who raised your children and thank you for doing what you do. I'm very honored that you came before us and you presented this and I'm very respectable for what you are doing. I think a couple other questions I have for the Superintendent. It was asked of her if the petitioners reached out. I must admit the petitioners you guys are rather new at presenting charter schools. This is probably your first charter school presentation. It would have been good to reach out to other people at the board level and the administration level in the district. I think that would have been good. But let me the Superintendent, did she ever reach out to the petitioners?

Carol Hansen: I did not.

Lindholm: Oh would you be at the mic? Thank you. I appreciate that.

Carol Hansen: As I mentioned in my comments before I did not. I directed that to my educational services division.

Williams: Very good. And on the issue of Common Core, my good colleague Dr. Bedell, we have been through this a few years ago and we know it quite well. And he brings up the issue of the seamless move from one school to another and I'm still, I think the story's out, does Common Core provide a seamless move from district to district or state to state. I don't think it does. I never thought it would be so that's not an issue for me and with that I'm done with my comments.

Lindholm: Thank you Dr. Williams. And again I want to thank each and every one of you for coming. I know you are here thoughtfully. We have the educators here. We have the parents here. We have a lot from the heart here. It is a different school. I see that there are no charters in Ocean View which I find a little interesting but I do appreciate the governance that they do have. One I'd like to talk finance. Dorothy Lee, is that correct? So you are providing backroom services is that correct?

Dorothy Lee: So that's the plan. Right now we're just contracted to do the petition budget.

Lindholm: So what your plan is I heard some comments about the possible person who would be tasked with keeping the management at the school but you would be providing monthly budgetary. Tell me what services you provide if they contract with you.

Dorothy Lee: Ok, so it's accounting, accounts payable, payroll, the attendance, the budgeting, forecasting, cash flow, monitoring, all the compliance like the grant reporting. And then we also put together like the board packet, help put together the board agenda's so that they are Brown Act compliant. We attend the board meetings and put together these Power Points that clearly show like how the spending's going, where the risk area is, how attendance is tracking.

Lindholm: So you provide that service, contracted...

Lee: Yeah.

Lindholm: ...on a monthly basis so that information would be given to the board members on a monthly basis. Would that be available also to the parents of the school?

Lee: Yeah.

Lindholm: Would that be on the website?

Lee: Yeah, yeah, yeah. I mean we could provide, we have an online accounting platform so I mean at any point someone can log in but if it's not reconciled yet, you know, so it may not completely up to date. Like in terms of the cash balance but we do that every single week. So I mean in any point in time you could see the financials but normally if they have a monthly board meetings that's when we put together the packet.

Lindholm: Ok, so that would be provided to the board members monthly.

Lee: Um hu.

Lindholm: And that would also be provided to the board of education if they so requested?

Lee: Oh, of course.

Lindholm: Ok.

Unknown voice: You contract for two years, the initial contract?

Lee: Yeah.

Lindholm: And you're experience with this firm is 7 years is that what I heard?

Lee: Nine

Lindholm: Nine years? Ok. And you do several schools or school districts?

Lee: Yes, all charters. We only work with charters.

Unknown voice: And you work with (inaudible)

Lindholm: Would you move to the mic please.

Lee: Oh no I work with the founder.

Unknown voice: (inaudible)

Lindholm: Ok that was one of the questions that was raised here today by several of the speakers so I wanted to address that. I looking at the response from the charter after it was sent to the district. It bothers me a little bit when I'm reading on page 3 that several more phone calls and requests for in-person meetings were made to the Superintendent, staff and board members with no response. And then it says something about trying to do this for over a year. Let me see if I can find that. I believe that's in a different location.

Unknown voice: Might be at the end.

Lindholm: I think I'm very, it's very difficult when we approve charters. We go over them with a fine tooth comb. But I'm very proud of our staff. They do a great job of being there and being accessible in answering questions so just hopefully in the future if you're having charters apply that I see that there were in-person meetings and phone calls returned it's not a good practice in transparency to say we're not meeting with you. That's just a comment. I looked at the

Bedell: Madam Chair you're talking about the district not us.

Lindholm: I'm talking about the district. No I'm not talking about...

Bedell: Ok, I wanted to be sure that the audience didn't misunderstand.

Lindholm: Yeah, this is on page 3 of 20 where they're saying they made numerous phone calls and requests for in-person meetings to the Superintendent's staff with no response. So I liked at some of the reasons for denial. I think some of them are not very strong. One talks about site maintenance, one talks about lunch. That's kind of interesting. But also in terms of math. What I was looking at and what I'm hearing in different forms is you have a 2 hour block period where you teach the basics. The regular, and it says here, "these rigorous daily lessons guarantee students opportunities to learn essential standards and sharpen skills." So the other were the practice periods were augmenting. Is that correct or incorrect?

Unknown voice: No that is correct. Those are augmented practice periods. One example would be the use of bean bags in a practice doing times tables. Its (inaudible)

Lindholm: And that's an augmented.

Unknown voice: It's an augment. It is added.

Lindholm: But daily math.

Unknown voice: Yes. Absolutely.

Lindholm: Ok. Because that was criticized here in the denial and that doesn't seem to be the case. I want to clarify one of the speakers spoke to that point. You addressed on the SELPA with El Dorado. Thank you for asking those questions. Oh, I'm also seeing in here, I know that the submission is the submission that went to the district. We have as Trustee Boyd said implemented a policy where we can update financials and a few other items like that and we do have that information. Sometimes where we're have charters come they'll lose their grant because they've been denied and it's past the grant period. So the updating of the financial is relative to that period. You said the grant was not included in your financial balanced budget for 3 years. Is that correct? 5%...

Lee: (Inaudible)

Lindholm: I'm sorry will you be at the mic?

Lee: Yeah.

Lindholm: With a 5%

Lee: There is still a 5% fund balance even though we did not include the start-up grant.

Lindholm: Ok. So if you included at some point and they received that they would be in a better situation but they're already at 5% clear for 3 years.

Lee: Yeah, correct.

Lindholm: Thank you. I'm also seeing that you are open to a separate MOU if the board...that's a memorandum of understanding. But we might want to see a transcripts of board meetings or those kinds of things but I think I see this here on page 15.

Unknown voice: Absolutely, page 15

Lindholm: Page 15 towards the bottom? Although it's not required by law you might be able to agree to a few more...

Unknown voice: Yes. Um hm.

Lindholm: ...conditions with an MOU.

Unknown voice: Yes that last sentence...

Lindholm: (inaudible) that might address the insurance issue that we have an adequate level.

Unknown voice: Yes and I believe in correspondence and clarification questions with the county. Some of those questions hopefully have been clarified. We have answered those with written responses specifically addressing that.

Lindholm: Ok. With that, so right now you have a site in plan. A 7,000 square foot site is that correct?

Unknown voice: That is correct.

Lindholm: And are you operating there at all now?

Unknown voice: We are not operating there now.

Lindholm: Ok, so you're hoping to start in fall of 2017?

Unknown voice: 2017 yes.

Lindholm: Gonna make sure on that one. All right. At this point what we'll be doing is closing this session. Our staff will be, and they're wonderful. There just terrific people. We'll be asking you more questions, more information. They might be going back to the district and asking them for clarification on issues and then at the next meeting is when the determination will made and you'll be getting more information on how that works and the situation at that point in time. Do you have any questions for us at this time?

Unknown voice: Only that, more of a statement that if there is any clarification that we can provide further on any of the items mentioned today or other matters that come up, we are open and happy to do that.

Lindholm: Yes, Trustee Boyd?

D. Boyd: I'm looking at the calendar for our next board meeting I believe is in about 3 weeks.

Lindholm: Yes it is.

D. Boyd: Is that going to give our staff adequate time to put together a comprehensive report?

Lindholm: Which you like to address that?

N. Boyd: We actually dialogued with the petitioners with regards to the fact that the meeting was so close and we gave them the option of delaying 'til April and they declined that. They want to have the action taken at the March 8th board meeting.

Unknown voice: Can I just add to that correspondence regarding that. We had a verbal conversation and then a follow-up email and the verbal conversation we talked about adding the caveat that if it made sense that the county would like more information and the timeline was not sufficient that we could potentially extend it. We would have that discussion again.

Lindholm: Yeah, that makes sense. I think what we've done as a practice if both the board and the applicant would like to extend it to the next meeting then that is agreed upon and it can go to the next meeting. It will not go past that meeting but it can be extended to that meeting if both parties agree.

Unknown voice: Thank you.

Lindholm: And again, I think what we'd like to do now is take a break and let you all go back to those beautiful, beautiful children that I see in the audience. So we're going to take a 5 minute break. Thank you.

Unknown voice: Thank you.

Lindholm: Oh it is lunch. So we will take a 30 minute break. So we will be...

Wenkart: Ok we're reconvened.

Inaudible

Miscellaneous voices and moving around.

Lindholm: We're back from closed session and we have an announcement to make.

Wenkart: The Board met in closed session on the 2 items that were mentioned earlier; the Anaheim lawsuit and the potential lawsuit involving a foundation. There was no action taken by the Board.

Lindholm: Thank you. Ok then we'll just wait for our other remaining Board members and move forward when they come back to the table. Thank you, Renee.

No conversation

Lindholm: Do we know which one? Do we know which color?

Bedell: McKenzie Rogers

N Boyd: Names are...

Lindholm: Which color with gold...

N. Boyd: It's on the first page after, when you open it.

Unknown voice: It's the pink one. Should be the pink one.

Lindholm: The one with the fold?

Unknown voice: Oh no the pink one is the one we're on right now.

Lindholm: No I wanted to know which one was to pull. What color?

Unknown voice: Teal

Unknown voice: This.

Miscellaneous voices

Unknown voices: 1. I don't know if they're going to pick up lost and found. 2. Yeah, probably best to have it with ya. 1. Might as well.

Lindholm: Did some other board member have to leave soon too?

Miscellaneous conversations

Lindholm: Ken is still here. David said he'd have to leave.

N. Boyd: He's gone.

Bedell: I wonder if it would be possible to move the consent calendar?

Lindholm: I think we could do that.

Bedell: I'll move it.

Williams: Second it.

Lindholm: All in favor?

Multiple AYE's

Lindholm: Any opposed?

Bedell: And I would like to move number 9 changing the Board meeting for June 21st to June 28th.

Lindholm: Well it's got a couple different dates in there.

Bedell: Ok, what is the staffs, what is the Board members preference?

Lindholm: Can any of the Board members, we've moving to number 9, the June meeting. I cannot be here the week before. The 28th, 29th or 30th are all doable. We have to approve the budget by the 30th.

Bedell: Right.

Gomez: The 28th, was that on the table?

Lindholm: The 28th is on the table?

Bedell: Does that work for you?

Gomez: Yeah, I can make that work.

Lindholm: Well thank you and I can do the 28th so um...

Bedell: That will be my motion then Madam Chair for you.

Lindholm: Ok, I will second that. All in favor?

Multiple AYE's

Lindholm: Any opposed? And David. So that's a 4-0. David Boyd is not here.

Bedell: And would you like me to move number 10 while we have this time?

Lindholm: Yes please.

Bedell: So moved.

Lindholm: I'll second item number 10. Any discussion or can we have a vote on that?

Williams: Discussion.

Lindholm: Yes please.

Williams: The document before us is making a recommendation to approve national holidays. Are these singular, multiple resolutions, or are they one single one recognizing all these.

Lindholm: What would be your preference?

Bedell: I think Mr. Williams, Dr. Williams, your raising an interesting question. It seems to be there is more umph from what we do with this singular as opposed to getting buried in a dozen. And it's not a big deal. They can go on the consent. We have boiler plates I'm sure for a lot of these that we've already done so my recommendation would be that be separate resolutions.

Williams: Separate resolutions. I concur with that.

Gomez: Just for clarification. So you can approve these now but then they'll go back on the calendar.

Bedell: That would be the intent.

Gomez: So we're not going to approve it as the way it's prepared now. Or are we gonna put...

Multiple voices

Lindholm: Yes. They will just show up on the calendar as approved resolutions.

Gomez: I'm ok with that.

Bedell: I'm ok too.

Williams: Is the staff going to create the actual language for the resolutions?

Bedell: They have in the past for a lot of them.

Lindholm: We can ask them...

Bedell: Inaudible

Lindholm: We can ask them to do that. Staff are you willing to do the, I think there's 10 federal holidays. Resolutions on those for us?

N. Boyd: We have an option?

Laughter!

N. Boyd: I mean the world it was worded was...

More great laughter!

Lindholm: Would you be so kind as to...

Gomez: Would the staff be able to...

N. Boyd: So instead of clustering them you're saying individual?

Lindholm: Individual.

Bedell: We're going to pull the (inaudible) of today and when the month comes up there will be a separate resolution. And some of these we've already done so they're going to be cut and paste and change date.

N. Boyd: But we've never done resolutions for these individually so trying to come up with what actually goes into the resolution is what (inaudible) is referring to.

Lindholm: Yes. And maybe the Federal Government has some pretty good wording.

Williams: Boiler plates.

Multiple voices

Lindholm: I'm sure they do for the 4th of July and Veteran's Day and Memorial Day. So I'm...

N. Boyd: Yes, we would be very happy to do that.

Lindholm: Thank you so much. All right.

Laughter

Lindholm: Your motion is second before us to approve resolutions for the federal holidays all at once today and then they will come back with the actual wording...

Williams: Individually.

Lindholm: Individually. All in favor?

Multiple AYES.

Lindholm: Any opposed? Any abstentions? Motion carries.

Bedell: And you could give me...could you enter into the record a very nice statement for Jack for facilitating the movement of this agenda?

Laughter

Williams: I second that.

Lindholm: Ok then. So we had the consent calendar. Do we need to do anything on these items?

Bedell: (Inaudible) are in the closed sessions.

Lindholm: They've already been reported on in the closed session.

N. Boyd: Are you ready to go back into closed session?

Lindholm: Yes we are.

N. Boyd: As soon as you announce it then they'll bring them in.

Gomez: I'm going to excuse myself.

Lindholm: Ok so we're losing one more Board member? And we will have security on this one?

Williams: Be safe out there.

N. Boyd: No.

Inaudible voice

Lindholm: That one is resolved.

Unknown voice: That was the prior one.

Lindholm: All right, thank you. All right. So. We're bringing the next one...Now my title's upside down.

Multiple voices and laughter

Bedell: Why not fill the vacant time, right?

Lindholm: While we're waiting do we want to hold over the report on FCMAT to the next meeting?

Williams: I'm fine with that.

Lindholm: Ok, I'm looking at Nina. I think we're looking at holding over the FCMAT report to the next meeting.

N. Boyd: That's up to you.

Lindholm: I think we have, we don't need to vote on that, that's agreed to, yes?

Bedell: Perfect.

Lindholm: Ok.

N. Boyd: Ken had requests so we can hold it over, that's fine?

Bedell: Yeah.

Lindholm: I think that makes more sense and I think that will be helpful too with everything else going on.

N. Boyd: Is that the only one? In the discussion?

Lindholm: Yeah, that one I haven't done. I think I can cover that one pretty quickly.

Unknown voice: I think so.

Lindholm: But probably not at this time.

N. Boyd: Well, we can give you a date at the next meeting so if you want to hold that over too. It doesn't matter. It's up to you.

Lindholm: I'd like to mention it. I can mention pretty quickly.

Lindholm: Ok we have this...I think with that we will be lacking a quorum so we will be adjourning the meeting.

Unknown voice: Thank you very much.

Lindholm: You're welcome.

Multiple thank you's and voices.

Lindholm: Ok, that adjourns the meeting automatically.