

## **Orange County Board of Education Meeting – 6/7/17 – Transcript**

*(Sound of voices – gavel)*

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

Lindholm: Hello, welcome to our Orange County Board of Education meeting. Welcome to all of you on this drizzly day out there. Regular meetings are held each month at 10:00 am unless otherwise noted. 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, available at the table by the door. Please submit the completed form to our clerk of the board right here. Each individual will be allowed three minutes per person per meeting and may not give their time to extend for 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 will be asked to leave pursuant to Penal Code Section 403. Board agendas are posted online. I want to welcome you all today; it's going to be a very wonderful day. We will begin today with an invocation led by Rick Martin, if you'll come forward, thank you, and the Pledge of Allegiance by our superintendent, Al Mijares.

Martin: If you could join your hearts and minds as we lift up our thanks to our god. Heavenly father we thank you that you are a god who calls us into praise and thanksgiving. We are thankful that we live in a country that's free. That is defended by men and women who give their lives to support our freedom. We thank you that we are living in a nation where we can provide a free education. We thank you for the men and women who served to provide the education within this county. For the leaders, for the board, for the superintendent and for all who come today to support, to encourage, that our students would be prepared for college and career in their life ahead. We thank you that you are a god of mercy and grace. That you bless the meeting, give us wisdom and discernment in the decisions that need to be made and thank you that you are a god of grace and love. Amen.

Several amens.

Lindholm: Thank you.

Mijares: Let us salute our flag, hand over heart. Ready, begin.

Many voices: *I Pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.*

Lindholm: Thank you. I think I forgot to say silence your cell phones. 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?

N. Boyd: Trustee Williams will be arriving later.

Lindholm: Thank you, we have a quorum. Are there any introductions?

N. Boyd: We have no introductions at this meeting.

Lindholm: Thank you. That brings us to the item on the agenda to adopt this regular meeting's agenda. Is there a motion?

Gomez: I'll move it.

D. Boyd: Second.

Lindholm: We have a motion and a second for the adoption of the minutes of the regular meeting. All in favor?

Several Ayes.

Lindholm: Any opposed? That's the June 7<sup>th</sup> meeting. To approve the minutes of the May 10 meeting?

Bedell: So moved.

D. Boyd: Second.

Lindholm: There's a motion and a second to approve the minutes of the May 10<sup>th</sup> meeting. All in favor say aye.

Several ayes.

Lindholm: Any opposed? That one carries. Then I have made some comments regarding the special board meeting minutes and I'd like to share them with you and see if there's consensus on them. I think and greatly appreciate the extensive work, we've had a tremendous number of appeals, especially from Anaheim and we've had many special meetings. Some have been cancelled but we have had a lot of special meetings. You have done a great job of doing the minutes but I'd like to add a couple of corrections. One, I'd appreciate a notation at the beginning of the paragraph saying this is a special meeting, a quorum for a special appeal meeting. Our trustees took a lot of time, up to a week off, to schedule special appeals so I'd like that noted at the top that this is a special meeting it's not a regular board meeting that board members are missing. In addition looking at the voting, it's noted as a 3-0-2. 2 would be an abstention? For the board members who are here there were no abstentions. So, just a couple of clarifications. So those are my comments on all the special board minutes.

Gomez: I think they were shown as absent, if we weren't here, or abstentions?

N. Boyd: Darou?

Sisavath: It should be 0 abstentions but then the parenthesis has it noted who was not here.

Gomez: For each one?

Sisavath: Yes.

N. Boyd: Linda's corrections are accurate in terms of how it should be framed so we'll make the corrections so that it would just show the vote of yes and no, and then in parenthesis it would have the board member who was not present. I captured I believe what you were wanting in terms of the notation we can put that on the cover sheet and I've had a dialog with each of the board members that are present. But what we would put is special board meetings require a

quorum of the board which is 3 board members. A special board meeting was called on 5/22, 5/23, and 5/26 and were for appeal purposes only. A quorum of the board were pre-scheduled for each meeting. Does that capture that?

Lindholm: Thank you for that. I appreciate that because these looked like they were regular board meetings and these were above and beyond the call for all the board members to attend. So with those corrections, is there a motion to approve the special board meeting minutes?

Bedell: So moved.

Gomez: I'll second.

D. Boyd: Are we talking about the 22<sup>nd</sup>, 23<sup>rd</sup>?

Lindholm: Each day will have the same corrections.

D. Boyd: Oh, the corrections. Yes.

Bedell: So we're doing each one as a separate motion?

D. Boyd: I have to abstain on the 22<sup>nd</sup> and 23<sup>rd</sup> because I wasn't here. That somehow needs to be recorded in the record.

Lindholm: OK. All in favor say Aye?

Several ayes.

Lindholm: Any opposed? OK the minutes for the special board meetings are approved as amended. And I appreciate your help on that. That brings us to our public comments section and we have several requests to speak under the public comments section.

Bedell: First speaker is Jeannette is that Saldavar from Anaheim? Welcome.

Saldavar: Hi. My name is Jeannette Saldavar I'm a property owner in the city of Anaheim and also a parent. The reason why I'm here is because a lot of my friends and neighbors have been denied a transfer from the district and I'm very concerned as a property owner. When we purchased our property obviously we invest also in the education of the schools and Anaheim has a lot of low test scores. A lot of people in the area where I own, one of my properties, there's probably about 10 children. Of those 10, 8 families take their kids somewhere else. Either a charter school, a private school, out-of-district school and that is very concerning because the

district is holding their kids hostage. I had one of my neighbors, he used to work as a police officer for the city of Anaheim. He had to sell his house to move to a different city so their children can get a better education. And that's happening more and more often. At one of my other friend's she ended up, her daughter was getting bullied. My son, I had to walk my son to her house so my son could protect her from even the kids. Because of education, because of safety, we parents would like to have you help us so there is no petition denied. We have a lot of concerns and these are a lot of our concerns. California used to be very good in education. Now, and it's spending a lot of money but it's not very good anymore. So, if we parents are asking for transfers we just ask for you guys to help us so, because the district is denying us and we need you guys to help us. I can get you information of the other parents who couldn't be here because they work, but I am part of an ongoing parent community of the Anaheim Parent Union. Thank you.

Lindholm: Thank you.

Bedell: Our second speaker is Angie is that Cono? Angie?

Cono: Hi. My name is Angie Cono, and I'm a member of the Parent Union in Anaheim, Santa Ana and Orange. It's an organization with parents who come together and they share their issues that they're having with the district and they just realize that they're having the same issue when it comes to transferring kids out of the district. We had a parent that works for a non-profit in Santa Ana who while she was trying to transfer her kid out of the Orange Unified District, they were trying to get her into a tour and they were just not helping her with what she needed. Of course she's informed so she told them if you don't help me, if you don't make this process efficiently because I work in another city, I'm going to appeal to the board because she felt like she was not being helped. The process wasn't efficient and so that's why I'm here. We want to make sure this process is efficient, that there's accountability. That they have more time to turn in their paperwork. Because they only get like 2 months. So that's another concern. Parents were coming by and saying we only have 2 months to ask for letterhead from our people we work for. We only have 2 months to get them the check stub. We don't have enough time so that's why we're here. Of course parents can't be here they work sometimes 1 – 2 jobs sometimes. So it's very difficult but I'm happy here to share the concerns that they're having and hopefully you guys listen to this. We can bring letters, I mean, it's an ongoing concern throughout the district with these transfer policies not working. It's not efficient and I'm sure you guys got over 400 appeals or something. I mean if 400 parents have to come to the board and just ask for the process to be more efficient because they're not being helped, that's a problem. And some of those parents are members of the Parent Union and the same story goes for Santa Ana, Orange, Anaheim, I mean we need to reform the transfer policy so I just wanted to come and discuss this issue. Thank you.

Bedell: And we have Elsa Dominguez. Elsa, am I saying that right? Thank you.

Dominguez: (Spanish speaking...)

N. Boyd: Is she planning to interpret?

Lindholm: Al, maybe she can speak and you can interpret?

Mijares: Asks question in Spanish... *So Elsa, Elsa Dominguez?*

Dr. Mijares then proceeds to interpret for Elsa Dominguez

Dominguez: *They represent the parents in Santa Ana.*

Dominguez: *They have a petition. So the system will become more efficient, the process. For their children from one district to the next. There's a lot of problems making the change.*

Mijares: She waits for your consideration over this petition. Thank you.

Bedell: That's all our comments for this item.

Lindholm: OK. Thank you all for coming we appreciate hearing all the public comments that come before us. That will close our public comments section at this time. There's still an opportunity for individual issues when they come up and you can always speak on those. So we're going to go forward, this will be the Local Control and Accountability Plan presentation by Dr. Hittenberger.

N. Boyd: That's at 10:30 am.

Lindholm: Sorry Jeff. This goes for the consent calendar items, those are items 7 and 8.

Bedell: Move approval.

D. Boyd: Second.

Lindholm: I've got a motion and a second for items 7 and 8 under the consent calendar. They can be approved with one motion. All in favor?

Several ayes.

Lindholm: Any opposed? Ok the consent calendar is concluded. Do we want to go to staff recommendations or board recommendations? Staff recommendations are item #9. Is there a...

Bedell: Move for discussion.

D. Boyd: Yes, I'll second.

Lindholm: Item #9 is moved for discussion purposes. Would somebody like to introduce this item?

Bedell: So good to see you Miss Hendrick, without her cast. And she has informed me that she will finally correct her nail polish at the nearest possible date. (laughter) She loves to be embarrassed, that's why we do this.

Hendrick: So the item before you is the Education Protection Act. This is because of Proposition 30 and Proposition 55 which will be coming up. Basically requires districts to show that the money through those propositions, remember we get that as part of our Local Control Funding Formula (LCFF). We just have to earmark which parts were through Proposition 30 or Proposition 55. And those are only to be used for direct instruction for the classrooms. So you have two now because with our charter school we have to show our charter school separately. So, you could take it as one action but it will include both our normal ACCESS and Special Schools program and College and Career Prep Academy.

Lindholm: So this item was brought forth by staff?

Hendrick: It is required by code to be at a public hearing each year.

Lindholm: Alright, any questions for Miss Hendrick? Is there a motion for approval of Item #9?

D. Boyd: I'll move.

Bedell: Second.

Lindholm: There's a motion and a second for Item #9, all in favor say aye.

Several ayes.

Lindholm: Any opposed or abstentions? Item #9 carries. Item #10, approve Special Schools exchange of space agreement.

D. Boyd: I'll move for discussion.

Gomez: I'll second.

Lindholm: We have a motion and a second to move Item #10 for discussion. Trustee Boyd? Oh, yes ma'am.

N. Boyd: I'm saying that Ms. Hendrick will answer whatever questions you may have.

Lindholm: Ok, Trustee Boyd.

D. Boyd: Ok. I'm trying to understand exactly what we're doing here. Maybe you can give us some background on who owns what and what the goal is.

Hendrick: Ok. Many years ago we had done a joint project with Tustin Unified to build a joint school basically. So, they own the property, they sold us part of the property to be able to build our special schools program. So we populated that school for quite a few years. Our population has declined in the earlier grades and is now at the high school grades. So most of the students that attend that school are now probably at Hillview which is their high school so we started trading space, basically for the classrooms that we had built and owned, we didn't have enough students to occupy them, but we did need it for the high school. So since that has been for a few years, they would like to modernize the Heideman site for their students of that age. Obviously because they would like to put significant dollars into that from their bond proceeds, they would like some type of protection that we won't move in next year and say well it's really nice you modernized that now we'd like it back. In the agreement, we also protect our rights since we own it to be able to get an exact exchange of space at another equitable school. So that's what it does. It allows them to also be able to seek some reimbursement of State funds if do a 40-year lease. That's why you see it that way.

D. Boyd: Ok. Question for our legal counsel. Fairly lengthy document regarding this transaction and I won't go into any details but let me just ask if you are satisfied that this document protects the interests of the county?

Wenkart: Yes.

D. Boyd: Thank you.

Gomez: Is there a time sensitive issue on this?

Hendrick: There is for Tustin because they feel like before they put some major dollars in they would like to feel some of the protection from that. So that's where the urgency was coming from. We currently have a lease agreement with them for the exchange of space but they wanted something on a longer term basis. That also helps with the state funding so they can show that they can get some rebate from the state at some point. But I'm not sure it has to be exactly at this meeting. We could...

N. Boyd: Well it's our understanding that they're trying to do some of the modernization and get in line for the money that's going to be released and they'd like to do this and schedule this when students aren't on site. So some of the project they've already worked with an architect to come up with design layout of what they want to modernize and do so the timing of it is really around the calendar year in terms of when there aren't students present. So that's their sense of urgency.

Gomez: Ok. I just got this document last night at 10:00 pm. So I don't really feel confident that I have enough information to make an informed decision on this. That's why I'm asking about the time sensitivity to this. Also because I know that there's been some other conversations with the city of Tustin over this site. So, I don't really know who's on first here because they're not even referencing the city of Tustin, but I know the city of Tustin has some interest in that property too. And they're talking with the school district. So, there's some parts here that I'm not comfortable with.

Hendrick: My understanding is that at least the Tustin school district board has had conversations that they want to modernize this project. I think they had some discomfort because we own part of it, of putting modernization dollars into that. As far as I know, they're planning to modernize it and move students there. It's not functional for them at this point. We've had this conversation for quite a few months and they actually wanted us to sell them the property is what they wanted. We weren't comfortable doing that because we need to make sure we have our space that we used our state dollars for at Hillview. So we've been negotiating that piece of it. But, if you would like us to get more information I'm not sure if it would be...

N. Boyd: We could carry it over to the June 28<sup>th</sup> meeting. I know they were having conversations with the city and our understanding, or my understanding at the time was that the conversations with the city were around if we sold the parcel of land to them, then they would be able to do a project, a joint project potentially with the city on that site. But since we weren't willing to sell the land because that puts us at a disadvantage, then we moved to the lease agreement. I don't know that they're still entertaining conversations with the city because that was not part of the dialogue that we had at that point.

Gomez: Well, I believe that they are, and that's what is a little concerning to me. There's some other conversations going on that are not clear. So, I would really prefer that we get some

additional information, that's why I was asking about the time sensitivity to this. So, I would like a motion to table this or continue it until...

Lindholm: I have a comment also. I want to make sure you're ok because you wear two hats. I'm uncomfortable with the 40 year agreement. I'm never for a 40 year agreement on anything.

Bedell: Except for your marriage.

Lindholm: Except for my marriage, yes, that's ok. (laughter). I'm not going to change that one. But, I'm not for that if this can be written any other way. I understand it's for loans and all these other processes but I am not for, I'm letting you know up front, I'm not for a 40 year agreement on a piece of property that we own.

Hendrick: That is a state requirement, just so you know, for them to be able to receive funds from the state. When we've actually done property acquisition, or University High School is an example where we actually built that project, we got a 40 year land lease to use that also. So that's a standard in state facilities and so I understand where you're coming from, I do, but that would inhibit them being able to get any state proceeds then. That is a state requirement.

Lindholm: I'm just letting you know I think we have a very good attorney who's on staff, and we have lots of shoulds and shalls in many legal documents. So I'm letting you know ahead of time that I'm not inclined to vote for any 40 year agreement. But the motion was to table, so I'm letting you know that ahead of time.

D. Boyd: I'll second the motion to table.

Lindholm: There's a motion to table it. Is there a time certain to bring it back? The next meeting?

N. Boyd: Staff would have to serve at the pleasure of the board. I understand you're stating your discomfort but if the board as a body is uncomfortable with a 40 year lease and we're going to table this, should we be looking at bringing back something that is less than 40 years, understanding that it would disallow Tustin to be able to access state funds. And if that's not your concern, we're ok with that. We just want to bring something back that you can move forward on.

D. Boyd: I'm not necessarily opposed to the 40 year lease because I think from a practical standpoint the state treats the 40 years as the equivalent to a sale and it's just the way the code is structured. Now, perhaps it would help, it would help me anyway, when we come back perhaps we could have a joint presentation with your folks and the folks from Tustin Unified to explain the benefits and the challenges related to this transaction.

Bedell: I was just, I read this whole thing and conversations we had with the executive committee. My inclination was sell it. So I don't know if we're having a conversation, we don't want to do that I guess.

Hendrick: No. If we sell that we lose a couple of things. One, we have to give the money back to the state, more than likely because that was a state funded project. Two, our concern is that we want to make sure we guarantee our space that we have at Hillview. That gives up that right because now we're just leasing from them. As we've seen every year, we have districts ask us to vacate their property. So that's the real advantage for us owning our own property is to make sure we can stay there and not get kicked off. Every year, including this year, we've had districts say thank you very much we'd like you to leave now. We need that space ourselves. That takes that leverage from us.

Lindholm: You're looking at this because there's been a change in enrollment over the last 15 years. What if the next 15 years there's also a change in enrollment and you want to go back to what you had previously but you have a 40 year lease. I'd like a lot more detail.

Hendrick: So in that agreement that you have does guarantee us equitable space. It may not be exactly at that site but Tustin would have to find room for us in another, if it was an elementary school. They have offered us space in other elementary schools if we needed it. That's not where our need is right now. So there are some guarantees built in in that 40 year lease.

Lindholm: Well, I'd like to see a lot tighter language. I'm looking in the future. You're making a change from something that was acquired and built specifically and now it's like ok well this is where we are. Well you're here in this time frame but you're not here in this time frame.

N. Boyd: We'll bring it back because it's actually in the agreement so maybe because the document is lengthy we can show you where it is in the document that gives us the flexibility because I think that's what we were dialoguing with our attorney to protect the board and the program. Because this is for special schools so as you know the challenge is with not knowing what type of students and what their needs are coming into the program as well as she said the diversity in terms of the age. This actually gives us more flexibility that we currently have because we own at an elementary school and it limits us just to that site. This agreement actually gives us access at an elementary, at a middle school, or at a high school. So depending on what our needs are within the program the program has the flexibility to work with the district and they could have whatever the classroom space and bathroom space that they need for the type of students that we need to serve at any of the Tustin sites that we mutually agree upon. So we have latitude there whereas right now we just have Heideman which doesn't serve our purposes. And Tustin has been very good to work with so I think in terms of a positive working

relationship we've had great dialog, we've tried to work with them to help meet their needs as well as they've really done a good job of working with us in terms of the program needs as well and the type of students. So with all the districts that we work with I would say that they truly do understand the type of students that we have. And these are not just Tustin students so I think it's important to know that these students are coming from all over the county and so the way that strategically the program is trying to have students not on buses for a long length of time as they're trying to get to school. So, strategically north central and south county we have locations that we've worked classroom space. I think we'll go back and be able to point out to the board the areas that you have raised to ensure that they are meeting the needs of what you expect in the agreement and then be able to have some conversation with them to have a representative here at the 28<sup>th</sup> meeting to answer questions that you have for them. Then Becky, we'll work with you outside of the meeting to make sure that your questions are answered since you represent this area.

Gomez: Well the other issue is I want to be assured that I don't have a conflict of interest. That's something I'm a little concerned about. My knowledge base from another area.

Lindholm: So thank you for the explanation. I would only request that our attorney looks at it one more time with those types of concerns that we've raised today and if there needs to be any changes in the language that you look to see that's included at our next presentation. So, with that we have a motion and a second to table this item to the next meeting, correct? All in favor of tabling this item say aye.

Several ayes.

Lindholm: Any opposed or abstentions? OK that concludes Item #10. And that allows us we can keep the board recommendations until later, unless you want to do them at this time? Alright, so we're going to go back to our Local Control Accountability Plan.

Hittenberger: Thank you, President Lindholm, Dr. Mijares, members of the board. We are pleased to share with today Orange County Department of Education's Local Control and Accountability Plan (LCAP) for 2017 through 2020. You should have a binder that's been provided to you that contains the plan. I will be joined today in the presentation by Laura Strachan who's our Assistant Superintendent for Alternative Education and Dennis Roberson who is our Chief of Special Education. Following our presentation of the OCDE LCAP you'll be receiving a presentation from Laura and from Principal Dave Connor from our College and Career Preparatory Academy, our charter school, their LCAP will be presented to you after this Orange County Department of Ed LCAP.

Many people have contributed to the development and implementation of our LCAP. This is very much a team effort and I want to acknowledge some of the people who have been involved in this process. First, our outstanding teachers and administrators and staff in ACCESS and Special Schools. I'd like it if all of our staff, administrators and teachers in Special Schools and ACCESS if you would stand. We want to recognize you for the work that you've done in creating this plan. Applause. Thank you so much. We also have community partners, families, and students play a vital role as stakeholders in this process and we have some of our students and families and community members with us today. I would ask if you would stand. We also want to recognize and express our appreciation to you. Applause. We are deeply appreciative of Dr. Mijares' leadership in this process, the work of our cabinet members, and we have a core writing team that I really want to thank for just outstanding work in putting together what is a long and complex plan. You can imagine the work that goes into that. So many thanks to all who've had a part. And finally, I want to thank you, our trustees, for your continuing support. You play a vital role in providing the support and strength to our programs that allows us to serve students, so thank you very much. It's a pleasure to be able to share this updated plan with you. So you have before you this plan and when you look at this year's plan, those of you who have seen it previously will see that it looks a little bit different. That is because the State Board of Education adopted a new template and that template essentially has the same content but you'll see some things show up in different places in the report this year as opposed to last year's report. We're going to give you kind of the basic table of contents here. There's a program overview that starts on page one, a plan summary begins on page two, there's a budget summary, then the annual update and goal analysis start on page 6. The stakeholder engagement description begins on page 72 and then there's a description of goals, actions and services beginning on page 77, then a demonstration of increased or improved services for unduplicated pupils on page 173 and following that the template addendum and then the appendices. On the bottom of several of the slides you'll see a reference to a page number. Feel free to the degree that you want to leaf through those pages as we present. But the essential content of the summary we're providing is in the PowerPoint slides. Right there on page one in the program overview you'll see the four types of programs that are covered by this plan. The Community School Program, the Juvenile Court School Programs, The Community Home Education Program of Pacific Coast High School and the Special Schools and programs. Laura will be describing the actions and services and outcomes for the first three of those programs and then Dennis will be describing the actions and services and outcomes for the special schools and programs. Just a refresher on our numbers in each of those four programs. Community School Program had 2,137 as of the day in October, this is a snapshot number on a given day in October. As you'll recall we serve a lot more students than this over the course of the year because as you know our students are highly mobile. So that number would be a larger number if you took the whole year. But on that given data collection day in October, there were 2,137 students in our community school program. 73% of those were eligible for free and reduced lunch, 30% are English learners and 2% foster students in our community school program. You'll note that each of these 4 programs has sort of

a different student profile depending on the kind of services they provide. The Juvenile Court School Programs on that day in October had 389 students, 100% eligible for free and reduced lunch, 47% English learners, 13% foster students. Our CHEP and PCHS programs have 935 students 21% eligible for free and reduced lunch English learners 4% and no foster students at the time of data collection in these two programs. And finally, our special schools and programs 362 students 20% eligible for free and reduced lunch, 22% English learners, 2 % foster students. So that gives you a sense of the enrollment a little bit of the profile of the students in these programs. We're sharing numbers you'll see a lot of numbers in this document. We always like to come back to the fact that underneath these numbers are individual students that are being served by these programs and whose lives are really being affected. Let me just mention a couple. This is Maxine. Maxine is a student in our ACCESS program. She came to us in 2013. She had undergone a very difficult bullying experience and had been out of school for several months, had been way behind on credits, going through challenges in her family that are beyond description in this setting. She had to help with cleaning office buildings starting at age 14 in orders to bring home some money to help feed her siblings. There were times where she didn't know if she was going to make it and it was at that point in her life that she found out about ACCESS, came to our program, met a team of teachers and staff that embraced her and recognized her gifts and that brought her in and began to give her the support that she needed. Fast forward four years, Maxine is now caught up on her credits. She's already completed three college courses. Two weeks from now she will be the student speaker at her ACCESS graduation. Her life is turned around and she said to us when we talked to her, my goal is to get a Ph.D. in psychology and serve students who are going through the things that I have experienced. She is kind of the personalization of all that you see in this document. This really is about trying to strengthen the support that we provide to students like Maxine across the county. One final story and this is about a student in our special education program. This is Joshua Ford. You'll see Josh here with Dr. Mijares, he's also with his teacher Chris De Paul from the Golden West College Adult Transition program and then two of our wonderful staff members who support Josh in his program. Likewise he came to us in his early teens. Had also due to his special needs gone through a very difficult experience that could have been devastating for his education and for his life. Found out about and was referred to our program, found a group of teachers and staff who cared about him, who saw his gifts, embraced him and Joshua is thriving today. He's on the campus of Golden West College, and incredible program and if you haven't visited it I highly recommend it. Josh is involved in vocational education on campus there. His mom and Josh came to our general staff meeting a few weeks ago and shared th4eir story. Toward the end of sharing their story Joshua's mom said to Chris De Paul who is the teacher there, you are our lifeline. I thought it was an apt description of really the role that our team plays in the lives of thousands of students across the county. We are a lifeline for them, and our commitment is to continue to strengthen that lifeline so that more students like Josh and Maxine have the opportunities to fulfill their potential. So, we tell these stories of individual students so that we have a sense that that's what really this is all about, is the individual students who are

strengthened and given opportunities by the work that we do. You'll recall, perhaps from previous times, the language of the LCAP in describing the County Office LCAP and the role of the board, of the county board of education. For county offices of education the LCAP must describe for each County office of education operated school and program goals and specific actions for all students and each LCFF student group funded through the county office of education students attending juvenile court schools on probation or parole or expelled under certain conditions and so on. For each of the state priorities and locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county operated schools and programs including special education programs. So what are those state priorities that we have to address in the LCAP and in our work with students? They fall into three major categories, conditions of learning, engagement, and pupil outcomes. The logic here is that if we get the conditions of learning right and we get a very engaged student family community, then pupil outcomes will improve and student achievement will be stronger. You'll recall that there are 10 specific priorities under these three categories, let's go quickly through them. For conditions of learning, basic services, implementation of state standards, course access, we have a special focus in county offices on expelled students and on foster youth. Under pupil outcomes, pupil achievement in areas like math and English and science and social studies, the core subject areas and then other pupil outcomes in areas like health and physical education and so on. And then engagement, parent involvement is critical to all of this. Pupil engagement and school climate. So those are the 10 priorities that you will see addressed throughout this report. All of this is based on Ed Code Section 52066. In previous years we've gone into some depth on this, I'll just remind you of the basic principle in Ed Code 52066. On or before July 1<sup>st</sup>, 2014, that was the first year and now every subsequent July 1<sup>st</sup>. Each county superintendent of schools shall develop and present to the county board of education for adoption, a Local Control and Accountability Plan using a template adopted by the state board. So the role of the Orange County Board of Education in the OCDE LCAP. You receive the OCDE LCAP plan developed and presented by the county superintendent of schools prior to July 1<sup>st</sup> each year, that's what we're doing today. You vote to adopt the OCDE LCAP plan before July 1<sup>st</sup>, in our case that will take place three weeks from now, on June 28<sup>th</sup> and then once the county office LCAP is adopted by the county board, it goes to the California Department of Education for approval by the State Superintendent of Public Instruction, provided it meets the criteria established in the Ed Code. We've talked in previous years about the distinction between the county office LCAP and district LCAPs, as district LCAPs are adopted by their local district boards and then come to the county superintendent for approval. So a little bit different track then the OCDE LCAP.

So, we're now going to walk you through the four stages of the LCAP Plan process. First, with stakeholder engagement, we have community, student, staff, parent input into what the needs are. Second, based on that description of needs and that information, we set goals. Then we determine third, what strategies and actions will help us to achieve those goals and what funding

is necessary to do those strategies and actions and then having implemented those strategies and actions we measure student achievement and say how are they doing in accomplishing the goals that arose out of that stakeholder engagement. Then we report back to the community, here's the progress that's made so far. What are the needs now, what's changed and this is an annual iterative process and that's why we come back to you then each year. So, having laid those foundations I'm now going to invite Laura Strachan to come and begin walking you through the elements of the plan.

Strachan: Good morning President Lindholm, Dr. Mijares, and members of the board. One of the strengths of the LCAP process is actually the stakeholder engagement because it brought everybody together in this process to come up with what's best for our students and to gain input. To do so, we had extensive input. This was a collaborative effort from our parents, students, and our staff members as well as our community members that we work with. In multiple staff input opportunities at different levels review, creation, and then in revision as we went through the process. We had parent advisory committee meetings at all of our AUs. We had regions parent outreach meetings for those parents who could not get to our sites. We also gained input from our EL parent advisory committee meetings and we had many other stakeholder input gathered via surveys and other meetings, then, our OCDE student survey. From this input we received several comments but these are some of our main comments, but our stakeholders wanted us to provide additional activities for students to better engage them in their education. To improve communication for parents by providing the parent portal to provide student information. To help our students with transportation to and from school with bus passes and to provide programs and courses to further prepare students for college and career readiness. Once we did this, based on the criteria that Dr. Hittenberger just discussed with our state priorities, we developed our three goals. Goal A is the effective use of technology, Goal B is the parent and stakeholder engagement, and through both of those goals, the third Goal, C, is college, career, and life readiness. Before we go into what our goals are, Goal A we developed was to increase the effective use of technology through teaching and learning to promote 21<sup>st</sup> century skills. Part of the process is to review how we did in the prior year. So what we did was we went through and this is the process actually given to us through the template. So the new template was lengthy but it was very helpful in leading us through the process to develop an even better LCAP this year. We went through the process of looking at what do we want to achieve? What is the need? How will we measure the outcomes? Who needs these services? What actions and services will enable us to achieve the goal that we set and what will be the cost to achieve that goal? In doing so we reviewed some of what we were able to achieve this year. We had 1722 technological devices purchased and deployed to our classrooms this year. Our student device ratio, sorry, device to student ration went from 1 to 6 two years ago to 1 to 1 in our Community based schools and our juvenile court schools programs. And we went from 1 to 11 to 1 to 2 in our CHEP and PCHS program, which are our home education programs. When we asked our students and parents some questions, we were able to get some interesting data to help us base some of our decisions.

We asked our students in both ACCESS and Special Schools how often is technology used in the classroom for instruction? And as you can see, back in 2014-15 when we asked the same question we had a response of daily, frequently for 25.7 percent of the students. This year we were at 60.9 percent of our students said that they used technology daily or frequently in their classrooms. Now, I would like to introduce Dennis Roberson who will lead you through the next portion. He is our Chief of Special Education.

Lindholm: Thank you. I just have a question, we have a couple of different areas of request to speak. I just want to make sure if there's members of the audience who want to speak on a particular item, we're on Item #2 of the LCAP presentation. Dennis, you're on Item #4, no excuse me. Go ahead.

N. Boyd: It's still the same presentation and so when those individuals will be during the public comments, the public hearings.

Lindholm: OK, public hearing comments? I just want to make sure I'm doing that correctly. So, if anybody wants to speak on Item #4 and Item #5.

Roberson: Thank you. President Lindholm, Dr. Mijares, members of the board, and thank you, Laura. This next section I'd like to present to you kind of outlines where we're going to be going in the future in terms of our goal. And we're going to continue to support technology devices in our classrooms by maintaining our current circuitry and building upon that. We'd also like to enhance the curriculum and instruction with our students using technology, and increase teacher login time on our ULS system which is a system that will be described in the next slide. It's called the Unique Learning System. It's a system that is basically a web based system for students with the most severe disabilities, which is unique to that population. We're also going to continue the news to you which is a daily news support program on the web that elicits opportunities for students to communicate, use language, and focus on current events of the day. Within our program, we're also focusing on the 5-C's which are critical thinking and problem solving, creativity and innovation, communication, collaboration and character. Character is one that we built in there, in our strategic plan as you probably know. And you'll see that as we move through the presentation today. One of the other aspects of our program is to incorporate opportunities for students to have access to computer devices and utilize technology in their academic programs. For students with severe disabilities computer devices may mean in iPad, and iTouch, it may be an interactive white board that they can move to communicate. Many of our students don't have a communications skills of language and we're building those opportunities for students with technology and it's really amazing when you see some of our kids interact with some of the devices that our staff prepares for them, and the apps that we're able to provide for our students as we move through this program. We'd also like to look at some of the opportunities that we provide our students to engage with stakeholders. In our Goal B we want to

increase parent, stakeholder engagement as well as to collaboration to support student learning. This is a critical piece of our program as you see demonstrated here, at the Performing Arts Center last summer, a special program that our students in ACCESS participated in was very critical. Last summer, our principal David Longo, at University High School, was attending the National Deaf Conference in Scottsdale and met two deaf producers. Basically they're from New York and they produce music videos for deaf students, or utilizing deaf students. And basically, they have the deaf students select the video, they have the deaf students, and you'll see some of that as we move through this, they have deaf students write the script, they perform, including their families, including the main stream students at the school sites and one of the producers, they've done two productions. One with a camp program and one with a residential school for the deaf. They wanted to do a mainstream opportunity or a mainstream program and our principal put his hand up and said we'd like to do that. And, it was not only an act of kindness on his part but on behalf of our students as well. This was a life impact on our students. It really was exciting. We were also lucky enough to be at University High School where we were able to engage the typically developing students in our program. Their advanced dance class at Uni choreographed this presentation that I'm going to show you right now. The students selected a song called *Brave* from the Disney film *Brave* and you can see it. It will be on the web, but we'd like to present it to you.

*Sounds of music – loud beating – singing – you can be amazing...*

## **Lyrics**

You can be amazing  
You can turn a phrase into a weapon or a drug  
You can be the outcast  
Or be the backlash of somebody's lack of love  
Or you can start speaking up  
Nothing's gonna hurt you the way that words do  
And they settle 'neath your skin  
Kept on the inside and no sunlight  
Sometimes a shadow wins  
But I wonder what would happen if you  
Say what you wanna say  
And let the words fall out  
Honestly I wanna see you be brave

You can be amazing  
You can turn a phrase into a weapon or a drug  
You can be the outcast  
Or be the backlash of somebody's lack of love  
Or you can start speaking up  
Nothing's gonna hurt you the way that words do

And they settle 'neath your skin  
Kept on the inside and no sunlight  
Sometimes a shadow wins  
But I wonder what would happen if you

Say what you wanna say  
And let the words fall out  
Honestly I wanna see you be brave

With what you want to say  
And let the words fall out  
Honestly I wanna see you be brave

I just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave

I just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave

Everybody's been there, everybody's been stared down  
By the enemy  
Fallen for the fear and done some disappearing  
Bow down to the mighty  
Don't run, stop holding your tongue  
Maybe there's a way out of the cage where you live  
Maybe one of these days you can let the light in  
Show me how big your brave is

Say what you wanna say  
And let the words fall out  
Honestly I wanna see you be brave

With what you want to say  
And let the words fall out  
Honestly I wanna see you be brave

Innocence, your history of silence  
Won't do you any good  
Did you think it would?  
Let your words be anything but empty  
Why don't you tell them the truth?

Say what you wanna say  
And let the words fall out  
Honestly I wanna see you be brave

With what you want to say  
And let the words fall out  
Honestly I wanna see you be brave

I just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave

I just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave

I just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave

I just wanna see you  
I just wanna see you  
I just wanna see you

(Applause)

Roberson: This production was a total student production. They filmed it, they edited it, they did everything with it. And it was a total collaboration with Venado Middle School, University High School, and it's going to be online. The first two videos have almost 2 million hits. We expect this video to have more hits than that because it's really good, it's better than the other ones. Not biased at all....(laughter)...To hear the students talk about this experience and what it meant to their lives is amazing. You saw a little girl giving a hug, that was her dad. And she was going from 8<sup>th</sup> grade to University High School and that was depicting what that experience is like for a dad, having his daughter go off to high school. So, anyway, we wanted to present that to you because we think it's really an important part of what we're doing with our 5-C's. We also, looking at the number of parent opportunities, we have of course, IEP meetings, we always have parents at those. We try and make 100% of those. We've had other opportunities in our ACCESS program and our Special Schools to engage parents in a variety of activities. Jeff and I attended one last Friday night with our 8<sup>th</sup> graders from Venado Middle School where they presented a paragraph basically thanking the staff, the school, and their classmates for their 8<sup>th</sup> grade experience moving on to the high school which was really a heartwarming evening. The other

aspect of our program is that we have in our special schools 83% of our schools and programs completers are set into post-secondary opportunities. They're going to adult programs. We begin preparing them early in their transition years to go into adult programs where they're very successful. We send them to visit the program, we develop a video of their skills and what kinds of things they can perform so that the adult program will have those available to them. This is one of our students working in one of the hospital settings. This is at St. Joseph's Hospital. So it's a great learning opportunity that we provide our students and our community as those students move into their adult life. Oh, the other thing I, sorry about that, our staff responded to a survey that we did and they all felt that there was evidence that our engaging parents much more in participation of any of the activities and including parents as we move forward. Both in our ACCESS program and our Special Schools program.

Strachan: We are going to continue this year in offering those parenting classes, workshops, and training and hope to because of our success to expand those programs so that we all know that partnering with our parents is the way to be successful for our children. For Goal C, is again the students will increase competencies that prepare them for success in college, career, and life. This is a picture from one of our graduations at Plummer Auditorium. This year, again we want to review a little bit of our successes for this year, 2016-17. The current graduation rate for this year is 89.9 which exceeds the goal that we had for increasing graduation rates by .5. So the prior rate was 88.6. We had 14 college tours that took place this year with 152 students participating and we hired 4 school counselors and 4 school community clinicians this year to work with our students. So our school counselors are working with our students to make certain that each one has a plan of their college and career and how they're going to get there through school. Our clinicians also do support in the back for any social-emotional behaviors or issues that they may need to be successful in school. So it's been a great addition to our program. When we asked our students' parents, if their child was being prepared for college/career in their life you can see that again two years ago 65.8% of them strongly agreed or agreed with that statement. This year when we asked our parents we had 82.5% of them strongly agree or agree that their child is being prepared for college/career and for life. When we asked our students if the school prepares our students for future college or career tracks, you can see there's a little bit difference on this slide. 2 years ago we had 67.1% whereas this year we only had 60.1% students. So when we looked at the data both last year and this year, obviously that made us hesitate a little bit and look to see what happened. There's a couple of differences with this. We have a different population then we had 2 years ago. Our students are coming very, they're coming less prepared than they were. So by the time the schools are sending them to us they are severely credit deficient. So what that tells us is what we've been doing all along isn't working and we need to change to meet our population. In the upcoming LCAP we have actually added additional services to help our students make sure that the new population what we're receiving be successful in college and career.

Roberson: Some of the things we're doing moving into the future is first of all we're preparing our staff, our certificated staff and our classified staff to be more effective in the utilization of various instructional materials. If you'll look on the screen there it says SANDY and SANDY Fast. That doesn't mean a whole lot but basically it does because it means Student Annual Needs Determination Inventory and it also means formative assessment for standards. Those documents were both created at the Riverside County Office of Education. We had them out to train our staff to utilize those documents and now they're online. One of our principals, Annalee Kreidel, was instrumental in developing and producing the SEACO which is the Special Education Administrators of County Offices guide, and was instrumental in creating the ACCESS guide, which is a guide for all of our special education teachers in county offices to align their goals and objectives to the state's standards. So we've done a lot in terms of preparing our staff. We're also going to continue funding for our college and career counselors to support students as they prepare for post-secondary pathways. Even with the support of the pathways grant we've seen some really great opportunities for our students at all levels. Some of the other things that we'll be continuing to do this is our deaf and you saw them in the video, this is our deaf academic team with their coach, their coach is also deaf. She has prepared them, they were in 2<sup>nd</sup> place in the state, they traveled up to Seattle and didn't quite make the nationals but they did make the regionals in Seattle. So we're going to continue to provide those kinds of programs. So they participate in the Deaf Bowl. We're also going to continue to provide opportunities not only at the high school for our students to participate in regular athletics we've got track runners, we've got wrestlers, we've got basketball players, we're on the cheer team, we're in student council. We have representatives of our deaf community in every aspect of University High School and Venado Middle school. So we're going to continue those kinds of things as we move forward in to this next year.

Strachan: We always like to show you our students when they participate in career and success week. This is one of our students named Eric from Mission Viejo. And you can see just when we bring them, this is the beginning of career success week and then this is actually at the end of the week. And you can just see the confidence in our students. This is one of our students, Gabby, also from Mission Viejo, and there she is at the end. Then we have Gabriel, and there's Gabriel ready to go out in the workforce. I admit I left my notes at the office, but this is another one of our students and I apologize to her and you can see how ready she is as well. These are some of our students participating in trying on their suits. I'm going to hand this back over to Dr. Hittenberger so he can finish.

Hittenberger: Thank you so much, Laura and Dennis. So we've walked you through content of the basic plan. You'll find at the back of the document a set of Appendices as you look this over the next couple of weeks some of this material might be of interest to you. I think especially of interest will be Appendix H which provides the survey results from our various parent and student and staff surveys. That's a very interesting way of assessing how our programs are doing.

You've also received an Executive Summary and it gives you the short version of all of this. And next steps in timeline as we mentioned your vote on this document will be at the June 28<sup>th</sup> meeting and then following that vote we will submit to the California Department of Education and then State Superintendent of Public Instruction approves the OCDE LCAP, provided the plan meets the criteria by October 8<sup>th</sup>. So, thank you again for your support and we're happy to entertain any questions you might have if you want to do that now or after the second presentation.

Bedell: First of all Jeff, I'd like to thank you and your team. This was an outstanding presentation. This is a very nice, classy statement. I've marked up a few spaces in getting ready for today. As I shared this with Jeff, I read a report on something horrible, horrible happened to a group of children in Portland, Maine. And in describing it, it was horrible. And in a footnote they put the total number of kids impacted was 5. And they then said 4 or 80 % of those kids had that difficulty. Well, anybody who knows statistics knows that stinks. And I personally would find it helpful because you do have it on several of the slides on your PowerPoint, that when you're saying some numbers we have all these parents are complying, that could be 2 or it could be 900. It's very helpful for me to get some base, especially if you're making comparisons. Also, I have a question for you with the parent participation. A couple of schools that superintendents I visited with, a couple of principals have told me that they are very concerned that immigration is impacting the parent's willingness, for good reason, to be less visible in the community as it relates to their schools. Are we seeing anything with our particular students that that is having an impact? Because that will show up then in these data in the next go-around, right? If that's accurate.

Hittenberger: It could have an impact. I'm going to defer to Laura and Dennis on that to see if you've noted that kind of impact.

Strachan: We have noted some decline in parent participation in the last few months, actually. At the beginning of the year we didn't see that, but we have in the last few months. Parents are afraid to come out. That's why we attempted to do some outreach and go into the community to meet with the parents, because they were afraid to come to the official locations. So yes, we have seen that.

Roberson: At this time we have not seen that. Of course, our parents attend IEP meetings, that's where we hear the bulk of our parent contacts. They continue to remain concerned about their students. We were at a meeting, as I said, of 8<sup>th</sup> grade students and our parent participation at that meeting, the house was full. We have not been experiencing that at this point in time.

Bedell: OK, my final question, thank you madam chair, is Jeff, in this summary, and I know students are choosing all the ways you use technology in the classroom. Some of these

technology numbers make me a little nervous, that they may not be going in ways we might want them to go. An exception might be that they're reporting less use of the internet for information given what's going on in the internet that maybe healthy. But, I'm just wondering since one of Trustee Lindholm's first motions she ever made was with the Common Core, was to push technology dollars to our students. Is there anything that the staff is concerned about, this technology piece? What was it 1,700 new devices or something like that?

Strachan: We actually have, and we've looked at that and that was another piece of data, that is why this is such a good process to go through. We don't want to be somebody that has the computer sitting in the corner and the students not using them. We are actually working to have all of our staff Google certified by the end of year, including office staff, paraeducators as well as teachers and administrators. And they'll actually be training monthly in that and working on projects. We have also hired 2 TOSA positions. We've actually hired one and we're doing a second TOSA for technology to go out into the classrooms and work one-on-one with the teachers to help incorporate that in their lessons. Our TOSA's actually are working right now on lesson plans for the teachers that are all on the computer through Google. They can click on it and it incorporates technology for them. So it's already done for them. We're also looking at some devices that are much easier for the teachers to use. When they're in the classroom they're very much like cell phones. We're all familiar with cell phones and you touch a button and it comes up. So it's a lot easier. We do have some teachers that have been teaching for a long time and maybe don't have the experience in college with the technology. So we've actually looked at different ways to implement that. It's a little bit easier and to help them along the way. So we are looking at that quite a bit.

N. Boyd: Laura, for members of the audience, TOSA, could you define?

Strachan: I'm so sorry. That would be, I actually didn't know it at first either. TOSA's are teacher on special assignment. We actually release teachers from the classroom to go out. That way it's peer to peer, there's no evaluation piece, it's just help and coaching the teachers along the way. They're a fantastic group and we've had nothing but exceptional response to them coming out to the classrooms.

Hittenberger: If I could just add to that. I really appreciate your questions, Dr. Bedell because part of what we're trying to do through this process Laura alluded to is, we're identifying things that are to be celebrated but there's also data in there that raises questions and points us to new things that we need to do to meet the needs of new groups of students. Where there are gaps to find out why is that gap there, what do we need to do to make sure that's being filled? And that goes into the actions and services for the subsequent year.

Bedell: Thank you.

Lindholm: I'd just like to make a comment. Great job on this, as always. When I toured the facilities when I first got on the board I was so impressed with all the teachers, all the classrooms, all the programs, all the student interaction and it shows with your energy, your enthusiasm. I'm thrilled with your depth. The program that you have, is that available...how are you publicizing that online so people can find out about it?

Roberson: It will be online, it will be on YouTube, and they will be recording the hits. There's a little bit of a competition between the east and the west on this so they'll be looking closely at it as we move through the year.

Lindholm: It's fantastic, congratulate them.

Roberson: I'm confident we'll be doing a report in the OCDE Newsroom on that soon.

Lindholm: It might even be good for the paper. I know you have requests to speak, but do you have other questions?

D. Boyd: Yes, briefly. Once in a while Dr. Bedell makes a (inaudible) and the one on statistics actually I didn't pick up on but I think it is very relevant. If you could give us the actual raw numbers so instead of saying 15.9 % 3 years ago 16.5 % last year, if you could give us the total responses...

Strachan: It was 972.

D. Boyd: But do you have all the...there are always questions that come up that some people answer and some people don't. I would be interested in seeing, ok if it was 900 and some this year, what was it last year? What was it the year before on a question by question basis?

Hittenberger: We'll definitely make sure that gets in the Executive Summary next time.

D. Boyd: How are these surveys conducted? Do you simply send it out and say, look, this has to be back by June 1<sup>st</sup>. Or is there follow-up? If you haven't received the number of responses you expected to receive is there follow-up by staff?

Strachan: The students actually do their surveys in class, so we actually make sure they complete them. And our parents actually our family community liaison have great relationships and that actually helps because they make a lot of phone calls, so we do follow-up with phone calls to ask parents to participate.

D. Boyd: Shooting from the hip, and you may not know this, but what percentage of responses from parents do we get? Is it 80% or...

Strachan: Shooting from the hip, I'd say about 75%, and that's with a lot of calls from our community liaisons.

D. Boyd: Ok, that's all. And, let me say that Dr. Bedell always makes relevant comments. Laughter.

Roberson: In terms of the surveys we provide the parent a survey at each IEP meeting so when they are at their IEP meeting we ask them to briefly respond to the survey and we get it at that time. So, we get a pretty good response from parents in terms of their satisfaction, and they're pretty honest with us.

Lindholm: Trustee Gomez, do you have questions?

Gomez: Just a comment. This presentation was very helpful in understanding some of these things. I refer back to your Goal C, outcomes when you express some concern about my school prepares students for future college or learning tracks. And you expressed some concern about the delays there. Are we supporting that training? Is the budget reflecting what we want to do?

Strachan: Actually it is. It's been really helpful. We've been able to do everything we've identified to do in the budget. We haven't had to cut anything. So everything that was identified we've been able to do.

Gomez: And the same thing with the parent engagement, I know that's always a key thing.

Strachan: Yes, it's huge and we've recently partnered with (inaudible) and we've had exceptional response to that. We are running night classes and morning classes with the parents and Probation has a contract with them already and they just had a graduation with 80 % that fully completed the course. Which means they all attended but maybe 3 classes for the whole semester, which was 26 meetings. We're actually incorporating that so those parents can now go with our programs. We're finishing up our first cycle but we have about 52 parents coming weekly to our HLC center. That's for 2 of our units and we have another program at Rio Contiguo that is actually, after they leave that, it's an in-custody facility. When they leave, they're going out to our Century site to meet through July. Then we'll be expanding that next year because of the success.

Lindholm: Trustee Williams do you have any questions at this time?

Williams: All great comments by my colleagues, and kudos to you, Jeff. Great job.

Lindholm: With that, we will have an 8 minute recess and then we will come back and we do have public comments for Item #4. So whoever is in line with that, so it will be about 8 minutes.

Sound of gavel.

Lindholm: We're back and we are ready for public comments on these items. Turning this over to our vice president Bedell.

Bedell: We have the Honorable Maria Hernandez, Presiding Judge of Juvenile Court.

N. Boyd: Before you start, we need Dennis to open the public hearing on that. So you're taking Item #4 to open the public hearing on this.

Lindholm: Ok, Dennis, please come forward.

N. Boyd: To get the public comments.

Bedell: I see.

Roberson: Thank you. Good morning president Lindholm, members of the board, Dr. Mijares. At this time I'd like to open the public hearing and invite any members of the public to comment on the Local Control Accountability Plan, the LCAP, for the Orange County Department of Education. Thank you.

Bedell: Now we have the Honorable Maria Hernandez, Presiding Judge.

Hernandez: Good morning. Thank you Dr. Mijares, thank you to the rest of the board for this opportunity to speak to you. As the juvenile presiding judge, I've been at juvenile court for just about 9 years and the significance of stakeholder collaboration, I can't begin to speak more about. You heard in the presentation about stakeholder engagement. I believe Orange County is the epitome of that. I'm very proud and I so appreciate what you have done to make my kids a priority. Our foster care children, our system involved children, at any given time I have about 5,000 children under jurisdiction of the court. At any given time about 1800 – 2,500 will be in out-of-home placement. I don't think it takes a lot to say that those are the highest risk, the most vulnerable population that we serve in this country. I will also tell you the two strongest indicators of when a child will do well. One, placement stability, two school stability. Which means if we are not collaborating and we do a wonderful job here, but we have to continue to have your support to do that. I work with Dr. Hittenberger. I work strongly with Rick Martin

back there, Betsy DeGarmoe. Over and over on all of these projects that allow us to serve our highest risk youth. We know what happens if we don't do it right. You're either going to pay now or pay bigger later. We know that our children who penetrate the system, and we talk about the school to prison pipeline, we have to deconstruct that pipeline. We are doing that here in Orange County because of the collaboration, because of issues that we're able to spot with the assistance of our foster care liaison, through the education. I can't tell you enough from the day in and day out proceedings I that I have and the calendars that I run how many times we call upon that liaison to help us. And not only just our foster care youth but it serves all of our children. Again, like I said, I have anywhere from 5,000 children under the court's jurisdiction so I want to sincerely thank you first of all for your support and ask for that continued support on behalf of the most vulnerable children right here in Orange County and in the country. So, thank you very much for your time.

Bedell: Doug Sanger. And the next one after that will be Ken Santini.

Sanger: Good morning board. Thank you for letting me comment on the LCAP. My name is Doug Sanger. I'm the Chief Deputy Probation Officer for juvenile operations for the Orange County Probation Department. Probation is very proud of our partnership with the Orange County Department of Education. The collaboration with the ACCESS Juvenile Court Schools continues to be a strong partnership. Once you leave the juvenile court schools, the transition work to ensure the youth are in the most appropriate school is seamless and the process is designed to support the youth and make sure that they know where they'll be attending school when they leave one of our facilities. The communication between Probation and OCDE is strength based, honest and puts children and families first by ensuring any system challenges are addressed and overcome. By working together we are able to revive restorative and trauma focused practices that improve educational outcomes and reduce delinquency in youth. Probation would like to thank the board of education and Orange County Department of Education for continuing to make probation youth a priority in the LCAP. We're excited to continue working together to meet the educational needs of the youth we're serving jointly. Thank you.

Bedell: Mr. Santini and then Mr. Wells.

Santini: Good morning board. Thank you for the opportunity to address you today. My name's Ken Santini, I'm a Deputy Director with the County of Orange Social Services Agency. Much like probation, the Social Services Agency is very proud of our partnership with the Orange County Department of Education. We have a heavy lift right now, what we call continued care reform in child welfare. As we work to implement that we focus on placement stability that the Honorable Judge referenced. The co-location of foster youth services coordinating program, their team, in our social services building has helped improve communication, it's helped improve strategizing for continued coordination services for our foster youth. The collaboration with

OCDE, ACCESS, and Special Schools and the local school districts has really made a significant difference in supporting the academic outcomes for foster youth. So we in children and family services would like to thank the board of education and the Orange County Department of Education for continuing to make foster youth a priority in the proposed LCAP. Much like probation, we're excited to continue to work together to work to meet the educational needs of our foster youth. Thank you.

Bedell: Mr. Wells, and then Miss Acevedo.

Wells: President Lindholm, Dr. Mijares, members of the board, good morning. I am Dr. John Wells. I am a teacher employed by Orange County Department of Ed. I teach math at the Sunburst program and I have been asked to speak on behalf of OCSEA our local teacher's union. We are very much in support of the LCAP. We very much appreciate the department has given every teacher and every staff member multiple opportunities for input and they have listened to our input. The LCAP you see is the product of the input of our teachers. And for that reason, our teachers support the LCAP.

Bedell: Thank you. Ms. Acevedo, followed by Ms. Muñoz.

Ms. Acevedo is Spanish speaking and communicated through an interpreter.

Acevedo: *Good morning. My name is Lupe Acevedo. Thank you for inviting me and for giving me the chance and the opportunity to be here to speak. I just want to thank the ACCESS program. I am a single mother of 5 children and through ACCESS I have been able to have my children transported with public transportation and it's given me a big relief.*

Acevedo: *And I've seen the progress my children have done in their classes. Their writing, their reading, they've brought me diplomas and I appreciate the help that the teachers have done. That's all, thank you very much.*

Bedell: Ms. Muñoz and then Ms. Flores.

Ms. Muñoz is Spanish speaking and communicated through an interpreter.

Muñoz: *Good morning, my name is Lucia Muñoz and I'm a mother of one student. My child has improved in reading due to the computer program. One thing I would like to ask is for more counseling for the children because they need to be able to express what they feel and that would be good for all the children in the school. Every time I call the school I always get a response and they are always willing to answer my questions and be supportive. They have also provided me information to summer school and he's now open to looking into Sunburst and participating*

*and also after Sunburst once he completes it, once he gets accepted to Sunburst then move forward do the military. So, as a mother I am proud because I see that my son has goals. Thank you.*

Bedell: The last speaker is Brenda Flores.

Ms. Flores is Spanish speaking and communicated through an interpreter.

Flores: *My name is Brenda Flores. I'm a single mother of seven children. I have two kids that I have had difficulties with but ACCESS has helped me. My daughter, 14 years old who is currently in ACCESS has been receiving counseling services. I've seen the progress in my daughter and the change with the counseling services. I have also has reached out for support and now am comfortable speaking, even speaking with social workers. Even with the immigration issues, I feel comfortable and confident now, reaching out and asking for help. Thank you.*

Lindholm: That concludes the request to speak under Item #4.

Roberson: Seeing no more comments I'd like to close this public hearing.

Lindholm: Do we need to take a vote on that or does it just conclude? (Background discussion)  
Laura, would you like to come up? And that brings us to Item #2

Strachan: Thank you and we'll be looking at the presentation now for our Charter College and Career Preparatory Academy. The College and Career Preparatory Academy was approved in June 2015. We would like to thank the board for this approval because we have been able to serve many students that would not actually be able to have any opportunity to finish their education if we did not have this program. We serve students that give them a second chance that for whatever reason were not successful in their traditional settings. Many of our students now are 18-25, many parents, single parents, working adults, trying to finish their education and we're able to service them through a flexible program at our charter school. This is actually a picture from our graduation. We really feel that it represents our population very well. This is Vanessa, she's 25 years old and these are her 4 students, aged 4 through age 7. This was just at our graduation 2 weekends ago. The kids were so excited to watch their mom graduate, so we think this is a real representative of what we do at the charter school. Because our template is the same as the OCDE LCAP, we've designed the presentation in the same model so you can follow along in the same fashion to make it easy for you. Our template is the same. We do have different page numbers because it's a much shorter document being that it's a small program. So you can see that our plan is page one, budget summary is four, the annual update starts on page five, stakeholder engagement 51. The goals, actions, and services 54 and then the demonstration

to increase unduplicated students page 100 and then you'll see the template addendum and our appendices. Again, like our other program, our CBED state is in October and that's a snapshot. On that date in October we had 170 students. 98 were free and reduced lunch, 43% English learners and 1% foster youth. However, in the College and Career Preparatory Academy we have served 422 students to date. We have 203 currently enrolled and we have had 105 graduates this year to date, which is a fantastic number of students which most likely would not have graduated. Again, we've had extensive stakeholder, our stakeholders are a little bit different in this program because we have several agencies as our partners. We also have our students that are mostly adult so we have more student involvement than parents. We've had multiple opportunities for our staff. We've had our governance council meetings, we have our EL parent advisory committee which also includes our students because they're adults. We've also had other stakeholder input gathered from our surveys as well as our CCPA student survey. Some of the things we heard was to increase our partnerships with community agencies to provide more job readiness skills and vocational training. To continue exposing students to different options for their future career and not just college and increase the rigor of the curriculum so that they can be prepared for college and their careers. And again, just like the other you'll actually see those imbedded into our LCAP as we address their concerns. We have the same priorities from the state so Goal A was our technology, Goal B is partnerships and C is college, career and life readiness. Goal A was to increase effective use of technology for teaching and learning to promote 21<sup>st</sup> Century skills. Some of the things we are able to do this year is we reviewed our progress. We had 100 new chrome books that were purchased for the student laptop loan program. Because our students, many of them do our GradPoint at home. GradPoint is our online curriculum which is a rigorous curriculum. Many of our students don't have computer access and we wanted to make sure they do. So, we have chrome books for the students to check out as well as Kajeet hotspots for those students who do need internet access, so they can actually have the same access as everybody else. When we asked students if they had a computer device anytime during the school day to work on their assignments the responses went from 61% last year to 74% this year. What we're looking at for next year in this same area is to ensure that students have access to technology and connectivity in the classroom and at home. At this point, I would actually like to introduce our Principal, Dave Connor, and he is going to take you through the rest of the program, because he lives and breathes the program.

Connor: Good morning, President Lindholm, Dr. Mijares, and board members, and guests. It is an honor to be here today to talk about the program. We have had great success, I'll give you a little background where we're at right now. We have 6 sites throughout Orange County, down to San Juan all the way up to Anaheim, and our latest site is over at HLC in the Fountain Valley area. Like Ms. Strachan said, we are servicing 203 students at the time and we have 7 teachers that are working with those students. Like ACCESS, I think the biggest part of the program is the relationship that our teachers develop with the students, especially the at-risk students that we deal with, it's very evident that the relationship brings them in. I'm going to kind of backup a

little bit and talk about our technology. What we have done this year is our teachers have gone through extensive trainings and we have adopted some blended learning programs. Blended learning is kind of a new fad in education. It's utilizing books, technology, and paper and pencil, so we're trying to hit all facets. I headed up the science curriculum committee for ACCESS and we have piloted a Pearson product called the (inaudible) platform, which uses the blended learning model. What I like about it for independent study and what the committee liked about it was it does engage the students with flipped classrooms, it has built in tutorials if they need remediation at the assessments if they don't pass it, a certain percentage it'll kick them back into the program. So we are using that to effectively use technology within the class. In a survey, the student survey, 80% of our students were taking an online course, either the Pearson Realize Math, social science or GradPoint. We did purchase 100 new Chromebooks for student use. 33% of our students utilized the computer loan program last year. We have these new computers that are going to support that and we'll add more as the program grows. We said 13% of our students were utilizing the technology. At this time 30% of our students need connectivity. We have purchased Kajeets which are hotspots that are very monitored so there's the protective piece around that. So when we look at our (inaudible) it's about 43 so our plan for technology in that sense is to have 3 classroom devices per teacher so when the students come in if they leave their device at home they can utilize a device at school. 17 loaner devices per teacher caseload. When we do a survey it's about 50% of the students do not have the ability to have a computer at home and then 10 hotspots for connectivity. We are purchasing one storage cart per site because I want the computers to be charged, ready to go. We can teach them how to get on, utilize it and they get a nice little computer bag when they walk out the door. A key, and I think we brought it up in the ACCESS program was the pedagogy getting our teachers into the new realm of the 21<sup>st</sup> Century and so forth. We are blessed in the fact that in all the programs, our teachers are lifelong learners. I really believe that. Change does take time but we are moving forward in that direction, so our staff will continue to attend conferences and to promote the use of technology and develop ways to meet the needs of our diverse population. A Google Classroom training is planned for 2017 and 2018 for our staff and I am a big proponent of the conference, the CUE Conference, which is Computer Use in Education and a Rock Star Teacher piece. This is a 3-5 day conference where teachers attend an 8 hour session. There are two – 4 hour sessions – excuse me 4 two hour sessions. When they leave, they leave with a product, or a strategy in the classroom. One of the conferences I attend, a CUE Rock Star Teacher came up with for art history lesson, using technology, using Google maps and they would go and do virtual tours of the museums of Europe of all the art and not the student has traveled across the Atlantic and is in the museum looking at the classic works and they develop lessons on that. So, that was something that I feel was very important, being a social science teacher that they see those works as well. Moving on to our Goal B, which is to increase communication and collaboration with partners and agencies with the community, including the Workforce Innovation Opportunity Act partners, parents and families, community colleges and local school districts to prepare students for post-secondary education in the workforce. It takes a village is a cliché that is used many times in raising a

student, a child, and CCPA during the enrollment process, we develop an individual education career service plan for each student. In this plan we link our students to our partners which are the workforce innovation opportunity act recipients across Orange County. Then we always provide students with a wide range of services and support them including soft skills training, vocational training, tutoring, paid internships and apprenticeships using the wheel of funds. In January our governance council met and we had 45 participants in the meeting. They were our wheel of partners, all of them, along with businessmen we brought in. One goal I think is the role of the College Preparatory Academy is to develop the relationships with businesses along with the others to create that link so that we have places for our students to go to do their apprenticeships and internships. So we're striving to get that done. One of our new endeavors with one of our partners is Taller San Jose Hope Builders in Santa Ana is that we are going to provide a classroom for them inside their trade school so that the students there are not required to have a high school diploma to be in that program with them. So at this time right now we have 8 students we have identified so one of our teachers will go over there one day a week and meet with those students for an hour and provide that educational component for them. Amazing because it's hard for them to get around and other spots, we're trying to bring it to them. We're outreaching to them and I think it's going to be a great start for us in that sense. We also partner with Saddleback College and we are their high school diploma program for their adult ed piece and we are looking to expand in south Orange County at the Mission Viejo site. They have received a building from Saddleback Unified for their adult ed piece and we're going to have a classroom in there. Our south county enrollment is very high. We were over 52 in December so we're able to build that and it will be our next expansion for us. But the key that really supports, it's the carrot, something that's different and they're amazing in what they can offer our students. Again, they have to take advantage. So we'll talk about that in a little bit when we get to another goal. We did increase our partners by 5 from 2016-17 and we did have our students increase taking the career technology education courses on GradPoint, increasing by 3%. And what we do with that is our kids take the Kuder assessment which is a career assessment and then our counselor identifies their interest areas to their teacher and then we try to look for an elective credit, a CTE course on GradPoint so they can expand and look into their career choice. We increased student enrollment in community colleges with dual enrollment upon graduation. I believe the first graph there is something I'm very proud of and is at 58 students, so over half of our graduates are enrolled and will be attending college next year, which is amazing for them. We have 8 students in an apprenticeship program and we have 23 students in dual enrollment which we increased from the previous year. We increased the number of students in dual enrollment upon enrollment upon graduation from community college by 62% from our previous year which was a goal for us. And those are the colleges we are working with. And we increased student enrollment in post-secondary education out of the workforce by 35%. So, we are living up to the name of college and career preparatory academy. Our next goal is to increase our partnerships next year. Our goal is to continue to create opportunities for our students by working with our existing partners and also expand our partnerships. It takes a village. The

CCPA students in the adult education at Orange Coast College in the picture. I attended this with our students-it was a great day. We got there in the morning, they saw the double A track, the traditional community college track and they also saw CTE programs, certificate programs, non-credit programs that could provide for their career choice that day. We did one here at Orange Coast College and at Santa Ana College as well. Students will increase their competencies that prepare them for success in college, career, and life, which is our Goal C. We did implement our Pearson Realize Program for the new social science curriculum. 100% of our teachers have participated in the training that promotes 21<sup>st</sup> Century Skills. I have a quote from one of my students was that the program challenged them, which is increasing rigor which is something that we are working and striving for. It's not about the piece of paper but it's about the skills they take from us to move on. And that's what we are hanging our hat on. The current graduation rate is at 65.5% increasing from the previous year rate of 65%. The young lady who spoke at our graduation a couple of weeks ago, her name is Alea Leonards. And I want to share her story with you. Alea was 18 years old when she dropped out of high school. Her high school career pretty much she was bouncing back and forth from Wyoming to California with her mom and dad. At age 20 she found herself homeless and 3 months pregnant and was staring at herself in the mirror and asking herself if she was ready to be a mother. She determined at that time that she had to change her life, it was a changing moment. She moved in with her uncle who called Orange County Department of Ed who referred them to us. In December of 2015 she was enrolled and she spent the next two years working towards her graduation. She was partnered with the Orange County Children's Therapeutic Arts and they found her work and a place to live and she is working in a marketing research company. To kind of show you what she had to go through she rode a bus two hours every morning to get to work, went to work, and got on the bus two hours back and made time to do her homework when she got there and raise a newborn. So, a very busy life. She did state in her graduation speech that her teacher, Ms. Masters, had the most faith in her and that is what pushed her to continue to get her diploma. In researching adult ed and looking at things I have found that one of the indicators of the level of your children's education is the level of education that their mother has. So she went back and what drove her was the fact that she wanted to do better for her child, so she pushed through. Her speech was very moving for us. She told her graduating class to take pride in what they had done and to remember where they came from but that the sky is the limit. So, I wanted to share that piece with you. As you can see we did increase our graduation by a number of students to 105. Very similar to the previous slide but this one talks about full time employed students. We do have students that come in and they are fully employed, they're working 40 hours. Another story about our graduation, a young man came in on Friday before graduation and was a little upset that his daughter was playing travel softball, and we all know how expensive that can be, and he had the opportunity to work on Saturday and make double pay. So, he got his diploma. Him and I stood in the hallway and took a picture, shook his hand, and he went out and sat in his truck. 10 minutes later our counselor went out and the young man is just staring at his diploma, tears rolling down his cheeks. So that explains the importance of what we are doing for this age group of students. Our

actions will be for Goal C will be to continue to provide professional development for our staff, certified and classified staff as well. We are looking as I said to implement new science and math curriculum for this year. Our teachers will be in the Google Classroom training utilizing...my plan is to send a couple of teachers to the CUE Rock Star conference and then have them come back and share that information with their colleagues as well. We are expanding the instructional and behavior interventions and support services. A big part of this for us is the WIOAs because they have resources that provide counseling and other aspects of needs of our students. They help them find jobs, they also help them find living arrangements if need be. So we are very excited about those relationships we are building with our WIOAs. That is my presentation at this time. I do open you for any questions if you have any.

Lindholm: What were your 4 sites again?

Connor: We have 6 sites. We have 3 in Santa Ana, one on Bristol and Segerstrom, and one on 17<sup>th</sup> and Ross, and then we also have a site at the Wilshire area. We have a site in Anaheim off of Anaheim Blvd. and Cerritos and then we have one at the Harbor Learning Center. The site I visit on Friday mornings is the one down in San Juan, right next to the mission. So I enjoy a cup of coffee down there.

Lindholm: You bring education to the kids. That's a good thing. Any other questions at this time? We do have public comments. OK.

N. Boyd: I think you have Laura open the public hearing for these.

Lindholm: Please.

Strachan: Good morning President Lindholm and members of the board, Dr. Mijares. At this time I would like to open the public hearing and invite any members of the public to comment on the Local Control Accountability Plan for the College and Career Preparatory Academy Charter.

Bedell: I have three cards. David and Laura and Nina? Is David here? Welcome. I can't read your handwriting. It's my eyes. Your last name for the record please.

Luna: My name is David Luna. I'm from the College and Career Preparatory Academy. I enrolled March 16<sup>th</sup> and I've been there for a year and I'm planning on graduating if I keep on the rate I am in December of this year. I'm so thankful for this program that I could come into and get my diploma and build my future. I also like that there's CTE classes there, Career and Technical Education. You also helped me not only gain credits but also maybe even go into a career and help other students. There's a student there that's in the regular ACCESS class and she's looking into getting a degree in criminal justice. So, it works. The program works and you

see that we're graduating over almost 200 kids. I'm living testimony, living proof of that. That's all I have to say.

Bedell: Blessings, thank you. Laura?

Masters: I am Laura Masters and I'm part of the teaching staff with the College and Career Preparatory Academy. I am located in Santa Ana at the 17<sup>th</sup> and Ross site and I'm fortunate enough to have David as one of my students. This program for the 18-26 year olds was very needed and just from day to day watching these students is very welcomed by them. It's very exciting because we get to work with students that are working full time but realize that they need a high school diploma. Whether it's just to advance in their current position or so that they can move on and get another job. I have a student right now who is finishing up and he's just waiting for that final report card so he can move on to work in security. He has his guard card, everything, he just doesn't have his diploma. So that's going to be happening for him very soon. I really appreciate the LCAP and the money that's being spent on curriculum. Within my classroom I can offer Common Core textbooks, I can offer the GradPoint which is a little bit higher academic rigorous program as well as the Pearson now on line and that offers a little bit of both. So students that need the extra support they can also have the curriculum read to them so if they have a little trouble with language or just the level of the textbook that gets worked out for them as well. Offering technology and computers I have 25 year old students that maybe really haven't been in school since they were 15. A lot has changed in curriculum in 10 years so being able to offer all those different levels to my students is just helping them to be very successful. Along with the WIOA partners we also have our two counselors Janet and Megan at our classroom. I've had FAFSA workshops, college registration, where we've had a representative from Santiago Community College come. Another classroom had Fullerton, Santa Ana College, we've taken field trips as Mr. Connor pointed out as well. All those even though we might have 100 students attend, the ones who do attend have moved on. It's gotten them inspired to move on with their education. The graduation for May 2<sup>nd</sup> was always a great time. It was exciting to watch our graduates be able, what does that mean? Am I getting cut off? OK, sorry. I'm going to talk really quickly then. How much time...(timer goes off)...30 seconds OK. It's a privilege that I get to work with these young men and women. They have overcome a lot in their young lives and it's amazing that they still want to get their high school diplomas, they still want to have their parents be proud of them, they want to be role models for their children and they want to be successes in life. So I just thank the board for approving the College and Career Preparatory Academy. I know it's just going to continue to grow and our greatest testimony in that I have siblings of students, I have cousins of students, and I have co-workers because students that did enroll with us are now recommending the program to their peers. So thank you very much.

Bedell: Ms. Reyes.

Reyes: Hello everyone, my name is Nina Reyes. I come from OCAPICA, a community based organization with several offices throughout Orange County. We have been partners with the Academy for quite some time now. We appreciate everything that they've done for our participants. With our participants their goal is to complete their high school diploma, continue on to post-secondary or vocational studies and eventually find themselves in a wonderful career. The team and the staff at CCPA have been just, has given our participants the ultimate support. So thank you.

Lindholm: Thank you. We have no further requests to speak.

Strachan: Hearing no further comments this hearing is now closed.

Lindholm: Thank you. Very exciting. We wish you all the best in December. Congratulations on that, it's going to be great. One thing that can never be taken away from anybody is their education. That's what I always tell my son. I'll say you have to complete it, you have to get the diploma, and it will be yours forever. Good job with all that. With that, we're running behind, a lot behind. I thank you all for coming for the presentations. I see that we have a budget presentation. We also have a 12:15 time certain for an appeal hearing. We haven't gotten to board recommendations or our superintendent's comments. Or lunch, and we're going to be out of here quite late because we have 4 appeals. Do we know if our appeal is here?

N. Boyd: No, but we have to set up the boardroom for the appeal so we'll be letting them know that we're delayed. And we'll let them know that they're going to be behind. How long is the budget presentation Renee?

Lindholm: That'll be awhile though. Maybe we're going to hold off on the budget presentation. We have had a budget presentation, this current update. We'll need to do something.

N. Boyd: The budget presentation has to be done sometime today, just because it supports the LCAP.

Lindholm: Understood. Ok, but I'd like to get to before we take a lunch break, quickly I think we could do 11 and 12 in like 5 minutes if we're lucky? Can we do 11, I think 11 will be pretty easy?

Bedell: Yeah. I would like to move number 11.

D. Boyd: Second.

Bedell: This is a follow-up to a unanimous vote in the State Senate to give the districts back some more flexibility. You know it's literally the truth that during the dark of the night the reserve cap was changed and it drastically committed the amount of reserve districts could keep. This gives back some more flexibility to the districts to have better reserves. I'm asking support of this resolution which support what senator and I'm lacking his name, it backs up that it was passed unanimously from the Senate 38-0, now on the other side of the house and I would hope we could support it and communicate that to our legislators in the Assembly.

Lindholm: By supporting this measure, I believe people should be able to have a reserve. It makes a great deal of sense when you're planning your budget as you're going forward. Any comments? We do have a motion and a second to support this measure and send out a letter of support to the appropriate people? Any comments?

N. Boyd: For clarification it is Senator Hill and Glazer.

Lindholm: I don't see a request to speak on this one so all in favor?

Several Ayes.

Lindholm: Any opposed or abstentions?

Bedell: Can the record show that passed unanimously and that be transmitted in the letter of support to the people to whom we will be sending this? Thank you very much.

Lindholm: As designated. That brings us to, briefly I'm going to try and keep this moving, to Item #12. Item # 12 I've requested to put on and ask for assistance from our attorney. As all of you in this room know we've had a flood of appeals, mostly from Anaheim Union High School District, we'd like to be able to give them some direction. I've been very concerned with the timing of it and with a lot of the strict, the restrictions they have put on that have impacted hundreds of children. So, with that, you see in your agenda packet under Item #12, a list of some of our concerns that we could pass on. Our first and foremost concern always is, is this request for transfer in the best interest of the children. That's the first and foremost thing that we look at when we are granting or denying an appeal. There's a list here, the transportation needs of the family, childcare needs of the family, other siblings—a lot of siblings have been denied that they could go into the high school where there brother or sister was. The sibling issue is very important to me. Also, that the parents can get their children in there safely and while both parents are working and trying to pay their bills that's very important to me. Continuing the child's current education plan, that they're not yanked from a current program that they're in so that they have to attend another school. We just heard from the judge, that school stability was so important that the child knows where they will be attending school. Specialized classes, the

parent's place of employment and other issues. So, I'm hoping we can have some guidelines formulated, maybe put on our website so that the districts understand, so that we don't have another flood of appeals from schools such as Anaheim. I'm just looking for support that we have some kind of memo or guideline posted on our website. And parents understand this. So, that's what I'm putting forward with Item #12, that we put something on our website. I don't know if you want to send something to Anaheim, that's up to the board.

Gomez: I'll second for discussion.

Lindholm: Thank you.

D. Boyd: Under the code, if we choose to.

Lindholm: I greatly appreciate your comments and I think this has been a very challenging time for us. We had 6 days set aside specifically for appeals and that's never happened before. Some of our trustees were so kind as to do evenings, some of us did days, so in terms of, I think these are basically in the code. Help me out...1066?

Wenkart: All of these criteria are similar to the criteria that many districts have adopted. Los Angeles County Office of Education has adopted. What I did was in listening to the board in the last 4 or 5 meetings that we've had with regard to inter-districts and the things that you've brought forward and the items you've discussed. This was based on my notes and our discussions what the criteria might be. They're definitely consistent with the code. I wrote it as an amendment to the existing board policy but you don't necessarily have to do it that way. It's set up to amend Board Policy 300-2. The last item, other relevant issues that impact the child's attendance at school was meant to be a little broader so that there could be some unusual circumstances in an individual case that you want to consider. So you don't want to be limited or hamstrung to just a specific criteria. It does give a road map to not only parents but to districts as well as to what the county board would consider.

Lindholm: I think with that though, I think if this is very consistent with the state ed code, I think that the districts should expect that this is something we would be looking at. So, I'm very comfortable putting this in there. If the other districts need to amend some of their policy, there are some things we didn't put in there, like the notification period or that you didn't have to come in person, or that it was ok that you could email, we didn't include all of that. I think this is broad enough to give them a good idea that these are things that we think are very important in the interest of the student. And that's where I'm standing. Yes?

Gomez: I think that, I think there needs to be some other guidance. I've had several conversations with other school board members of our local districts and I would encourage

them: one is to put some sort of a school finder on their website so that a parent could type in the address, figure out what their home schools are so there's not this confusion. I know some districts have it, some don't, but that would certainly help. Rather than seeing a map, cause a map could be very deceiving on a street or something. If you're able to put in your exact address. I would also like to see districts provide some more transparency in regards to the transfers. On the first request for a transfer. So if a child gets a transfer request and it's granted at the first grade, the district needs to say this will not be granted necessarily through high school. So, I think the parents need to have that in their mind and districts need to be open with that, that it's not necessarily going to be granted every year. I would also like to see the districts work with the community, their realtors, their apartment managers, anybody that helps place families whether it's apartments, realtors, I know I've personally spoken at the Tustin Realtors group. Next time I get invited I'm going to be talking about this because it's kind of frustrating and we've seen that in a couple of appeals a couple of months ago, where parents weren't sure where they were. And my last comment would be also about the electronic submission of forms, so parents don't have to take off work. Unless the district is going to be open later at night to allow for parents who work during the day not to have to take time off work and maybe during that open enrollment period have days where they can be open later, until 8:00 pm or something 2 or 3 days a week until the open enrollment period ends, so parents don't have to take off work. That's just insane. Or have electronic submission. I'd like some more guidance I guess, perhaps to the districts about what we're seeing, not all districts are going to see. But we've had the opportunity to go in depth on those things.

Wenkart: Well, there was a discussion at the last district superintendent's meeting about inter-district attendance among the district superintendents. Some of these issues were discussed. We could specifically address these issues at the next superintendent's meeting, and specifically mention all of these items.

Gomez: I know that there's an Orange County apartment managers association which the gentleman I used to deal with is no longer there. I've tried to find him in the last month but I think that would be another source where, they've got the managers all there and they can distribute information.

Lindholm: I would like to add, all excellent comments, an Item #9 to this list that submission could be done electronically. We do it at the Orange County Board of Education. You don't have to come in person. We've had many parents worry about risking their jobs to come here.

Wenkart: Well, these 8 items are addressed to this board's policy.

D. Boyd: That's the problem we face, is that the changes I feel that need to be made, need to be made at the district level, and we don't have power over the district. This whole Anaheim

process, this year, I think is outrageous. Parents were given this short window, 7 days, a snail mail letter, parents had to come in, many parents who got the letter came in, the forms weren't available, they could not submit it electronically. It seems like they put up every single hurdle they could possibly put up to deny these parents their due process. I'm frustrated that we can't do anything about it.

Wenkart: Well, I wouldn't say we can't do anything about it. One thing we could do is share this information with the district superintendents at the next district superintendent meeting. We could also share it with the chief business officials and the directors of child welfare and attendance.

D. Boyd: But I think the problem is, Ron that it accomplished exactly what Anaheim wanted to accomplish. I mean, we had how many 80 appeals initially? We would have 180 if it wasn't for that 7-day window. There had to be so many parents that were not given the opportunity to get into the system.

Lindholm: Do we address that in a memo? I know Anaheim Union has done press releases before, but I prefer to do it as gentle as possible. That's why I'm suggesting we put this on our website.

Wenkart: One suggestion I could make is if I could take my notes from what you've just told me and put together some items in writing, see what you think at the next board meeting and then I can share that with the superintendents, the directors of child welfare and attendance, the CBOs...

Lindholm: My problem with that is I'm not even sure because the hearings, we hold the hearings with our board members. They don't hold board meetings for the students who are applying for the inter-district transfers. So the board members themselves may not know how many were denied. They're not hearing the process so for you to say you're taking it to the superintendents is good but it's not, this is basically state code is what we're trying to tell them. If they're going to come to us we're going to be following the state code and 7 calendar days for notification and you have to apply in person is not going to work.

Wenkart: Because you don't have direct control over the school districts, but you can influence them indirectly.

Lindholm: Can we send them a letter? What can we do?

D. Boyd: We could do an open letter to the districts.

Bedell: Exactly. We could say these are some of the issues that cause concern in our deliberations that are within district purview but they really make us question what's in the best interest of the children as we try to interpret the case and act on behalf of the child. It's more suggestive than saying you will have your office open 6 hours. I agree with you, we can't do that. But these are issues that help inform our conversations, and how we can help the child.

Gomez: This is why I'm saying this might be some guidance for them after we've looked at all these things and some of the issues that have come up. So it may not be an issue for a particular district right now but it might be in the future if they don't put something on the website for the parents to find. If they're going to purchase a house, what school district are they actually in? We've seen things where an appeal where the gal lived in Irvine and thought she was going to Irvine schools only to find out she was in the Santa Ana district.

D. Boyd: One of the things I've noticed if you go to Zillow, which is the biggest real estate online site, it lists nearby schools. It just lists the...

Gomez: And that's why I think it's important for that school district to do that.

Mijares: Could I make a comment madam chair? As Ron mentioned, we had a meeting, I think last Friday. The superintendents actually got into it among themselves. Some said look, we lose some, we let the parents go, we gain some and in the end it all balances out in terms of state apportionment. In this case, this one was a little derailed because of what you saw happening by one district. I think that they have talked among themselves about how can we be more proactive, how can we be perhaps more child or student centered, family centered, and make this work out so we don't end up with the problems that we have. I think they know all that stuff. Ron has given it to them, he's given them the law, they understand it, I think it falls more on the line of communication, dialogue, perhaps among board members. We will do it with our superintendents but when they know that you are the only thing stopping that parent from gaining access to wherever they want to go, then that modifies behavior. Really, you have the last step. You are the last step.

Lindholm: We do, and we get the parents crying and the students crying.

Mijares: You don't want to sit here and do open court for hours, nobody does. I think...

Lindholm: I think we should send a letter, an open letter, generally written up not pointing out any particular district, these are the things we are looking at that have become a concern this year perhaps, and to send that out to our school districts and give it to the board members so they get a copy. Because I'm not sure it's going to the board members.

Bedell: I spoke to board members and said do you know what happened about this, this, and this? They said no, we just know a case and a number.

Mijares: The families don't understand their rights. That's the problem. The way it's supposed to happen it is very perfunctory, it is routine what happens. There's a child welfare and attendance office. You make a request to go to another district, they give you the forms and then it can get denied at that point.

Lindholm: Actually they don't give you the forms.

Mijares: Well they're supposed to.

Lindholm: Well they're not available.

Mijares: So that gets denied at that level but what happens is they're probably not told but you can appeal before the local board. And that's where the local board is being disconnected. They don't get that step, and the next thing you know, especially when it's a sense of urgency they come to this board.

D. Boyd: If I'm not mistaken though, Anaheim parents do not have the right to appeal to the Anaheim board. It's a staff decision.

Mijares: It's an inter-district hearing. They're appointed by 3 members who do not, they're objective, they're not part of the school setting. They defer to that process but, Santa Ana, they still allow you to go to...

Lindholm: I think the problem with this has been huge. We've had a flood of appeals and I'd say almost the majority is from Anaheim Union School District. And that's because their policy has become so strict, so difficult for the parents, so difficult for the students, we had a backlog of what, 70 appeals?

Wenkart: Around that number. Yes.

Mijares: You saw them slowly dropping them though.

Lindholm: We did as we were approving them.

Mijares: And then they realized what was going on at this level and I think, only they can speak for themselves, they probably thought they were wasting their time coming here.

D. Boyd: Probably, but there were still in my opinion at least 100 students, 100 parents, who never got in the system because of the unreasonably short timeline.

Mijares: They just capitulated and went on.

D. Boyd: They get it.

Lindholm: You would have 7 days and they would put it in the mail, 7 calendar days, so you could have 2 weekends in there, you could have 5 days to go that appeal done. You have to appeal in person. The Orange County Department of Education, congratulations to all of you, accept those online, you can fill out that form online. And we have had parents say we could lose our job by being here today. We could lose our job by going in there. So, it's a huge problem and I would love to see them amend their policy. It really needs to put the student first. I congratulate them on all the great work they do teaching but this inter-district policy is just unbelievable.

D. Boyd: My fear is, going forward that if Anaheim maintains this policy it could influence what other districts are going to do. We're not going to allow any inter-district transfers either. It's ...

Lindholm: Yeah, it could snowball.

D. Boyd: It's not a healthy situation.

Lindholm: And the parents cry. We've had so many parents cry, and students cry, and the stories are all very valid. So, I would like to see us get a letter together. You're saying the board members may not even know the true facts of this and the extent of it. Let's get that letter together a cover letter on it, it can be a very nice letter, and say this year because of this very tight strict policy that has come forward, the board is seeing many, many appeals and these are the criteria that we are looking for that follow the state code. I think it's a general letter and then maybe that will slow this down and some of these kids will get to go in the school that's very important to them. So can you generate, with our board's consensus a cover letter and add number 9 that they can electronically submit. We've had several parents come in and say we are at risk of losing our jobs.

D. Boyd: Yeah but realistically that number 9 is not within our power.

Wenkart: Well it could be in the letter.

Lindholm: It can be in the letter.

D. Boyd: Because they wouldn't even be here.

Wenkart: We can put that in the letter.

Lindholm: To me it's timely...

Gomez: It's guidance. That's what I'm thinking, it's more guidance and feedback from what we're seeing.

Bedell: And if you phrase it in the form of a question, we were concerned and we were wondering if parents did not have access to the process because of...if it's in the form of a question or concern it's not accusatory and it's not violating....

Gomez: That's what I'm saying, guidance I think, and feedback from what we've seen.

Wenkart: We can come up with something and bring it back to you at the next board meeting.

Lindholm: I'm unable to be at the next board meeting and I would like to be able to sign this letter. If it's not done in time...if it includes all these things I'm very comfortable with our vice president....

D. Boyd: Well this is not time sensitive we can wait...

Lindholm: It is for some of the children because the ones who haven't appealed, they're trying to get into summer programs. They're trying to test, they're trying to get into magnet programs. They need to take this program so they can get into the school in the fall. So it is time sensitive. That's very sad because we've had acceptance letters from some students contingent upon the appeal going through so it is time sensitive. I'd like to see it go through quickly.

D. Boyd: Ron, can I ask you a question?

Wenkart: Sure.

D. Boyd: If a parent missed the deadline at the local district level. In other words they didn't file their appeal within 7 days for an example given by Anaheim. Could the parents then go back and at a later date file another request if any circumstances have changed?

Wenkart: Well, we'd have to look at the district policy, but it's possible.

Bedell: It's the policy but there's only that window.

Wenkart: I think what would happen is you are correct, parents get discouraged and they don't follow-up. So, possibly they could but I think in most cases they don't because they're not aware.

D. Boyd: In most cases they don't.

Wenkart: Or they're not aware of the appeal process so when they're turned down at the initial level they decide not to go further.

Lindholm: I know you haven't been in attendance at the appeals but...

Mijares: I've seen a lot of them, I know what it's like.

Lindholm: It's a very difficult situation, but the appeal forms are not even there. So the parents have to go and figure out how and where on the internet...and that's another thing that was brought up is how are the parents notified that the policy was changed? They had about 3 to 4 days to know the policy between the time the policy was at the board meeting and enacted, I think it was 4 days. And one was a holiday.

Gomez: 3 business days I think is what it turned out to be. The 17<sup>th</sup> through the 21<sup>st</sup> I believe.

Lindholm: And then they posted it on the website but they didn't send out letters.

Bedell: Wasn't Monday a holiday?

Gomez: Yeah, the 20<sup>th</sup> was the holiday.

Lindholm: So, can we get please, a draft letter. I will be back the 29<sup>th</sup>, I won't be back the 28<sup>th</sup>, but please have that on the next agenda if you can. I appreciate all you do. I know you put the students first. But let's get that together and I would love to see it with the policy, I like how you have it written. With that, do we need any action on this to say we would like this letter written? Do you need a motion?

Wenkart: I don't think we need a motion. By consensus we can just bring it back to the board meeting on the 28<sup>th</sup> and then, if you want to take final action at the 28<sup>th</sup> or at the July board meeting, you could take final action...

Bedell: When is the July board meeting?

N. Boyd: The July meeting I believe is the 7<sup>th</sup>, the 10<sup>th</sup>.

Mijares: You know, one notion would be we produce the letter, and send it to you, and if you like it we have board president Lindholm sign it and then you ratify it in July.

Lindholm: I'm happy to do that. Because I would like to have it go out fast for those, there are students waiting to know if they can get into these schools. And they're accepted and they're stuck. And with that they're going to be stuck again. I would appreciate that, I'm happy to do that. With that, we've got those two notes. Does the superintendent want to talk now?

Mijares: It's up to you. I'll be quick. Thank you for your indulgence and it's an honor being with you today. I just want to point out a couple of things under my remarks. Now I held this one because we just haven't been able to do this for the last board meetings it seems like but I want to make sure that you know that Nina Boyd is the new president of the California Association of School Board Officials which is a position of distinction. Renee also held the position. I wonder if this is a first where you have two people in a county office. I wanted to commend Nina for her leadership not only here but statewide.

Bedell: Was she elected by them? Did you have opposition?

N. Boyd: Yes. There were three of us.

Bedell: Congratulations.

Mijares: I just wanted you to be aware. I also wanted to say that we did our prize patrol. We selected six outstanding teachers from across the county. We were able to add a teacher, normally it's five teachers, we have six teachers now. There will be a big celebration in October at the Disneyland hotel with Mickey and Minnie and it will be a great thing. Amazing teachers that we have here in our county. And also wanted to let you know that on the Gold Ribbon Ceremony, this is the ceremony that honors schools, distinguished schools. We, there were 275 done statewide and over one third of them were from our band out here, Orange County, Riverside, San Bernardino, and San Diego. We just continue to do a marvelous job and I thank the staff, all of our districts, OC is the place to be. OK, that one and then, the Sal Khan, the afternoon with Sal Khan. If you know anything about the Khan Academy it's all about an online forum tutoring, student, giving them preparation for almost any subject including advanced placement courses and it also helps them to prepare for the SAT. It's all free. It's not really free but nobody pays. They get sponsorships and that's how it is driven. It's fantastic so we're embarking on a new relationship with Khan Academy to first of all the six county offices that are most south of the state are involved in this and we're creating a model that'll be used across the country actually, not just in California. So we're happy about that. That's all I have to report.

Lindholm: Thank you, superintendent. Again, congratulations to our staff on all they do. Question for our board. We have had a budget workshop about an hour presentation at our prior meeting. What we could do would you clarify this for me, please help me out associate superintendent.

N. Boyd: OK. The code requires a public hearing on the budget for the LCAP but it doesn't require a presentation. Because you did have a presentation, a budget meeting workshop last month, if you wanted to waive the budget presentation today, you could do that. If there are questions related to the budget between now and the June 28<sup>th</sup> meeting when you need to approve the budget or take action on the budget then you could send the questions in to Renee and she could answer whatever questions you might have related to the budget during the interim two or three weeks and then you would be able to take action at the June 28<sup>th</sup> meeting. So you would only be required today to do the public hearing. So the public hearing has to occur today, if you want to waive the presentation.

Lindholm: To my board members, we have had, and I thank you, a very good amount of time to view this proposed budget and a public budget presentation. Would you be able to waive the budget presentation today and follow-up with questions.

Bedell: I'm comfortable with that.

Gomez: I'm fine with that.

D. Boyd: I'm fine with that. We have parents that are waiting who have taken off work...

Lindholm: Yes, they have taken off work. So, do we need a motion for that?

N. Boyd: Just open the public hearing.

Lindholm: Ms. Hendrick would you do so?

Hendrick: And as a reminder as I open the public hearing, you had two LCAP presentations for both the OCDE and the College and Career...those are all in the same budget so when we open the public hearing it's for both of those combined. So, president Lindholm, members of the board, Dr. Mijares, at this time I'd like to open the public hearing for input into the 2017-18 budget for the Orange County Department of Education.

Lindholm: So opened, I'm looking to see if we have any speakers from the prior time, or today. I'm not seeing any speakers who wish to address.

D. Boyd: Could I ask a quick question? Why does the charter not have its own budget?

Hendrick: Because they are a dependent charter and we share many services, we've combined. Down the road as they get larger we could look at something different. You also do have my budget presentation in your red folder so you do have that. Hearing no more questions, I'd like to close the public hearing at this time.

Lindholm: Thank you for that, and great job as always. With that, I think what I'd like to do is adjourn until 1:00 pm for my board members, or 1:05 so we can get the room set up. These will be closed hearings. So for members of the public letting you know that. We won't be back for about 4 hours. Thank you.

Sound of gavel.

Lindholm: Ok, we have an announcement to make. Our attorney, I'm looking at Mr. Wenkart.

Wenkart: The board will be meeting in closed session to confer with legal counsel regarding existing litigation. The litigation is Anaheim Union High School District and Anaheim Elementary School District versus the Orange County Board of Education, to discuss the status of the litigation.

Lindholm: Thank you. If we're not reporting out anything are we able to adjourn after that?

Wenkart: That's the last item on the agenda.

Lindholm: Alright, yes it is.

Sound of gavel.

Voices as board members and staff return to the room.

Lindholm: There's nothing to report out.

Wenkart: The board met on the litigation involving the Anaheim Union High School District and the Orange County Board of Education. No action was taken.

Lindholm: Motion to adjourn.

D. Boyd: Second.

Sound of gavel.