

## Orange County Board of Education Meeting – 10/18/17 – Transcript

*(Sound of voices – gavel)*

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

Bedell: Good morning. Regular meetings are held each month at 10:00 am unless otherwise noted. Anyone wishing to address the board on any matter must complete a request to address the board card available at the table by the door. Please submit the completed card to the board recorder prior to the beginning of the board meeting or before the agenda item discussion if it is an agenda item. Each individual is allowed up to three minutes per person, per meeting and may not give his or her time to others. This is a public meeting and we must be respectful of each other and the board. Verbal outbursts and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403. Board agendas are posted online and can be reviewed at [www.ocde.us/board/pages](http://www.ocde.us/board/pages). Agendas are available on the back table as well. Thank you for attending the board meeting today at the Orange County Department of Education. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order. We are blessed today to have our cadets from Sunburst Color Guard and a singer who will be doing the national anthem. Will you please join me in welcoming these folks, our students, to our October board meeting.

Sounds of marching, voice giving orders. Present colors. Singer begins to sing the national anthem

*The Star Spangled Banner*

*Oh, say! can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming;  
Whose broad stripes and bright stars, through the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there:  
Oh, say! does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?*

Orders for marching out of the room are given, sound of footsteps.

Applause.

Bedell: Ms. Boyd, I wonder if you could ask them to come in for two minutes, now that they've just left the room.

N. Boyd: Their principal will get them.

Bedell: Will you join me and please be seated. They have to be some other place so but I did not want to miss the opportunity to...they can walk in casually.

N. Boyd: They're not used to casual.

Bedell: Can you come on down, I'd like the people to see you in a different role...just for two minutes. We didn't tell your leaders that we were going to do this, which is nice. Last week, I had the opportunity to visit the Sunburst Academy for my first in-depth experience. I can tell you that I was with Ms. Boyd and Laura Strachan, and it was by far one of the most meaningful experiences I have had as a school board member. We had good dialogue, we had friendly conversation, we had candor, and I am so, so enthusiastic about this program and what this office is doing in cooperation with the government to give these people another chance and to have them be model citizens which they are already and I just want to say that blessings to you all. I know you're busy, you have another event to go to, but I wanted to acknowledge publicly what I said to you privately. So again, thank you for being who you are, doing what you're doing and special thanks to your teachers.

Applause.

Bedell: Thank you. OK, we'll have a roll call please?

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Boyd?

D. Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

Williams: Present.

Bedell: The agenda, do I have a motion to approve the agenda for today's meeting, striking the closed session part? We will not be going into closed session for legal matters.

Lindholm: So moved.

D. Boyd: Second.

Bedell: Moved by Lindholm seconded by Boyd to approve the agenda as amended. All those in favor please say aye?

Several ayes.

Bedell: Opposed? It is so moved. Do we have a motion to approve the minutes of September 13, 2017?

Williams: So moved.

Bedell: Moved by Williams seconded by Trustee Gomez. All those in favor please say aye.

Several ayes.

Bedell: Opposed? They are passed as submitted. Public comments, Mr. Vice Chair?

D. Boyd: Yes, sir. We have one public comment. This relates to the Oxford Prep Academy and I think that we could give them the option of either speaking now or there will be a presentation for Oxford later. They could do it immediately prior to that. This is Tammy Lohoff.

Bedell: Tammy?

Voice from audience, declines to speak at this time.

D. Boyd: OK, very good.

Bedell: OK, thank you very much. I would like to read a brief statement. Last month during a routine colonoscopy....

D. Boyd: Last month during a routine colonoscopy a suspicious site was discovered. One turned out to be malignant and one turned out to be cancerous, and is the size of a golf ball. I am totally asymptomatic. Why do I bring this personal information to you? Because just five years ago I was clear. As a result, I will enter Kaiser Hospital on Friday October 27<sup>th</sup> for surgery. Please get tested early. Colon cancer is a very easy examination everybody my age should have done on a regular basis. I think Dr. Williams can tell us, colon cancer diagnosed early is almost 100 percent curable and everybody needs to be tested.

Bedell: Ok, now we have some cheery stuff. Laura Strachan would you please come on down and give us the ACCESS report? Thank you.

N. Boyd: Actually, that's a 10:15 time certain so if you'd like to do consent calendar...

Bedell: Do we have a motion to approve Items 6 and 7 of the consent calendar which is normal; granting of diplomas and signing of a merit certificate to somebody who is resigning. OK, moved by Williams seconded by Lindholm. All those in favor of consent please say aye.

Several ayes.

Bedell: Opposed? Done. Next, all those in favor of the resolution identifying the Gann actual appropriations limit, please say aye.

Several ayes.

Bedell: Opposed?

N. Boyd: Motion?

Bedell: Williams.

N. Boyd: Item number 8 is just a review. I'm not sure if the board has questions on that? The board has received documentation on a new suicide prevention policy that is required by law. We're asking the board to review it this month and we've asked for a recommendation for adoption at next month's meeting. This is for the first reading. If there are questions you can send those forward to us and we'll be prepared to answer them back to you, also during the November board meeting.

Bedell: OK. Do you folks have any editorial suggestions you'd like staff to consider?

Gomez: I'll send my questions; I just have some minor clarifications.

Bedell: OK Anybody?

Williams: So, just to clarify. There's no action needed? This is just review to officially recognize that we received this?

N. Boyd: Correct. There was new legislation that requires every school board to adopt a suicide prevention policy during this fiscal year in the state of California. So, our staff has worked with legal counsel to develop the policy using the state's template so that will be one of the reasons why it is the length that it is. So as you're reading it and you might think why don't we shorten it, the state did prescribe certain things to be included in the template.

Bedell: Do you want to add to that? Great. Do any of my colleagues have anything to say.

N. Boyd: We can move to the 10:15 time certain.

Bedell: Now we can. Come on down Ms. Strachan.

Strachan: Good morning President Bedell, Dr. Mijares, members of the board. Thank you so much for letting us give you an update on our Sunburst Youth Academy. I know that you're all aware of the program but I'll give you a little bit of an overview of the program for those that are here that are not aware. The Sunburst Youth Academy is operated by the National Guard at the Joint Training Base in Los Alamitos, California. The program is a 5 ½ month residential quasi military program where the students initially go through a two-week boot camp before entering into the regular program. The program is designed for students age 16 through 18 that are at risk of dropping out of school. The National Guard operates 40 of these programs throughout the United States and there are three in California. Our program serves students south of San Luis Obispo all the way through Imperial County. Students apply for this program and go through a rigorous interview process with the National Guard and parents must agree to go through a parenting program as well. Once they are chosen by the National Guard our school staff actually interviews the students just to make sure that we are able to meet their accommodations and any needs that they might have so that we're ready when they attend the program. Our school program at Sunburst is cutting edge. We have one-to-one ratio on chrome books. We are installing interactive technology throughout all of our classrooms and we have a block schedule that allows for project based learning throughout the program. The foundation of the National Guard is based on 8 core components and those 8 core components are what that the Sunburst Youth Academy is based on.

Baughn: As you can see on the slide (referring to PowerPoint presentation projected on screen) and as you probably know, the Orange County Department of Education plays the biggest role in ensuring that the students meet the first core component which is academic excellence. The next core component, leadership and followership is followed by job skills. In addition to the pre-employment skills that we teach, students also have the opportunity to participate in job shadowing and businesses in Orange County. The next core component, life coping skills, is followed by service to community. As you can see in the pictures the cadets participate in community clean-ups done in cooperation with law enforcement but also assist with many non-profits throughout Orange County and Los Angeles. The six core component teaches students about the history of our country and also their individual responsibilities in a democratic government. The seventh core component, health and hygiene, is followed by physical fitness as you can imagine, lots and lots of physical fitness. All of these core components are important both individually and collectively in producing well-adjusted citizens.

Strachan: I do want to apologize, this is Deni Baughn, the principal of Sunburst Youth Academy, and I apologize for not introducing her prior, she's done a great job. The Sunburst Youth Academy is actually celebrating their tenth year anniversary this year. With your support, we have actually become one of the flagship programs for the youth academy program with the National Guard, so we're very proud of that. Some of the highlights over the last ten years, Sunburst has served 3,446 students that have received a certificate for completing the Sunburst program. Of those students we have actually awarded 712 diplomas and 61 GED and HiSets. The other students, remember they do come 16-18, so many of the other students were caught up and ready to go back to their home high school to finish their senior year and graduate on time with their class. Students have earned 165,000 credits and they have completed 10,000 hours of service in our community, which is great. One of the things that we're very excited about with our program is our global education and it's very much a part of the Sunburst program both in

the military side as well as in our classroom. As we mentioned the block schedule and interactive technology have opened up new doors for our students to explore the world. We highlighted this in all of our classes but it's especially highlighted in our social studies classrooms. Students also have an opportunity to participate in a variety of educational field trips which broadens their awareness and knowledge of the world around them. Our most recent field trip is depicted in the bottom left-hand corner (indicating PowerPoint on screen). The students boarded a research vessel and went out in the oceans to take samples of the ocean in order to study the trash and plastics currently in our oceans.

Strachan: We also take the students on many college field trips throughout the year as well and partner with them. This is the program that we will be partnering to have the co-curricular class with Golden West College too. This program enjoys strong congressional support. It is actually a line item in the defense budget. Because of the success of the program they have recently planned an expansion for our program. They are currently under construction for two new platoons of student housing which will add 200 students to expand the program in the near future. Our teachers are very special. We have a dedicated staff and teachers working at Sunburst and they are the right teachers and the right people to work with our students and families and they do an excellent job. It shows in their team work, their attitude, and their pride in what they do. They are just an incredible staff and we're very lucky to have them, including our principal. This is a picture from our graduation. It's probably one of the most special days of the year. We invite you to visit Sunburst at any time, you're welcome. Graduations are twice a year and they really are a memorable occasion to see. Do you have any questions for us?

Bedell: My board?

D. Boyd: Yeah. Maybe you could tell the folks here the typical day of these cadets?

Baughn: Sure, I'd be happy to. The students wake up at 5:30 in the morning. At that time, they get dressed in their physical exercise clothes. They go out and do a brief run or some kind of physical exercise. They come back, they shower, they use the restrooms, they shower five at a time so they're allowed a three-minute shower every single morning. Then they get dressed, they go chow. They have 10 minutes to chow, there's no talking during chow so themed lunches are really a special time where students have the ability to talk and eat freely. They chow, they go back, they have morning formation which is usually a motivational time. So it's a time when the sergeants or the cadet first sergeant has some kind of a motivational in the morning. Then the kids go to school from 8:00 to 3:00, they have lunch in the middle of the day. After 3:00 pm they go back to the military where they go for afternoon programming. They have brief groups. They have individual counseling. They have anger management, drug awareness classes. They do something called the PRAH which is the post-residential action plan where the students plan what are their steps after they leave Sunburst. And they have to do a detailed plan as far as if they don't succeed at one step, how are they going to recover? So it's a detailed plan that they work on starting the first day at Sunburst. They plan their exit on the first day of entry. They go back to chow for dinner, sometime around 5:00, we have four platoons so they each take a turn in the chow hall. They go back about 5:00. After that they have showers, they have personal time where they can do letter writing. There's no TV, no phones or anything like that. So it's the time that they have to read and do letter writing to their families – the old fashioned way.

Bedell: Anyone else on the board?

D. Boyd: When I first joined the board and talking to board members, Dr. Williams in particular, I know this is a program that he is particularly proud of and he should be because he lobbied very hard to get this program based here in Orange County. It is a program like I've never seen before. It is incredible in my mind. 5:30 in the morning, I don't know if I ever experienced this myself but I'm told the sun is not even up at 5:30 (laughter).

Baughn: It's not, especially not until the time changes.

D. Boyd: Thank you.

Baughn: Thank you for your support, very much.

Williams: I can always cry about these type of times when you've come before us because this was something that was so very deep in my heart, back 12 or 13 years when we began the discussion. At that time, it was...give credit to the board. Jack you were on the board, I think, so was Liz Parker, Felix Rocha, myself, and Alex Coronado. We all just grabbed on to this and gravitated to this notion that these kids who would otherwise be incarcerated and be in jail are now demonstrating the highest form of patriotism and love for this country and the values for which we stand. Let me give credit to then superintendent Bill Habermehl, Lynn Hartline, and John Nelson, who were intimately involved in all of this. And if I can, if this is going to be something that's ongoing, maybe give credit to all those individuals who were involved by putting a plaque there with all the staff and the board that really made the determination to make this thing happen. This has grown so much it's exciting to see it. You see me beam with great pride because of what you have done and this great staff of ours.

Bedell: Trustee Gomez?

Gomez: I just want to comment. I visited the Sunburst Academy a little over a year ago and I was just so impressed with the faculty, the students, and I think it's also important and maybe you could share as to how the students get into the academy. I think it's important for the public to understand that.

Baughn: It's a voluntary program. So students actually have to apply for the program. They are put through individual one-on-one interview. After they have completed the application, which assesses their level of motivation to change. Because it's a voluntary program, you know you can't make teenagers do anything that teenagers don't want to do. So they internally have to want to find a different way. These are students who have experienced chronic school failure and are very disillusioned with themselves and their lives and their futures. So that's what motivates a lot of the students to apply to the program. After they go through an orientation, turn in the application, do an interview with the military which assesses their level of motivation, then the education portion goes through and we screen each student as well as make sure that they appropriately meet the criteria for the program. At that time they attend roll call, they're invited to roll call. They have three roll calls prior to the start of the program. Each roll call basically

gives the students a taste of what they're going to experience as a cadet within the academy. Because it's a voluntary program, if the students aren't ready to do that at that point they can say I don't want to do it and they don't do it. So by the time they actually start the program they've already had a little bit of a taste of what's going to be required of them. A lot of these kids have never been told no, don't know how to take no. The beginning is cadre led so they're being told what to do every single minute. It's kind of a humbling experience for most of our teenagers.

Strachan: I do want to point out too that there's a mentoring component for another 12 months that follows the students which is very important. Many of the students have been removed from their environment that they struggled in. They have new tools but going back they need support to use those tools. So they do have a mentoring program for 12 months following the program to make sure the students are staying on track and doing well.

Bedell: Trustee Lindholm, anything?

Lindholm: It sounds like a fantastic program. When they are chosen, is this kind of an either or that they will be expelled, that they will be dropouts, that they will be incarcerated? They've been chosen you're going to work hard and we can see that, absolutely fabulous. What is their alternative if they don't do this program?

Strachan: It depends where they're at, and everybody has their own story. Student come at different levels. Some may be on the verge of incarceration; some may just not be going to school or having difficulties at home. It really depends on their circumstance and their local city or school district for what services they would provide if they were not accepted into the program. Because it's such a vast area that they come from.

Lindholm: And you have 200, how many students?

Strachan: 225 is what we have and then they are looking at an expansion of almost doubling the program.

Lindholm: Fantastic.

Bedell: Anybody else? I would just like to say that going there and asking these young people questions, it was so fun. I thought for sure...do you like the men and women being separate? I thought they were going to say no. Yes, they're distractions! What would you do if you could wave a wand they had very little suggestions. Some of them wanted more technology, but you could just see that there was this gratitude. They oozed gratitude. They love their teachers and that they were appreciative of getting a second chance. I don't know how many times we heard those words...second chance. Somebody believed in us to give us a second chance. So I'm concerned about going back, I think going back to where they had issues and I think the coping skills that you're giving them will be invaluable for that. Ken, I would like to say, very frequently I...your ideas sometimes...(laughter) seriously, we go back so many years I had hair. (laughter). Seriously, I think that would be one of your legacies was that seeing that these people can be saved. That's the right word, they'd be in other places not as good for themselves or for society so blessings on that. OK, anything else you want for us to hear?



Strachan: No, we just appreciate your support, your ongoing support is really instrumental in helping us do a great job with the kids and we thank you very much.

Bedell: Our pleasure. Trustee Boyd, you have a question?

D. Boyd: No.

Bedell: Ok, next we go have a presentation on the charter school update of the Samueli Academy, Mr. Saba, Principal will facilitate this presentation, and we're really looking forward to it. Welcome again. You want to give us some background as some people may not know.

Saba: Absolutely, no problem.

D. Boyd: And the board adopted a policy a few months ago that we're going to rotate these updates, every month will be a different charter that's under our authorization.

Saba: Happy to be here, good morning everybody. Distinguished board, superintendent Mijares, it's a pleasure to be here. I'm joined by our CEO Chris Simonton there in the audience. Time travels quickly. Just last Friday of last week was the end of the first quarter of our fifth school year, if you can believe it or not. It's gone by very quickly. If you remember, five years ago we opened with only freshmen students, you authorized us and we brought in 125 freshmen and fast forward to last June, we had our first graduation ceremony. It was a moving ceremony; we couldn't have been more proud of our students. What you'll see here, and you should have a folder, let me draw your attention to this page, this gives you a nice snapshot of our first graduating class. These are the kids that trusted us when we were a pile of dirt and worked very hard with us for four years. You'll see that 30 percent of our senior class came from households with no high school degree and only 24 percent came from a household with any sort of college experience. So we're very much serving a need population of student. We had a 99 percent graduation rate which we're very proud of. Only one student, and we're still working on him, didn't graduate on time. All of our foster youth graduated and all of them are currently enrolled in either community college or university which we're very proud of. As you know, that's at the heart of our mission. 98 percent of our graduating seniors have been accepted or are currently enrolled as we speak in either a community college or university. So, we're very proud of that as well. We have a few students decide to take a gap here and that's ok if that's what they need to do. 42 percent are headed to university, 58 are headed to community college. We call ourselves a STEAM school so we do like to track the students, especially female students and students of color, which I am very proud to tell you we are, disrupting the averages on those two sub groups of kids pursuing STEM majors. You can read the rest here. On the back there's an example of some of the great colleges and universities our first graduating class is attending. As a reminder, this is only a representation of 114 students. So you see, some of the best colleges around the country including schools like USC, UCLA, Carnegie Mellon, if you don't know Carnegie Mellon it's a top flight engineering college, very difficult to get into. We have two students attending there right now. In terms of our alumni, it's also worth noting that we've created a very robust alumni support program. Over 60 percent of our type of student will drop out of college and actually never get their degree. So, it doesn't do much good to just go if you don't actually

get a degree. So we've got this great alumni program built to support these students every step of the way. Peer mentors, professional mentors, engagement activities, alumni success coordinator who constantly checks in on them. They always come back to our campus, they're always checking in. We have an alumni portal and social media, so we have a very robust support plan. We're not one of those schools that hands the diplomas as they walk across the stage and just says good luck. We are a school that says that's step one, now step two we're still going to stay with you for this journey even though you're leaving our physical campus. So, I'm happy to report that our first graduating class couldn't have been much better. There's always a little room for improvement but we're very proud of the students and the staff that we've built at our campus. I know Orangewood is proud as well with our success with our first graduating class. The second page on the same side of the folder here this is hot off the press this month. The SBAC results are there and you can peruse them at your convenience. You'll see that in terms of the ELA and math, SBAC, Smarter Balanced Results on the Common Core test, our students perform extremely well when compared to schools in the area, districts, and even many schools outside of our area. We're very proud of the success that we've had. Our students are amazing. We received the California Gold Ribbon Award last spring, something only 8 percent of public schools in California receive, 13 on Orange County. So we're very proud of that, a little more validation of the great work that we're doing and specifically that our kids are doing. Again, there is a lot of information there and I don't want to use the board's time at this point to go over but I'm certainly willing to field any questions. Many of you have been to our campus and have seen it. If you haven't, you're always welcome. I think it's one thing to see things on paper and statistics that we're very proud of but I do think when you get a feel of our campus, when you walk through our classrooms and meet some of our students and teachers it's even more impressive. In 5 short years thank you to your support and obviously the huge support being part of Orangewood Foundation, we're off to a really good start. We're very proud of what we've done and proud of our collaboration with you and Kelly, who didn't know I was going to say this but she's been fantastic, and Nina and everybody that's a part of the Orange County Department of Education has been so supportive every time we've asked. It really is a good partnership and we're doing great work for kids who really need it. Thank you for your support.

Bedell: Thank you. Trustee Lindholm, any questions?

Lindholm: I'm always very interested in how the foster kids are doing and I see you've had 100 percent graduation, which is fantastic. They often get lost after graduation and a lot the funding stops when they're 18. So how are you following them, how are you making that happen so they can succeed?

Saba: So, part of that is our alumni support but thankfully we are part of the Orangewood Foundation, nobody supports foster youth post age 18 like Orangewood does. Many of them are going to community colleges like OCC through a guarding scholarship program that gives them extra support. We are constantly, one of our foster youth is at the University of Washington and I was literally texting with her last night because she's a little bit homesick, but we're showing support. So it really is this constant wrap-around support whether it might be financial things they may need or whether it's just social-emotional support which some of them need. That's support specifically for the foster youth does not stop, these kids are not lacking support.

Bedell: Trustee Boyd?

D. Boyd: I appreciate the opportunity. I visited a couple of months ago, and one of the things I was surprised about when I first joined this board was the amount of support in the business community for public education in general. It doesn't get a lot of press but the folks at Orangewood and many other organizations quite frankly provide the additional funding that's necessary to make California schools competitive with the funding of other states.

Bedell: OK. Trustee Gomez?

Gomez: Just quickly...you talked about the additional new courses that were added on the accomplishments list...what is helping hands?

Saba: Helping hands is a community service course. So it's students who sign up and they give back. On Sundays they feed the homeless, they plant, they create gardens around the Santa Ana area. They do all sorts of great community service projects. So it's all community service based, we just call it helping hands because they're out there helping the community.

Gomez: Ok, and the second question are you part of the promise program for Santa Ana Unified?

Saba: No, we are not. Is that the one that refers to the community college? We're chartered to OCDE, we're not part of that.

Bedell: Trustee Williams?

Williams: No comment.

Bedell: Ok. I was involved with the Guardian Scholar program at Fullerton and that made a huge difference in students not ending up some place where all this good work would....do you see that growing?

Saba: I sure hope so. OCC is working on the program. Every college should have that. I think it speaks to what you just said, it's proving that it's really supporting these kids. So these colleges that have the heart for foster youth and hopefully they all do, why wouldn't you give them the extra support these kids need. I just toured OCC last week and they're proud of it and hopefully we get more and more colleges on board because these foster youths need that additional support.

Bedell: And it's obvious that where these students are going you are supporting A through G?

Saba: Absolutely. We try to go above and beyond on that whenever possible. For instance, we have a graduation requirement that's three years of science to meet that A through G need. Most high schools are two years. We don't start any students off on a non A through G track. If things don't go well and they slip off the track, we try to get them back on but we don't have that option of you're going to start on a non-...we want to give every student that ability and hope that it happens.

Bedell: Great. Anybody else?

Gomez: Just for the public's benefit maybe you could explain what the A through G is?

Saba: Oh, I'm sorry. If you want to be eligible to go to a Cal State UC school in California, you have to meet what's called A through G requirements; things like 4 years of English and 3 years of math; 2 years of foreign language. Each subject has its minimum requirements in order to apply for a Cal State school. Sometimes the principal at the school has that we didn't push it that hard it was more of a hey do you want to try this? But, freshman year kids don't really know so we really set all of our kids on an A through G track and support them although they're not all going to hit it, we do at least want to point them in that direction.

D. Boyd: One of the most important decisions your board had to make early is who's going to lead this program? We've had any number of meetings over the past 3 or 4 years and from everything I can see you've done an outstanding job, you're to be congratulated.

Saba: Thank you, I appreciate that. We have a great team; I assure you but I appreciate the vote of confidence. The only other thing I would say is we have a very comprehensive 4-year career program and college going program, one of those is being internships, a graduation requirement at our school. It kind of speaks to what was said earlier about our community partnerships and through Orangewood. It's pretty remarkable that we're taking these kids most of which live in poverty and they're interning. These aren't baristas at Starbucks, no offense to any barista there. The internships our kids are getting are at law firms and engineering companies. It's really remarkable to take these kids out of the heart of Santa Ana and get them internships at a fancy law firm in Irvine. These kids have grit. They're amazing young men and women, they just need to be given this opportunity and then watch them flourish, it's really something.

Bedell: Thank you so much. Ok, now we're coming to Item agenda #3, Agents of Discovery. Several months ago I had the opportunity to, at the invitation of Superintendent Pletka in Fullerton, to attend a showcase if you will of a new learning strategy for children, a new learning opportunity for children and incorporating the literature. This afternoon another district in Orange County will be having this presentation and I asked for a brief presentation so that our board. And what I had in my mind, and I appreciate the board's patience on this was the unique children that we have, ours, our 7,000 unique children. It also has applicability for other districts as example in Fullerton and La Habra Heights which is going to get a major presentation like this today. I wanted you to get to see this game, if you will, for what incorporates student learning which is what I would hope we could do. So if Mary Clark could come down and give us an overview of what we're going to do, a very brief presentation and you can see what's happening and what the kids are being exposed to. If you could introduce your team.

Clark: Distinguished board good morning. Superintendent Mijares we're very pleased to be here. As Dr. Bedell said, I am Mary Clark. I am the CEO of Agents of Discovery here from British Columbia, Canada. My team who I'll be introducing as they come up are very happy to be here. We're going to be speaking today about the power of augmented reality. A gaming to engage learners. I did complete my Masters in this at the University of British Columbia and I believe

that there is a revolution on the horizon for education. I was just speaking about Pokémon Go, have any of you heard of Pokémon Go? So the idea of augmented reality gaming that's the best example I can give you. I have been talking about ARGs for several years now because I believe it's not right that their power is being controlled by the gaming industry. I believe it's time that the education sector and those of us who really care about the wellbeing of kids have an opportunity to use these technologies to get what we want which is kids engaging with meaningful learning. Not just engaging with entertainment. So, our world has changed and the way we educate should too. I have been speaking around the globe in the past 6 months about augmented reality gaming. I've presented at EdTech X in London and there is a huge overwhelming feeling these days that education is ready for a change. We have been doing a lot of things the same for a long time and kids are really, really changing. Augmented reality gaming is about a new approach to learning that makes the entire world a classroom. The 21<sup>st</sup> century learners don't want to sit in desks. 21<sup>st</sup> century learners want to move. And I don't think they just want to move. I believe that they need to move. So these just give you a little bit of an idea by what we mean by ARGs. You have objects that are placed in real space time that appear and engage you with play space. So there we have it, the last decade. And the line of demarcation was 2007. That was the year that Steve Jobs told us that our entire life was going to be in our pocket. Do you remember that famous speech? And a lot of us were scratching our heads going what was he talking about and now here you see everyone on their mobile device. When the iPhone came out in 2007, the world really went mobile. Now those of us that are hard workers have turned the entire world into our office where it seemed to be working all the time, wherever we're going. Our goal is to help teachers turn the world into a classroom using mobile. Why does Move to Learn matter? This is very important and I'm going to spend a little time on each of these points. There is a lot of research and I can certainly provide the citations of this if anyone is interested, but students do better if their learning includes movement. It actually improves brain activity and retention. 40 percent of students feel disengaged in school and we'll be talking a little bit more about that. Those numbers are high also in the UK and Canada. These are all from the U.S. 97 percent of students play video games regularly, we know that. Students are more likely to be bored in class if there's not hands-on activity. This is because many kids are kinesthetic learners. They need to learn by moving and doing. Physical activity is now mandatory for students in California, I believe it's 100 minutes every two weeks. One in three youth in the U.S. are overweight or obese. We hear often that sitting has become the new smoking. Kids need to move. Movement and learning equal engagement. Really, that's what augmented reality gaming is all about is how can we make school the real fun part of the day? How can we engage our learners so that they really want to learn? These are some photos of the launch of our pilot which was held last spring with Fullerton Elementary. You can see Dr. Robert Pletka, the superintendent, he has been very involved with us in building the platform. These are some of the very happy engaged learners in Fullerton that were using the platform. In this case this particular class actually used it to work with the teachers to create their own augmented reality games which they shared with us and a wider audience, Dr. Bedell mentioned he attended that great event. I'm going to introduce Joel Krupa. Joel is a Ph.D. student at the University of Toronto and one of our research associates, administrative officer. He's going to tell you about some of the evidence based approach to augmented reality gaming.

Krupa: Hi everyone. So back a couple of years ago we were fortunate enough to be approached by a researcher at the University of British Columbia who asked if she could do a study on the

efficacy of these kind of play space tools in driving student engagement. So that study which was eventually published in environment and behavior lead to some of the more recent work we've done to assess the efficacy of these tools in again this critical question of student engagement. So, we are currently doing a bit of an analysis with researchers from the University of Calgary's Department of Engineering and Department of Computer Science. So this is visualizations, this is sort of really getting some empirical backing behind what they did through primarily survey methodology. But some of the initial findings are extremely encouraging. You'll see up there more than 75 percent of students felt confident with technology and enjoyed being outside. 91 percent reported learning something new in their short time working with it, and more than 75 percent of students would like to use the platform again. I don't know how much time we have to go into it in depth but our sort of initial findings are pretty exciting.

Bedell: Thank you. Mary?

Clark: This study is ongoing so there will be more results but this is preliminary results from the Fullerton pilot. Now, don't take our word for it let's hear...this is a video that some of the students at Fullerton put together when I went to visit some of the schools in May. We did not ask the students to create this but they did and I thought it was very compelling.

*(Video is played – students talking about their interactive learning experience – lots of outside noises and activity).*

Clark: So essentially what we mean by augmented reality gaming is that just like in Pokémon Go the content is geo triggered. So you have to move either outdoors by using geo location or you can move indoors in the classroom, down the hallway, and unlock the challenges using QR codes. There are location specific challenges. This is an example of one which we have created in a mission we have done for the tree that's just out in the parking lot, just outside here. This encourages the students when they solve this challenge they have to look at the tree and think about it to answer the NGSS aligned question. So this is an example of the location specific. Challenges can be location agnostic; they can be put anywhere in any subject area. Here's a language arts challenge that we have been using with students in the UK. These are math challenges. Kids love to get up and do a math rather than complete questions sitting in and reading a textbook and completing questions. They can get up and move, they enter their answers and the teacher on the dashboard can see everything about the student performance. There's a science NGSS aligned challenge about invasive species. I'm going to let our leading tech, the really interesting why I tell you about some of the augmented reality challenges and the technology and how it works. This is Shawn Penny, one of our senior devs from Vancouver.

Penny: Hi, thanks for having me. I'm one of those guys she talked about that's been making video games for a long time that we're going to take the augmented reality stuff away from, so that's kind of what I do. I want to talk about what augmented reality is. Sometimes there's some confusion. We think about virtual reality, we think about augmented reality, there's some other terms out there, mixed reality. So virtual reality is when they put the goggles on and you are completely immersed in that experience. You may remember movies like *Lawnmower Man*, they made to look kind of scary, right? That technology is still being developed. Usually there's a cargo van size piece of computer hardware that goes with it. What we do is more like augmented

reality or maybe mixed reality. Because we use what everybody has in their pocket. We use these devices and you can look through the lense of these devices and you can see reality through them but we can augment that reality with additional information. We can throw data on top of things or we can actually put something in that environment you wouldn't be able to see otherwise. I'd like to give you a little demonstration of that actually. I'm going to give you a small demonstration of what this looks like. You can see some icons there if you were walking around this little marker would move with you, it would show you where you're going. You can see as I rotate it, it can tell what my orientation is as I spin around. So these smart devices are filled with all sorts of investigative technology. They have compasses, GPS chips and of course they have cameras and lenses. They are very powerful computers. What we do with this we are now...this is an augmented reality experience. My reality is augmented the fact that I can move around and see how I'm moving around within this environment. (Voice becomes inaudible as speaker moves away from microphone).

N. Boyd: Would you please move to the podium so we can capture your words?

Clark: We've created a mission that is just right outside the door for you to experience for yourself how the technology works.

Bedell: OK, why don't we do this. Why don't we take a few minutes break for those people who are interested in that, they can join you outside. Would that work?

Clark: OK. Sure.

N. Boyd: Ron had a question with how many members of the board might want to see that.

Bedell: I do. Beckie will.

Wenkart: ...the Brown Act, it's a board meeting and you have to record it. If just two of you go...

Bedell: So the Brown Act will impede board development and learning? If anybody else in the audience...we'll take a couple of minutes and go do this. I think you can see its relevance to how kids would really get turned on to learning.

N. Boyd: A ten-minute recess.

*(Sounds of movement and talking as people move outside for demonstration).*

Bedell: 11:15 am we're back as stated. OK, I'd like for Miss Clark to just close for us. My understanding is that this program...the key word for me is engagement, student engagement and that if districts are interested in participating in this, would the best thing be for them to contact Dr. Pletka, Fullerton who would be a county link for this? Trustee Lindholm?

Lindholm: My question to you is, I appreciate the program, I think it's interesting and good to go outside and all that. You're a for profit agency, is that correct? You're not a foundation or...

Clark: Actually, when I started this work came out of ... I was the director of a non-profit foundation with Theo Wilson and Robert Bateman for 12 years. The practices that have been incorporated into this have been based on basically more than a decade of work on my part in the non-profit sector. We decided in 2015 to turn this into a for-profit business. The board of the society decided that it was such a huge idea and gaining so much momentum that it wasn't going to work well within the non-profit sector. We incorporated as a for-profit company in May 2015 and that was simply at the discretion of the board that it's such a revolutionary idea they didn't feel like they could manage it as a non-profit. Since that time, we've been presenting it in the UK and places around the world. Yes, it's become for-profit. We're still very much in the development stage. The government of Canada has contributed over 2 million dollars to help make the platform. We've invested about four and a half to date. So those kind of dollars in a non-profit are very hard to generate. Pokémon Go spent 380 million on their interface and that's what youth are used to. To begin to get into the range of what youth will consider a really fun user experience, is very labor intensive. That's sort of the genesis of how this evolved into a for-profit.

Lindholm: Did you have an IP? Are you on the market, are you on the stock market?

Clark: Oh, no. We're kind of a start-up. This is a wonderful idea and we would be considered like a tech start-up.

Lindholm: So when you are offering this to the schools, there's a charge for it?

Clark: Yes, it's a SAS model because what we do is enable educators to create and publish their own augmented reality games. So, Niantic Tech created Pokémon Go and we want teachers to have the ability to create their own augmented reality games. Essentially to give them the power to become a maker of the game. So it's a software license and then the teacher can go in and start creating missions for their students to play using their curriculum, using their content. One of our big non-profit partners is Harvard University and Encyclopedia of Life I mentioned. So within our mission maker, teachers have access to all of Harvard's media files so you can go in and grab an image or an audio file of any species on the planet and quickly publish it into your game.

Lindholm: There's a cost involved.

Clark: It's a software service revenue model, yes. So it's a per site license for the year and we are offering right now, very basically non-profit pricing to begin to start to scale it.

Lindholm: OK, interesting. Thank you.

Bedell: Thank you, Linda. Renee, following up on Trustee Lindholm's good question, do we have other examples of licenses that we purchase for our students?

Hendrick: We have a lot of software that we pay licensing fees for, yes. That's very common.

Lindholm: I assume they're competitive.



Hendrick: Yes, you can competitively bid those types of things, yes.

Bedell: So if this company wanted to be in that process they could bid in that process?

Hendrick: The district would have to show their need, and they would have to do an RFP, and whatever company is in that area could bid for that also.

Bedell: Right, thank you.

Clark: Dr. Pletka certainly to your question, Dr. Pletka would be an excellent one to speak to about this. As far as we know right now, the use of augmented reality gaming like this and putting it into the hands of teachers, we are the only one in the U.S., Canada, or the UK doing this. That's partly why we're speaking in sometimes unusual places. This is really more about the idea than it is about us. The idea of transforming the classroom into a place where students can feel really engaged, it's really about augmented reality gaming.

Bedell: Thank you very much, Mary. We really appreciate it. So, let's go on now. Charter submission, Kelly. I think they have to disengage their equipment and you should be ok.

Gaughran: Good morning President Bedell, members of the board, and Superintendent Mijares. We have one charter school submission today. I would like to introduce to you Mr. Collin Felch, representing Vista Condor Global Academy. He is submitting this charter school petition on appeal following denial by Santa Ana.

Bedell: Santa Ana?

Gaughran: Santa Ana. I'll turn it over to you...

Felch: Thank you, Kelly. Distinguished board, Superintendent Mijares. Thank you for your time and opportunity to present our charter submission this morning. As Kelly mentioned, my name is Dr. Collin Felch. I'm the current principal of Vista Heritage Charter Middle School in Santa Ana and the future principal of Vista Condor Global Academy. I first want to mention that our superintendent and lead charter petitioner Dr. Don Wilson, wishes he could be here today but he is out of town currently getting married. As for the charter I first want to mention that Vista Condor Global Academy will be the first international study schools network affiliate school in Orange County and it will be the first STEAM school within the international studies schools network. On a personal note, as an educator who started my career in an international studies school and I received Teacher of the Year recognitions from L.A. County, in their international studies schools and I recently completed my dissertation on how principles of international studies schools promote global competence. So, I am personally honored and thrilled to present this charter to you and thank you for your time and consideration.

Lindholm: Question, is this a baccalaureate program?

Felch: No. It won't be an IB program

Lindholm: I have something else for Ron, I would like to ask him. So, how many students are you proposing?

Felch: We will begin with approximately 200 to 225 and ultimately build up to 450.

Lindholm: This is a high school, I'm sorry?

Felch: This is an elementary school. K-5 elementary school.

Lindholm: And you have a site?

Felch: We currently have a site where we have our middle school, and we are in the works to make sure that our elementary school can be house there as well.

Lindholm: Ok, thank you.

D. Boyd: Any classroom (inaudible)? You said you're going to start out with 200?

Felch: Approximately 200, yes.

D. Boyd: Your other school, pardon me I should know this, but...

Felch: Vista Heritage.

D. Boyd: Is it a middle high school?

Felch: That is a middle school.

D. Boyd: Ok, is this school intended to feed the middle school?

Felch: Exactly.

Bedell: Is the other school a charter?

Felch: It is a charter.

Bedell: By who? Didn't make the link, sorry. Trustee Gomez?

Gomez: Nothing right now.

Bedell: Trustee Williams?

Williams: Nothing.

Bedell: Ok, Kelly, what do you want from us?

(Voice from audience)

Lindholm: And this doesn't have anything to do with your charter but I'm directing this to our board members and Ron. In the past we've had the occasion where our staff will, we have three options when we have a school. We support the school, we can send the school back to the district, or we can deny the school. I would like to see us not list all the objections for denial when on occasion we have approved a school and then those items that have been itemized for denial go back to one of our favorite school districts and they sue us. So, what I am proposing is if we have that list...that we create a list if we're going to deny a school, after we've had board discussion. There may be concerns but the list for a denial are not listed at the time they are put on at the next board meeting. I know there's laws and reasoning behind that. My suggestion to this board is not to as we have in the past, have four pages of itemized by staff, which I have great respect for staff, but when we have a disagreement it's problematic.

Williams: I support the sentiment in what my good colleague is sharing with us. Perhaps it could be in a little less more formal of a format. The format that we've been receiving for decades is very, very formal. It's as though we were going to adopt it. It looks at the time that we adopted that we totally disagree and it looks bad from a public image, perspective. I think it's bad from a public policy perspective I think something more informal again, with due respect to our great staff I think something more informal would be better, I think for us to work off of. So I would support Trustee Lindholm.

Lindholm: As we go over the, and again, I'm speaking to our attorney, that we do it in a different way because we have had a lawsuit over this last year and it's been very problematic, I think going forward. One of the other things we don't put forth when we say we're supporting the appeal, all the reasons why we're supporting it.

Wenkart: Well, let's keep in mind that the lawsuit wasn't successful.

Lindholm: True.

Wenkart: So anybody can sue anybody any time. I'm not sure I understand your proposal; you don't want the staff to write a recommendation to the board as to deny or approve...

Lindholm: No, that's not it. Absolutely they can do that. But, when we have a resolution, we have three resolutions, one's to support, one's to send back, and one's to deny; that we have it all itemized for an opposing group for their purpose. I think we just have, ok, we have concerns with these issues. Suspension, we have concerns with maybe their English language learner program, we have these concerns. And then when you want to write up if we voted to deny it, then we have it at the next meeting. We have a formal resolution. I'm trying to change that; I think that's not been helpful in the past.

Wenkart: We can take a look at that. So your focused on the, let me make sure I understand. So the resolution that recommends denial is itemized? And you don't want that to be presented until after the public hearing? OK.

Williams: And if I can add to that, too, there should be items that are strongly in favor of the charter. Because it's a balance act that we all make and it's according to our experience and what we see and what we know that we make the decision as the board. And it's not the staff that makes the decision. The staff is responsible for bringing the weaknesses out to us. We take those weaknesses and act upon them and make recommendations that may be a change, maybe modifying, maybe total denial and different opinion to the staff. So these things I think are important to the overall direction of the charter.

Lindholm: I totally agree with Trustee Williams on this because some of the reasons we've approved one school in the past is we had an online school and for me there are handicapped children who just getting out of bed and going and being on the bus for an hour and then getting to the school and then doing the classwork and then getting on the bus again and coming home, it's extraordinary. So, none of those reasons for one of the schools we've approved in the past, which we were supported on by the court system, they weren't listed. Which is to your point, the reasons I was very supportive of this online school is for a great many reasons to do with if you were the major caregiver of another child in the family who is not COPD, but whatever illness they have.

Wenkart: So you'd like us to itemize the reasons for approval?

Lindholm: Yes.

Wenkart: OK.

Lindholm: Yes, instead of, that's been a blank sheet of paper.

Wenkart: OK.

Williams: Could we call it a balanced approach? A more balanced approach?

Wenkart: We'll take a look at that and we'll come back at the next board meeting and report back.

Bedell: Perhaps I am confused, that's not perhaps. If we turn down a charter, I'm trying to follow my good colleague Trustee Lindholm's comment. If we turn it down, because our review, the staff review is that the curriculum stinks. Trustee Lindholm, please tell me what you would say. Would you say we find that the curriculum stinks, or we have issues with the curriculum?

Lindholm: What I'm saying is when we are presented in our board packet with three resolutions, one is to deny the appeal, to accept the appeal, and to send it back. So with those resolutions I don't want them itemized word for word that have been used against us by outside attorneys.

Bedell: I see.

Lindholm: Because after the discussion which is a public hearing, the staff presents something very well for us to review. After discussion and we have a public hearing, we have come to a different conclusion. So, when you have a resolution, it needs to have reasons for denial but I don't think we have reasons for denial especially if we're going to support a school. It's illogical to me. And it's been problematic in the past and I prefer not to spend money on attorneys.

Bedell: Trustee Boyd, do you want to follow-up on something my friend? As an attorney.

D. Boyd: Ok, so ultimately our job as trustees is to arrive at one conclusion. That it either meets the...the applicant either meets the requirements of the education code or they don't. And that's ultimately what we vote on. Now, I agree with Trustee Lindholm, Trustee Williams I think the staff reports could be more balanced in the sense that hey, we really like this part of the application. We have some concerns over here, and maybe balancing all those, maybe the public hearing or at the time of our final vote the applicant comes to us and says OK we recognize the concerns of the staff. Here are the changes we're proposing to address those concerns. I could be comfortable with something like that, in fact I think it's a good idea. Again, sometimes things in the staff report can be taken out of context and used in the media in a way that it was never intended to be used. So, yeah, conceptually I'm on board. I think it puts quite a burden on the staff to walk the line here because ultimately we do want a staff recommendation on which way we're going to go. OK, let's work on that.

Lindholm: And I think we have two months to work on that with Ron. And again, it's not to your school. We do have several appeals during the year and I think this would be helpful in the long run and maybe our president and vice chair could look at this and see that we have a balanced report when they come forward.

Williams: Jack, just a real quick thought, spring boarding from what trustee, David just shared with us. I don't know if I want to have listed what the staff would recommend. I think putting pros and cons and weaknesses we as a board should be making that recommendation and decision. I think that puts us in the position we got really in a bad situation with this lawsuit where it gave them food for fodder to precipitate this lawsuit against us. And those central points to their lawsuit. We won of course there's no legitimacy to that lawsuit but I would just like to see the staff remain neutral, give pros and cons and let us as a board decide. I think that would be better. I think we've been doing this for so long now that we feel very comfortable with not depending upon staff for a total decision.

Mijares: May I respond, just slightly? Just slightly.

Bedell: Of course, whatever you need, sir.

Mijares: Because I do respect the conversation and I will work hard to please the board obviously but we were sued too. They sued us as well. They sued the board and the Orange County Department of Education. So we had to mount our own defense in terms our own due diligence. So whatever you get from us, we'll be happy to put it in whatever package you want to but the fact of the matter is that we have some liability as well.

Wenkart: The allegations against the staff was that the staff did not do a sufficient job of monitoring. Making sure that there was compliance with the charter school law. So we have both of those issues in that lawsuit. And of course, they were unsuccessful so far.

Williams: But that's a separate issue when evaluating a charter though.

Wenkart: Well, it's part of the staff's responsibility to make sure that the proposal complies with the law and to make sure that if it's approved that the charter school going forward complies with the law.

Williams: Absolutely. But the evaluation, that's totally separate from ongoing compliance observation versus making the analysis of whether a charter school passes the sniff test to be passed and made into an actual charter school.

Wenkart: Well, part of that....

Williams: Tell me if I'm wrong, tell me if I'm wrong, Ron.

Wenkart: Well, there's criteria set forth in the education code that says that we're supposed to evaluate any petition that comes in. And that's typically done by staff, and then presented to a board and the board makes the final decision. And the board, like you said, makes the final decision. You're the decision maker. The fact that the staff made a recommendation in one direction and the board went in the other direction, that happens all the time. That's not unusual. I mean I wouldn't say it happens every time but it's not unusual to happen either. So for them to base a lawsuit simply on the fact that the board didn't follow the staff recommendation doesn't hold a lot of water, and the judge didn't think it held a lot of water. So it really depends on the merits of the specific petition and the specific situation. Certainly we can take into consideration all your comments and discuss it and we can have another discussion at the next board meeting if necessary. We can certainly look at all of the things that you've said and take that into consideration.

Lindholm: And just a final, I would appreciate seeing the pros of a school. That they are serving foster children or that they are doing this and in the past we've only had ok, this is what we might have concerns with this school. We get 565 pages, I'm not sure how long yours is, but delineating the programs and so when we find a few areas of concern, yes I understand that but out of the 565 pages there's some excellent program things and we've been missing that. So, I just want to bring it up at this meeting. I don't want to get to the end of the day, two months from now and say, where are the pros?

Wenkart: The criteria the way it's written in the law asks does this meet the requirements of the law? Are they likely to have a successful educational program? So that's why the staff is responding to that criteria in the education code.

Lindholm: Well, I think they can improve things.

Bedell: Trustee Boyd.

D. Boyd: Ron, to a certain degree this goes to the separation of responsibilities between the superintendent and the board, doesn't it?

Wenkart: It does.

D. Boyd: The staff are the employees of the superintendent. And, I can see a scenario where if I was superintendent and respective of my board I might be working with, I want a staff report at least to go to me as superintendent, that really lays out the opinions of the staff. Let's work on that.

Bedell: Anything else for this presentation my friends?

Gomez: I just want to be clear that we're addressing all the components of the ed code. We are looking at both the positives and the negatives and I think that's what Trustee Lindholm was trying to get at. But we have to do our due diligence and make sure that we identify any potential short comings and we also have to realize that we are responsible for monitoring that compliance. So that could be a pro or a short fall. So we need to make sure that we're capturing...that we're doing our due diligence.

Bedell: Thank you. We now go to Item # 5. Ron you stay up there, please.

D. Boyd: We also had a public comment related to Item #5, if you want to do that before or after the presentation? Is she still here?

Bedell: Ok, Ron.

Wenkart: By way of background at the last board meeting, charter board member Albert Diaz was here and Mr. Crowe was here too, Andrew Crowe. So there were some follow-up questions that came up since the last board meeting and we invited Mr. Crowe to attend the meeting. Mr. Diaz is here with several other people and I'm going to introduce them in a minute. I just want to mention that there were four issues that Nina and I communicated to you. We didn't get a chance to talk to Dr. Williams so I wanted to be sure that I just mention what issues are that we wanted to discuss with Oxford. One issue was the Charter Impact which is the charter management organization of Oxford, made a presentation to the charter board on September 28<sup>th</sup> and indicated that the south Orange County campus enrollment was 801 rather than 841 as they projected in the budget. So that meant that there was a decrease in \$400,000 in their revenue. So the question came up as to how they were going to address that. The other issue that came up had to do with there's a statement in the presentation that the Chino campus is going to run out of funds as of November 30<sup>th</sup> of this year. There also was a discussion at the last board meeting that the Oxford Rise petition whether the charter board would discuss that and consider not pursuing it and just focusing in on the two Orange County charter schools, but that was not on the agenda of the Oxford board. The Oxford Rise petition that was submitted to Chino shows an income from a grant application of \$575,000 and shows expenditures of \$1.2 million which raises a question of how is that gap going to be funded? Is that money going to be coming from the Oxford Saddleback Valley campus that was authorized by this board or the Oxford South Orange County

campus which was authorized by Capistrano? Those are the issues that have come up since the last board meeting and that's why we invited Mr. Crowe and Mr. Diaz to come. So, with that I'll just turn it over to Mr. Diaz and if you have any questions for him or for me, we'll be glad to answer.

Diaz: Good morning distinguished board, superintendent. When I was asked to come and assist Mr. Crowe in the presentation, be able to answer question for at least from the board's point of view, I was also looking forward to introducing Ms. Lohoff to you. Some developments have transpired since then so I've kind of prepared something else in advance of that. On Monday evening the board received notice from Mr. Crowe that he will be transitioning out of OPA. Timing wise we already had a special meeting on the calendar for this evening, when we will be meeting with our consultant, Dr. Stephen Halfacre who will be assisting us in the search for our executive director. Dr. Halfacre has over 30 years of experience in education as a superintendent, teacher, and charter school developer and he's also the associate dean of education at Ashford University. Additionally, we have reached out to all our stakeholders through our advisory councils to share their thoughts on the key qualities they would like to see in an executive director as a collaborative process and although we consider Mr. Crowe's departure a loss to the organization, he has assembled an amazing team who are already up to speed on all the pending items and as a result we expect a smooth transition and will absolutely make sure that we keep you informed all throughout this process. I'm happy to take questions on that as well and anything that I can answer, that I'm prepared to answer for today and anything that I can't I have no problems just saying I don't have that information but will get that to you as soon as possible. I'd also like to introduce the dean, which is in a sense the principal of the school that you authorized in Lake Forest.

Lohoff: Good morning, trustees. I have been dean with the organization for several years now, a few years. I have recently been promoted to chancellor so I did bring a little bio I'd like to read to you so that everyone had a little information on my background. My name is Tammy Lohoff, I'm the new chancellor over at Oxford Prep at the Saddleback Valley location in Lake Forest. I spent 8 years as an instructional aide. My education started way many years ago. As an instructional aide for the Placentia-Yorba Linda School District at which time my children were going through high school and middle school and I decided that probably education is where I wanted to land after being a business owner myself, a successful business owner myself. So I made the decision to return to school where I completed my Bachelor's degree and my teaching credential for the State of California through Cal Poly Pomona. It was in literal studies with an emphasis in music. I served as a teacher for the CVUSD for eight years where I completed my GATE certification, that was from Cal State Fullerton. I worked on summer teams with curriculum specialists as we developed district curriculum scopes and sequences for the district itself. I was a teacher at OPA for eight years at the Chino and later south orange County as the petitions came to fruition. I continued my career with OPA as a master teacher on both campuses. I pursued a multiple intelligence certification from UC Riverside. I completed my BTSA mentorship with UCSD so that I could be an instructional coach for our teachers/professors moving up as they tried to and attempted to all their coursework necessary to clear their credential. I have acquired my preliminary administrative credential through the state of California and come the new year I will have finished my last course, I think for a while, I hope for a while that will present me with my Master's in educational leadership. My goal for the



new SV campus, it's still new after all the years I've been with OPA is to build leadership capacity on that campus to nurture a culture that aligns with our mission and vision to promote an educational program that flourishes with student success. I think we have had an amazing start. I'm happy to present to you that Saddleback Valley is one of the top performing elementary and or middle schools in CVUSD as well as Orange County in math and only four high schools outperformed us in ELA this year, our first year out. So we're very, very proud that in ELA we had upwards of 80 percent of the kids met or exceeded and upwards of 74 percent in math. It's further my desire to establish a positive relationship with you in an effort to fortify the relationship with our school. My stakeholders are amazing, they're an amazing family. An example would be a volunteer meeting we just recently had of over 180 who have shown to volunteer and step up and want to keep the school in good form. We have a new advisory council that now includes not only leaders, teachers, and parents, administration is there but we are not one of those voting council members. So we've kind of tried to create a liaison between our board and our parent stakeholders, and it's going very well. We currently on campus have a Hurricane Harvey outreach with the Refugio School District in Texas. We have connected with them as they rebuild a very low socioeconomic community that was to begin with and is struggling to get their schools open again. We are working diligently with that. Our clubs are all open and running. We've just finished professional development week that reinforced our educational program of multiple intelligences and how we plan to move forward with differentiation and that sort of thing, meeting all of the components of our charter. So, last I would like to offer the opportunity for you all to come visit my school. I would love to see you on campus. If you're not able because of your busy schedules, please communicate with me, I would love to arrange meeting times to sit with you, to share with you our successes, to hear what your concerns may be. I thank you for the opportunity to be a part of your team, I'm looking forward to this.

Bedell: Any questions? Trustee Boyd?

D. Boyd: Yes. First of all, let me start out by saying that I think I can speak for the entire board and the staff that no one is concerned about the academics of your program. You have a long track record of outstanding performance and it's our goal to make sure that continues. Now, let me put my CPA hat on a minute, what happens come December 1<sup>st</sup> when Chino runs out of cash?

Lohoff: I'm going to go ahead and defer that to my board member but I can assure you that Saddleback Valley will not be affected.

Diaz: To speak on that point she can speak to Saddleback Valley. One of the major changes that we've made is we've ensured that we don't have just one person making all the decisions. Those are the mistakes of the past. Where the chancellors were honestly able to say I didn't even have control of my budget. Those days are behind us. So the chancellors at both locations have sat with Charter Impact which is our outsource back office and they are up to speed on all the details regarding their budgets on their campus. So when Ms. Lohoff speaks towards the confidence she has in her budget, it's because she has spent four meetings if I'm not mistaken, with Charter Impact. Even more time than I've spent with them in ensuring that from a campus specific

standpoint that they are in tune with what's going on and can make decisions, again campus specific, if any new information comes to light.

D. Boyd: I have a great deal of confidence as to what goes on in Orange County. I don't have a great deal of confidence with what's going on in Chino. That's...it's all one organization. Unfortunately, if we had it to do over, you know, I think we would rather have each of the campuses independently chartered. But that's not the case. Now, you've got overhead, which presumably will continue in Chino Valley beyond December 1<sup>st</sup>.

Diaz: The budget, there's a couple of pieces to the budget as I understand it. I will ensure later on that I get clarification that what I am saying to you is correct. But it is correct as far as I know it. That is our budget already includes in that number which we ran out of money, already includes all the closing procedures that are in place for Chino. Everything that we have to remove, everything that we have to paint, everything that we have to adjust as part of our charter on what happens if the charter does not get renewed.

D. Boyd: Is that one of the options you're seriously considering...closing Chino?

Diaz: We have no choice according to the charter and we have no choice according to CVUSD.

D. Boyd: Well you have a choice as to whether or not you're going to go forward with the new charter application in Chino.

Diaz: Regardless of whether CVUSD ops to renew Oxford Rise or whether we have to make some other decisions upon denial as to whether we're going to continue to pursue or not, CVUSD has made it clear that they're not waiting or not interested in waiting until that decision is made before requiring the changes to the facility.

D. Boyd: But you will have ongoing attorney fees as I understand it, in connection with the Chino operation. On a best case scenario, you're going to have ongoing attorney fees and if I recall from the last meeting there was a question of was it \$900,000 of unpaid attorney fees at this point in time, round figures?

Diaz: All attorney fees that I'm award of have already been incurred and already in the budget. Will there be some additional corporate specific attorney fees that will come down the pike, I'd be foolish to think that there isn't. The run out of money includes all the closing procedures and it also includes a contingent liability that we recently added. However, what I can share with you as you're very well aware of confidential settlement negotiations I will have some updated information, I expect to have updated information by the end of the week regarding the settlement that is impacting the budget in the way it has been impacted. At least the contingent liability as recorded because once there is enough information to be able to record it, we know there was enough of a likelihood and enough information to indicate an amount it was when it was recorded and that's what has impacted the budget. We expect to have some, by the end of the week, where we are in terms of the settlement.

D. Boyd: Are your board meetings streamed online?

Diaz: I'm sorry?

D. Boyd: Are you board meetings online?

Diaz: Streamed? No. Recorded and posted online yes.

D. Boyd: Ok, that's all I have. The only suggestion I have is what the staff has probably already doing. If at all possible, attend those meetings. I mean obviously, you can't go into closed session, but again my only concern, and I think I speak for the board, are the economics not the academic end of it.

Diaz: Right now based on at least speaking towards Saddleback Valley, not only did we end last year, our first year, with a surplus. Right now it appears as though we will end the second year by adding to the surplus.

D. Boyd: I'm not questioning if...if Orange County was separate from Chino Valley, you wouldn't even be here. We'd be delighted. But it's not and it's one big entity and I don't know how much money's going to be sucked into however Chino Valley gets wrapped up.

Bedell: Trustee Lindholm?

Lindholm: Thank you. I agree with Trustee Boyd. I have visited the campus. I visited every single classroom on both campuses and they are stellar. The teachers are stellar. The education, the students they are both wonderful, wonderful schools. Compliments to you, compliments to your teachers on that. As I just said I agree with Trustee Boyd. My biggest concern is Chino which is not our school. My biggest concern is transferring any kind of money or liability from Chino to our schools. That is my biggest concern. I would like if I may, can I have Ron up one more time and tell us what the attorney fees for last year are and then there's an outstanding additional bit on a proposed campus...would you fill us in?

Wenkart: Sure. My understanding is that the attorney's fees for last fiscal year were approximately \$950,000. For this year they're still incurring a large number of fees in the area of \$40,000 to \$60,000 per month this fiscal year. That's my understanding and that a lot of that has to do with the litigation with respect to the Chino campus also the petition for a new Chino campus. The information that I gave you came from the Charter Impact presentation. In that presentation they express some concern about a deficit for the Chino campus after November 30<sup>th</sup>. They didn't say where that money would come from but the obvious result is that it has to come either from the surplus at the Saddleback Valley campus or the surplus at the South Orange County campus. There's no other funds. Even the proposal for the new Oxford Rise shows a deficit. If they're hoping that maybe they'll recover some money from a new Chino campus and pay back the Saddleback Valley campus or the South Orange County campus in the future, that's several years down the road if that's possible. I don't know if that's their plan or not but the information that we have is that they are incurring attorney's fees at a very high rate this fiscal year as well.

Lindholm: Thank you, Ron. Following on my questions I was thinking about that we might want to write a letter to our campus and ask that they be cognizant of the attorney fees and that the board members...I don't know the board members seem to keep changing. (*voice from audience – inaudible*). I don't know, I'm just talking that out to our board if we want to do something...proactive to say we will be watching any attorney's fees that will possibly be transferred to the Chino campus. And keep it to that, I'm not talking about the academic program, I'm not talking about if you have books or curriculum you want to transfer, that makes a great deal of sense but I would be very hesitant especially I think at our last meeting we suggest perhaps that you might not submit the additional Oxford Rise, that's totally your decision, but that's brought more concerns back to me, personally, as a board member. So, I'm just bringing that up to my wise board members to see what they might want to do. And that's all I have.

Bedell: My understanding from what you just said this morning is that we are not going to enjoy legal liability in anything regarding to Chino, did I hear that correctly? Make up something. No, I'm making it up. Say there's an additional \$300,000 legal fee and there's no place to go but Orange County and that's \$300,000 that's not going to be in the Orange County classroom. That's my...to put it in my terms I'm not as elegant as my two colleagues here but I'm concerned that our kids going to get screwed over.

Lohoff: In response, the best I can offer you at this point without me learning a little bit more is I did spend a couple of hours with a gentleman by the name of Andy from Charter Impact just a couple of days ago. We were again going over the budget, piece by piece. My questioning was, knowing that last year was an inaugural year, what are these expenses, what were the patterns? Those patterns now are now repeating each other. I'm getting projections for August and September which I'm now able to compare and looking forward, being able to determine some of those patterns. I can tell you that first off because we're no longer in that inaugural year. Those curriculum expenses and all those other things are now already absorbed throughout ... ok? So then when a conversation did come up about the expenses that we were anticipated to incur because of the Chino campus and the fact that their charter is now in a closing procedure. Although he could not due to confidentiality and the fact that I am not a member of the board, he did at that point have a discussion with me that has led me confidently to believe that that carryover of any of those expenses now is not going to be taking place. And upon his final putting together his October report for next week's board meeting a lot of this would be explained. That's the best I can give you until I see that report myself next week at the board meeting.

Bedell: OK. Mr. Diaz, is that your view?

Diaz: In regards to...I have nothing to correct from what she was saying. In review of history the organization, the first time I was in front of you we were presenting the recovery plan. Getting all the policies and procedures and having everything lined up to clean up the organization. It had nothing to do with just Chino to ensure when we cleaned up the organizations because there were problems in the organization. Our recovery plan to ensure that this organization would never suffer through what was at risk of bringing every school down. We did incur a significant amount of legal fees. Those legal fees were divided by ADA between the campuses. However,

this board although one could from a purely CPA point of view and correct me if I'm mistaken though the organization because in a sense it's a mini district, district expenses, organizational expenses are divvied out across the organization. This board had decided and previous members were also involved in that decision making process to say look, we're going to put, to use your terms, the firewall that we discussed last time but we didn't use that term we just had a hard line that said things for the appeal have to come out of Chino. Yes, you could make a case and argue that it's an organizational expense but no, it's going to come out of Chino. And so far, we have not had to take legal dollars, organizational dollars, etc., out of the other two campuses in order to pay for the appeal and in order to pay for the legal expenses related to the appeal. So, we've asked our attorneys so look, if you're working for something the appeal, we need to know what that is because that's not going to be divided by ADA. If you're working on updating a policy, updating a procedure, hey we just had someone say that we have that something with the Brown Act ok well then let's go is that a Brown Act issue? Or is that not? All those kinds of things that you depend on the attorneys to ensure that you're getting the right information. Those are still divided evenly. But the Chino hard line was a commitment that this board had made and continues to make. Yes, if we add the contingent liability, Chino runs out of money. Right now, it's a preliminary budget, it's not an audited actuals and we are in settlement negotiations so some of that will pan out and however that comes together will determine how and if we move forward with Chino Rise. We had already submitted Chino Rise at the time of our last board meeting so other than possibly pulling back the petition also Chino Rise's petition as we saw it was it's the same petition it's the same it's just an updated version of the existing petition so the investment regarding Chino Rise so far has been minimal. Introduced to me was a question about the income versus expenses which, I want to know the answer to that too. So, I'm going to go back and I'm going to ask those questions. From that standpoint I truly believe that this board has been very diligent at ensuring that there isn't a crossover, that isn't a grey line, that it's a hard line.

Bedell: When you were here last time, my understanding is you were then are you still 40 students down, generating that \$400,000 problem?

Diaz: OK. To answer that the 801 vs 84a, I can't speak to the exact number but what I can speak to is the circumstances that led to that. Obviously, we put forth a preliminary budget. This is what we think is going to happen and then actuals as they come in the budget would need to be adjusted accordingly. It was when the budget was created the individuals that were involved were OK what are our expected expenses and this is for the other campus were that we have a pretty, we really feel strongly that a lot of the Chino families are going, who don't want to let go of this program are going to come into our independent study program. So that was an estimate. We think we're going to get this many people that will want to sign up for independent study and those revenues will be available to SOC. Oh, the school we call SOC which is the other campus. That did not materialize. We didn't get as many families and so now we're in a position where we need to go back and we haven't fully done so but we need to go back and we say, ok, now that actuals are coming in and we need to adjust our projected budget. We've already gone to Capo and asked how do you want us to deal with this? Do you want us to continue to maintain a monthly report showing a deficit or do you want us to redo our budget? And so they've come back to us and said no, we'd like you to redo the budget and rework your numbers and give us a new estimate to then of course deal with actuals on how they come in. I haven't been involved

yet but I hope to get an update this evening as to where we're at on making adjustments to the other campus to compensate for the fact that hey, actuals came in different than budget.

Bedell: Trustee Gomez?

Gomez: I'm just worried about the economics of this whole thing and I think Trustee Lindholm and Trustee Boyd have already addressed that so...

Bedell: Trustee Williams?

Williams: I echo the sentiments. It's unsettling because we're really not talking to people who make the decisions, and we're all depending upon your good will and your interpretation and we don't have absolute guarantees. So there is a great amount of fear.

Bedell: I can tell you as president of the board, relative to things outside my own trustee area, the most phone calls I've gotten or at meetings of professional associations have been will our kids down there bail out and therefore lose maybe an extra teacher, maybe lose materials and supplies by bailing out Chino? That's what.... I'm just telling you...

Diaz: No, that's understandable. I hear you.

Bedell: That's what I get and it's not my trustee area. And I have shared these with Trustee Lindholm.

Diaz: The reports are that Chino would run out of money and we would be at a deficit of \$800 and some odd dollars if my memory serves me? You have the PowerPoint.

Wenkart: From the PowerPoint was it shows expenses of 1.7 million for the Chino campus and it says that you have cash on hand of 1.1 million so that's a \$600,000 deficit.

Diaz: OK. I will look...

Wenkart: That's based on slide 17 and slide 19.

Diaz: Ok, slide 17 and 19, you say show a \$900,000 deficit?

Wenkart: At the bottom it says cash balance at the end of August was 1.1 million and slide 19 shows expenses through November 30<sup>th</sup> 1.7 million. There was another slide...as I recall unless.... we had a \$800 or some odd negative balance at the end. I will ensure you get that updated.

(Several voices speaking at once).

Wenkart: I think that is taking into consideration money from Saddleback Valley and South orange County, when you combine all of them together. You take the surplus that the other campuses have...

Diaz: I don't believe...because we've got great surpluses in the other campuses.

(Several voices speaking at once).

Wenkart: The way I read this is that the other campuses....

Bedell: We'll move the agenda and go down to my colleagues to my left.

Lindholm: Just a thought. I know we tend to get different people every time, you've come. But do we want to have a letter sent on behalf of our board saying that we would like to see...that we are concerned about some of the finances and we don't want to see, we'd love to see a fire wall, we don't have that in writing. So that's my question as I come back to it.

Bedell: I think we should do that, Trustee Lindholm. I think the chair and the vice chair should get together and draft a letter which is basically I think unanimity among the five of us, that we are really nervous about money. And we're really nervous about what's happening to program integrity and a raid on our money, for lack of a better word.

Diaz: OK.

Bedell: Nicer language than that but that's.... now Ron...is that the sentiment? Ron, do we have an MOU with this organization?

Wenkart: We're in the process of developing one and getting one approved and I think it's gone to the charter board. (Voices from the audience)

Bedell: That would be too late to do anything. It wouldn't retroactively apply to shield us.

D. Boyd: Well, it is in the record that we have expressed great concerns over the last 2 or 3 meetings. I mean there's no doubt that that....

Lindholm: But we haven't had that letter sent to all the board members.

D. Boyd: Would a letter...

Diaz: We have....

(Several voices speaking at once)

Lindholm: I share your concern on that and I'm not sure how to address that concern.

D. Boyd: A couple of quick follow-ups.

Bedell: Perhaps at this point it might be wise for our colleagues to take this back in person and the report back to the staff what the response is to that. I see where you're going, I had not put

that piece together, but that is a realistic concern. So if my board is comfortable with that, that they would go land on the board and tell them our concern and then we get back from that. If you can immediately, tomorrow, tell our staff what the response is and then that will govern the executive committee, ok?

Diaz: Ask the board what? You mentioned a letter...

Bedell: You're going to share with the board our unanimous deep, deep concerns about the money.

Diaz: Oh, absolutely. Absolutely.

Bedell: Ron, do you...

Wenkart: I just want to add one thing. Trustee Lindholm when we were speaking yesterday, made a suggestion that we ask Oxford to put together a financial recovery plan. To put together a written plan and give it to us as to how they're going to address these issues.

Bedell: That's a great idea.

Wenkart: And I think, yeah, I think that would be a great idea and...

Diaz: Sure.

Bedell: That could be in a letter right away.

Wenkart: That's what we could put in a letter.

D. Boyd: If I could make a suggestion? Perhaps what we could do is take the transcript of this meeting and our last meeting as it relates to Oxford. Put it in a document and formally present that document to their board.

Diaz: Sure. We welcome it. I...

D. Boyd: OK. What is the status from a regulatory process of Rise now, Chino Rise? Oxford Rise? I mean you've applied, when is the Chino board going to act on that?

Diaz: So, we made a...we submitted the charter petition.

D. Boyd: Right, a relatively short...

Diaz: Two weeks ago if I'm not mistaken. No, 2 weeks ago we, they had the public hearing. The way Chino does it is you can put in comment cards and so you divide the three minutes among, and you try to do your best job to present your charter but they don't put you on the agenda. They don't give you a chance, they don't ask you questions. They simply just....



(Several voices speaking)

Diaz: And as of last night or the night before when I asked Mr. Crowe, or when he updated us I think he said that he's still reaching out to them and he's still waiting to get a date as to when we're going to be on the calendar for them to give us their decision.

D. Boyd: OK. Somewhere along the line you mentioned a half-million-dollar grant if I'm not mistaken. Or am I?

Diaz: There's a...

D. Boyd: My question is where's that grant coming from and is it restricted in any way?

Wenkart: I mentioned it. It's in the budget, in the Oxford Rise budget that was submitted to Chino Valley Unified. It indicates that it's a grant, that they're applying for a grant.

Diaz: OK. We're talking about Oxford Rise applying for, I'm sorry...give it to me again?

Wenkart: It's a federal grant.

Diaz: A federal grant for how much?

Wenkart: \$575,000.

Diaz: OK, \$575,000. OK, I'll check on the status of that. I am aware of that when new charters are brought forward there's a pool of grants and other programs and what was the Prop 39 all those things and all those funds and such go into the planning of a new charter being opened. I'm personally not....

D. Boyd: I want to thank you for being here. You know we do recognize this is not your fault that you find yourself in this situation and we're all working toward the same goal.

Diaz: Absolutely. I came in on the board as a Chino parent that wanted to be involve and I've found myself transitioning to someone who is passionate about a change in the educational system. The charters of these kids at all three became my responsibility as well.

Bedell: Ok, anything else from my board members? Is that...Ron, do you know where we're coming from?

Wenkart: Yes. I think I do and I'll work with the Executive Committee to draft a letter along the lines that we talked about today.

Bedell: And I'm confident that you'll and other members from your community will impart to their own body just exactly how concerned this board is, has been, and continues to be.

Diaz: And just so you know our two Orange County Board Members who are also parents at your school are here in the audience as well.

Bedell: Welcome, welcome. Dr. Williams?

Williams: Would it be of interest to my colleagues to have these two board members come up officially and introduce them, get themselves into the record, and have them say a few words about what they just saw here?

Bedell: Can you gentlemen come on down, approach the microphone? We're almost adjourned, we got a couple more agenda items but you're parents. You have children in the school, correct?

Male voice: Hello. My name is Raymond Jackson and yes, I'm a parent of twin boys, twin 9-year-old boys in this school that you authorized, and my 10-year-old daughter is in that same school that you authorized. And I think the history that we know is what motivated me to become involved in this. So, I'm a classically educated MBA, Pepperdine managing organizational change and leadership. So when I see what is happening here from a clinical point of view I get very excited at the cure. Part of that is visibility. Tonight will be testing on a limited scale streaming our meetings, so parents and you folks who will have the ability to actually watch our meetings, so we're excited about that. I took on the role as treasurer, so I can come here with Albert and speak intelligently to you about some of the positive changes that are being made and how we're isolating some of the activities in Chino. And just to put a finer point on that, Chino is unwinding as we speak so those modular classrooms are being picked up, we're returning the facility to the state that it was before, so we're actively unwinding from Chino. So, the numbers that you saw, the budgets that you see are all fees that we will be paying to return that campus to the state that it was before we took it over. So, some of those preliminary numbers, contingent liabilities, those big numbers in there and they're frighteningly big, while you work to mitigate those risks. So, we'll hopefully be reporting some great news in the next couple of days about that very thing. So, I look forward to coming back next month with Albert as well and with more information for you there about some of that. Beyond that I can say we really appreciate all the guidance that we've gotten from you. I look forward to getting some additional guidance from you, having a better, probably the best relationship we've ever had with you here and us communicating openly and candidly with you about where we are and what's happening and what our philosophies are and you won't have to send us a letter to know what we're thinking. So, I don't want that to happen and I don't want it to be the kind of arrangement where you feel like you need to have some sort of inquiry in order to know kind of where we're going. We're excited. The OPA concept is, I don't think anybody can challenge how academically successful it is. So, we've got the heart part down, now it's time to become mastery of the fundamentals, right? The stuff that none of us want to deal with, none of the parents want to deal with, you certainly don't want to. We want to be here talking about successful things. Successful children. Lohoff here is amazing. Her students are fantastic. I won't go on and on but if you have any questions for me please feel free to ask.

Bedell: Thank you. Yes, sir. Your name please, for the record.

Haney: My name is Joseph Haney. Raymond has filled in a lot so I don't know what I have to say. I have a son who's in fourth grade, I have a daughter who's in first grade. I'm an attorney by trade. And Raymond's right. What trustee Lindholm is saying, we've got, if you were in business context you'd be like we have an incredible product. We have incredible students. We have incredible teachers, I mean just amazingly passionate dedicated, achieving teachers and students that respond to them. And I think that Raymond and I haven't gotten to know each other in the last 6 weeks or so since we've been appointed to the board...it's something worth fighting for. What we have that's good is so much better the challenges we face, and we know, we're highly confident that we can address the concerns that you have. We welcome the concerns. We don't want, we know there's been criticism in the past of an era where there were some defensive statures taken and not being as forth coming and we don't want that to be the relationship this organization has with our organization. We're enormously blessed that there was that trust placed in OPA to charter a school. And we want to do everything we can to prove that that trust was rightly placed within the organization. So, if there's ever any question I would please encourage you to reach out to myself, I know Raymond would probably feel the same way because you've seen classrooms. Those are incredible experiences those children are having, and it's something worth fighting for and we're both committed to doing that.

Bedell: Trustee Boyd

D. Boyd: One point of clarification, are you members of the local board or the corporate board?

Haney: The corporate board.

D. Boyd: OK, so you guys are the guys who will ultimately make the decisions, along with the other board members of course as to how all of this is going to play out.

Haney: Correct. That's why we're here today.

D. Boyd: OK.

Jackson: And we take that responsibility very seriously.

Bedell: Thank you for being good listeners today, we really appreciate that. Anything else from my colleagues? Thank you very much. Ron, anything else? OK let's go then to Item 10 – Ian here?

Hendrick: He is. We just need a quick second to hook up the computer since it got disconnected.

Bedell: We'll take 5 minutes?

(Sounds of conversation and movement).

Bedell: We'll now have a presentation, at the request of our beloved Trustee Lindholm, from Ian Hannigan, Chief Communications Officer and Shane Cline, Digital Media Manager regarding

our web page. The board of ed web page. Trustee Lindholm do you want to open it, carry it, please?

Lindholm: Just a few questions. I don't know if it's updated or not updated but I was trying to look for a really good search engine. I wasn't finding a great search engine. I know that doing web pages is incredibly difficult. And keeping it up to date is also incredibly difficult. So the reason I was asking to put it on is I was looking for the new inter-district transfer policy we have. And I was using the search engine and I was getting dates like 3 years ago and I was like, it was really important to me for our 27 school districts that they know a parent going online could find that inter-district transfer policy. Because we had over 90 appeals. So that's what...I was on it this morning and I was on about the board and there was no search engine. So, there's probably a home page and I just need to maneuver and I just wanted your input and possible our board's input.

Hannigan: Sure. Well, thank you very much for having us here today. Apparently only the hard core fans stay for the entire presentation. (laughter)

Bedell: Don't take it personally.

Hannigan: So, we can kind of give you a general overview of the website and I want to be respectful of your time.

Lindholm: Can you pop it up?

Hannigan: That's it right there.

Lindholm: OK that one has a search.

Hannigan: So if you go to the home page, we've got the search box prominent. About a year ago we were in the process of redoing the website and anybody wants to take a blast to the past, that's what we were looking at before. So, we came at this from a few different perspectives. Ours was we want to have a sleek modern professional website that reflects the professional work that we're doing here at OCDE. We want to make it mobile responsive because we're realizing that so many of our stakeholders are finding us on their mobile devices and...I'll just kind of show you that real quick. So, depending on what device you have you'll see it orient different. So, if you're on your tablet it's going to look like that. If you're on your smart phone it's going to look more like that. Kind of scroll down. We really wanted to make this as accessible as possible. And speaking of which, we started out with the goal in mind of we want to update the website. We want to reskin it, make it really reflect the values of this organization. Then we started stumbling into accessibility issues too. For public agencies, accessibility is extremely important. So, initially we thought well gosh, we want to make it accessible as well so that'll be another thing that we add to this. But by the end of the process, accessibility really drove this. We spent a lot of time both researching what it means to be compliant with the latest standards as well as why. So basically if you have folks who are sight impaired, if you have folks who don't have fine motor skills, they can't navigate a website the way the rest of us do. So you've got to make sure that you have tabs that people can use the tab space. You have to make

sure that the contrasts are optimal. I'm extremely proud of the fact that we invested so much time into researching this that not only is our site I believe the standard for accessible but we have been working with a lot of other school districts throughout the county to train them on these issues. And, we even down at the bottom, we've got a little accessibility icon. If you click through it, it kind of explains our efforts. So I imagine you probably went to one of the board pages or you went to about OCDE?

Lindholm: Yes, and there's no search on that one.

Hannigan: Yeah, so you know the search engine that we have is populated on the home page but we have based on the analytics that we looked at that shows that that's one of the more popular ways that people find information. We took that from what had been kind of a top right corner afterthought into making a more prominent function. And what drove that decision was really the realization that...so I hardly use Microsoft Word anymore. I'm completely Google Docs, and it's for many reasons. But one of the big reasons is we're producing too much to be able to find content. So, when I'm writing a press release I need to be able to find it quickly and I think that's what we're getting. We have a web page that's now, and Shane can correct me if I'm wrong, but it's about 500 pages. It's an enormous site. We're not that kind of an organization anymore that just has a landing page and then a couple dozen pages after that. So that put in place so that we could find things a lot easier. We have a pretty robust search engine. I am responsive to your concerns about making sure that people know where to look for it, that's very important.

D. Boyd: Trustee Lindholm and I spent some time on the phone when going over this a couple of weeks ago and we were both on the what I believe to be the same page, the same home page and yet we both had different images.

Hannigan: Yes. So, you know you'll see sometimes on websites, I think this is kind of a convention of a couple years old where they'll have a rotating carousel of photos. We know that not any one photo is going to capture all the is OCDE and it's not going to capture our diversity of our students, staff, or our programs so every time you hit the page it's going to rotate to a different image.

D. Boyd: I can't appreciate how difficult this is to a large degree, in my opinion, the quality of the website is in the eye of the beholder. In my day job we have two separate ones, two separate websites, one for our Colorado operation and one for the California operation. We spent \$20,000 in Colorado, \$75 here and had the staff do it, and I challenge you to tell me which one, it's just personal preference. Why don't we do a test though. Why don't you just type in charter schools in the search box and let's see what we get.

Hannigan: so the top entry would take you to the main charter school page that's maintained by um, I'm blanking right now, of course, I'm sorry. It just reminded me to kind of talk a little bit to about how content is populated. So, again, with an organization as large as we are, we've got different programs and divisions and so everybody is responsible for generally maintaining the content on their site. But we've put ourselves out there as a resource if we can help advise, provide recommendations, and in some cases if they like the technical expertise we can jump in

and do a lot of things for them. Charter schools I should point out; their page always looks so sharp. I don't know who you have working on yours but we can't take credit for that.

D. Boyd: OK. Is there somewhere on our site that would simply list the charter schools that we have authorized and or all the charter schools in the county?

Hannigan: I would defer to.... (voice from the audience giving direction)

Hendrick: So it shows all the charters in Orange County that we're aware of, right, Kelly? And then also the ones approved by our board so it has all of them listed.

Lindholm: Do we have, not Ian, do we have something on the site for current news, let's say...specifically for our board? Like when we did the inter-district transfer policy, that was a significant issue for us. Is there any kind of tab, maybe you could create a tab for...maybe have it up for like 3 months on this is current news? Is there a current news tab?

Hannigan: Well, I would differentiate, so between...a few different things. So one of the areas that our unit is responsible for is a page called the OCDE Newsroom. Stories populate down here at the bottom of the site but it actually lives as its own website. We have about 3 to 5 sometimes more stories pop us a week and those are also shared on social media. They're also shared via an E-blast we call the inbox edition weekly. This is reflecting a more modern view of communications. We can't wait for folks to tell our stories anymore. So we have become basically our own news generator to talk about OCDE. To talk about education in Orange County. We have a few different folks we have our media services team who provides video content. I do provide content as well and we recently hired a former education writer to join us in that. So this is our main source of news and information. I would say that going back to the site we have some of the board initiatives like red ribbon week. We were asked to write a press release on that. So that has been put out into an OCDE newsroom story that will be posted on Monday, I believe, at the start of Red Ribbon Week. In terms of other board happenings, if we go to the board page, traditionally, when we came in and we made some changes we wanted to be respectful of the structure that was in place for a couple of reasons. One, we didn't want to give our staff and community complete whiplash on destroying the structure of the site as well as changing the look to make it more modern and accessible. And also, there was some work done before I got here, some committees that did a lot of work and they went to each program and division and determined how they wanted to present their information. So we have not dug into to change much in terms of the overall structure that was in place two and a half years ago. Included in that structure was an Orange County Board of Education webpage. And in this, we have not populated the content for that. I think that's done through Darou and through Nina. But I know when board policies, when notices, certainly the board minutes and resolutions all of those are populated on that board page. Even in a more simplified design space you can see we have five headings at the top and the board is prominent right after What is OCDE, the board is right there.

Lindholm: I think it sounds like if we have something specific like the inter-district transfer policy,

we need to communicate that to you that we'd like it specifically on the website, in an easily found place. Because when I went to inter-district transfers through the search engine I got stuff that was like 3 years old.

Hannigan: Are you referring to the letter?

Lindholm: Not just the letter, our new policy. And the policy actually has a blank line at the top, it's not current, it's like dear blank, the letter does. If you do the inter-district transfer policy letter, it doesn't look like it's complete or signed, if you click on that. I feel like we have a responsibility to try and get out....and too Trustee Gomez, a lot of times we're trying to see that this is your school district and you need links, you possibly have all those links, I didn't look at those. Because sometimes our appeals are, well, we thought we were in the right district and we're not. So we need some kind of links on there, I don't know.

Hannigan: I think ...

(Several voices in conversation)

Lindholm: Yeah, go to Capo.

Gomez: Like a school finder type of thing.

Lindholm: Yeah, school finder. Just because you live in Irvine, doesn't mean you're in Irvine school district.

Gomez: We would encourage the individual districts to address that as well.

Hannigan: This is all great information. I think this process in the past year has been really encouraging. We've gotten together with a number of groups to express issues, long standing issues, not just from our changeover but how better to communicate information. So we haven't traditionally populated web content for the board pages but I spoke with Darou yesterday and we would be happy to work together and come up with some ways that we think can present information in a way that's easier for the public.

Lindholm: OK. I don't want to keep you on this. I just....my concern was the search engine, I was looking for the inter-district transfer policy, we had 450 people from Anaheim who wanted to file a transfer and so for them to find that information, it needed to be easy. So, it's not coming from something I want, it's coming from something I think people...

D. Boyd: What's the criteria for well inter-district transfer for example. Trustee Lindholm got a lot of old information. Is there a way we could prioritize that for the documents put in the most recent document would show up first?

Hannigan: You know I might ask Shane about that but you know these very conversations I think are so helpful and we have them all the time where somebody will say you know a lot of folks are searching in the search box for this and we really want them to find this, and so what can we do about this? So we've talked about adding tags and things to create a hierarchy and make sure

that that search box is working optimally. Because once you feature that front and center it is going to be the tool that people use. So we can definitely address that. We can make that, you know, if you give us areas or pages that you think should come up upon a certain search we can work to address that.

Lindholm: OK.

D. Boyd: How difficult would it be to put a search box on the board's page. Some people go directly to the board and bypass the department's home page.

Cline: Yeah, those are things we can definitely do and even in the search appliance that's on the website we can create searches that only span certain areas of the site so if you wanted to specifically search within the board of ed content that would be a possibility on there for sure. Search is a funny thing. You know Google has made a billion-dollar industry out of just that one technology and there's a lot of stuff happening behind the scenes that makes it work as effectively as it does for them. And what we have is sort of a microcosm of that technology operating on our site and it does take a certain amount of engagement on everyone's part to improve the efficiency of that by tagging pages, titling things correctly, assigning relevance to content and the best way that we can do that is by garnering feedback from everybody. From the community, and everyone and we have pathways on our website for people to reach out to us if they have questions or concerns or accessibility issues to communicate those things to us so we can improve the experience for them.

Hannigan: If I may just bring up one last point because I think that Shane really touched on this. When we decided ok, we're going to take on the website, we're going to make these changes. At no point are we every going to start high-fiving and say we're done, we fixed this. The way that web standards are these days the way that accessibility standards change and the way that we as stakeholders get this information is changing all the time. So, we are always going to be working to improve this. Any time that there is something that you find that's not working, we want to hear about it so we can make those changes.

D. Boyd: Do you feel at this point in time, I know that at least to the best of my recollection the department of justice has not finalized regs on accessibility for websites, but we're doing everything within the recommended guidelines.

Hannigan: Yeah.

D. Boyd: For example, if I recall if a sight impaired person would bring up this page, there would be a voice that would sat this is an image of 8 children.

Cline: Yeah, so there are standards that are in place that define best practices for web accessibility and there are certain levels and degrees to which you can be in compliance on that. In the case of our site, we've used several different tools to analyze the design and template structure to maximize that accessibility in our case. We also contract with a service called site improve which is doing constant scans on our site to check for things like hierarchy, color contrast, even like quality assurance like spelling errors, and dead links and old documents, all



kinds of fun stuff. We're looking at this content daily and we're always trying to improve that overall experience. It's interesting among the school communicators that we talk with this is a huge conversation that we're constantly having about the publications that we put out there and aside from just the legal requirements and responsibilities of this, we regard it as just the charge as educators to do the right thing to make the content as accessible as possible to everyone so that everyone feels like they're included in the message.

Hannigan: I would add that a number of districts around the state, I'm on an association of California school communicators and they've been hit with compliance from the offices of Civil Rights and they've been targeted by lawsuits for being out of compliance. We really want to lead the way on this one. I'm very proud of the work we've done to get where we are.

D. Boyd: This is available in different languages I would assume? Is it a good translation though or is it...?

Hannigan: It's getting better all the time.

Lindholm: My takeaway from this is learning from you, thank you. I'd like to see a search engine on our page because the department does these things and we do some policy things, so I'd just like to see a search engine on our page and then if we have something significant like when we signed individual letters to 27 school districts, we can put it on there.

Hannigan: Ok. And I would certainly welcome an opportunity to see how to best present that so it's intuitive to folks who logon.

Bedell: Thank you very much, Ian. Now, announcements from the superintendent.

Mijares: Ok. Great! Thank you members of the board, great to be with you today. Just a couple of quick comments. I wanted to first commend our staff, Renee's division. She and Ann Kantor as well as Christine Olmstead in Curriculum and Instruction and Christine Lahley, and Ron Wenkart for all the work they did during the fires. You know, the Emergency Operations Center they're all plugged into that so we've been very helpful, I believe, to the two districts that were right in the middle of all this – Tustin and Orange. Those districts ended up closing schools so we also had calls from the State Superintendent of Public Instruction, Tom Torlakson. We're working with them; Dean West has also been involved to help them mitigate any kind of ADA loss because they had to close schools for at least a day. So I wanted to commend the staff for all the hard work that they did. I also participated in an event at Vanguard University during Hispanic Heritage Month where again, Sylvia Mendez from the Mendez versus Westminster case, was featured and it was a great event at Vanguard University. Sylvia was there and we had a chance to talk about the importance of being inclusive and doing all that we could to assure that every student was learning and on track. Some of you went to the State of the School or school district breakfast meetings, Beckie I know, I saw Beckie there at the Tustin one and there's one held in Newport Mesa, and Santa Ana last Friday. Again, these are great events that we help. We buy a table, we buy seats to go to the event and to support them and they're always very complimentary of our staff so I commend the staff for your hard work on those. Also, let me just tell you that we sponsored a teacher law school at the Santa Ana Court House. Jeff Hittenberger

was involved, Dennis Cole, and others and it was all about working with the court system both the Appellate Court, Superior Court, and it was a chance to talk to teachers...give teachers sort of a glimpse of what happens on the court side of it. It was part of our Humanities efforts and our work on civics and I just got great reviews from that event. So, thank you, Dr. Hittenberger. We also are now doing symposiums for counselors, I think we're on our third one now. So on the 6<sup>th</sup> of October we sponsored a large counselor symposium. We had over 450 counselors from K-12 and higher ed that came and it's growing and we created a counselor recognition program internal here with the Orange County Department of Ed as well as with the College Board. The College Board started a national office on school counselor advocacy and so this was our way to celebrate the work that counselors are doing to assure that kids do not fall through the cracks, especially in high school. I also wanted to thank Laura Strachan for the work that she's doing with ACCESS. It is true, I was there in Mr. Witten's class at Sunburst and if any of you want to see...well you've gone there, Jack, and I'm glad you spent a lot of time there. You've all been there and I hope you come to graduations as well because those are spectacular. We have a General that shows up. We didn't mention Congresswoman Napolitano who is really instrumental in this, and in setting up these events as well as the Congressman Lowenthal from Long Beach. In Mr. Witten's class he had these students connect with a program that's called Kiva.Org. It's sort of like GoFundMe, I don't know if you've heard of this. They have a 97% success rate where they offer these micro loans to people all over the world. They're loans to help people who are impoverished. You could for example, be a mother of two with no father live in Pakistan and want to open up the front part of your small two-bedroom home and turn it into a store; and all she wants is a \$500 loan. It's not a gift, it is a loan. She has to pay that back. So the kids were all engaged and it was really great because they had to know everything about that country. They had to know about what the loan was going to be used for, what are the accountability measures placed in there in terms of the fiduciary side and it was a great experience with Mr. Witten. I hope that Ian will do a story on this. I think that's all I want to say other than to let you know that we do have a, we started a 501c3 called Latino Youth Leadership OC. This was once called a Encuentros Leadership, you may have heard of it under that title, but now we have our own not for profit and we got an outside board that really governs this, I'm a member of the board. But it's all about helping Latino boys be successful in school. You know the misbehavior in the classroom, help them to become goal oriented have discipline, strong character and get their college degree.

Bedell: Thank you. Trustee Lindholm?

Lindholm: No, I'm going to defer to Trustee Boyd.

D. Boyd: Yes, a question for Superintendent Mijares.

Mijares: Yes?

D. Boyd: I've heard that the history event that's been held at Angel Stadium for the past decade or so is not going to happen?

Mijares: It's going to happen but they're going technology has grabbed hold of them. They're going to do it all online. They think they can reach more students. The logistics were really tough

on that event and it was expensive. I have mixed feelings because the kids, especially those who have never gone to an Angels game.... a lot of fun. But that's done by...

D. Boyd: And we'll continue to do our history event here?

Mijares: Yes.

D. Boyd: That's in May, is it, April?

Mijares: March.

D. Boyd: If you could make sure we get a reminder on that I'd appreciate it. Trustee Lindholm and I had the opportunity to visit OCASA a couple of weeks ago. They were just starting their second year of operations after a somewhat challenging first year. They seemed to have a good grasp on what's going on and was very favorably impressed. One of the questions I asked them was looking back what were...were there things that you never anticipated, you know, that came up? I'm not going to go into it because.... that organization has grown a lot in its first year. I think they're on a solid footing now and going forward I'm very confident that that's going to be a very successful, will continue to be a very successful program.

Bedell: Trustee Williams, any comments?

Williams: Yes. My thanks to the good superintendent and the staff for what they did during the fires and the district, Michelle Steele's staff gave me a call and actually wanted me to attend a meeting at 9:30 this morning, but I couldn't make that obviously. But the staff member made the remarks that OCDE played a great role and so Kudos to the staff!

Bedell: Trustee Gomez?

Gomez: Just a couple of comments. I was able to attend the Tustin Unified, the Newport Mesa, and the Santa Ana State of the Schools breakfasts and it's always great to see what all the different districts are doing and how they are educating our students for both careers and college readiness. I also want to thank our first responders and also OCDE for all the work that they did during the fires. On Saturday I actually went out with our local battalion chief and toured all the fire areas and it was a really...I really don't even know what word to use. It was just incredible to see the damage and how close it got to homes, and they were able to save them. As of yesterday it was 100 percent contained so that is the good news. I also would like to follow-up on something that Trustee Williams said earlier in the meeting about trying to get some plaque of recognition for those folks that had the foresight to approve that Sunburst Academy. I think that would be really a very nice thing to do to acknowledge all those folks that approved that from the beginning.

Bedell: Good idea. I attended the Council of Urban Boards of Education meeting and we've gone back to that. We thought about that in terms of the changing demography of our student population and there were several sessions and the one on charters was basically useless. The one on technology pieces of which were similar to what we have here today. They were very

informative and helpful. I think that's all I want to say right now. Anything else from anybody? Do we have a motion to adjourn?

Hendrick: I have a couple of reminders, sorry. First thing is that our next board meeting is Wednesday, November 8<sup>th</sup> and the board submission deadline is October 25<sup>th</sup>, next week. The HOCO Holiday Luncheon is Friday, December 15<sup>th</sup>. So if you want to attend that, that's our large luncheon for staff, if you could let Darou know. As a reminder, the office is closed on November 10<sup>th</sup> for Veteran's Day and also the 23<sup>rd</sup> and 24<sup>th</sup> for Thanksgiving. Teacher of the Year we have RSVPs for Jack, David, and Becky and if anybody else wanted to attend, please let Darou know by Friday. And also for the three of you Darou will be sending you an invitation for the reception prior to that, the 24<sup>th</sup>, next week. We also have an invitation for the HEEF Awards, which is on November 9<sup>th</sup>. If you're interested in that if you can also let Darou know by Friday. In addition to that, Ron and I have a couple things. As Ron walks up, I'll let you know mine. As we've talked about in the budget in the last couple of meetings about our declining enrollment, it is causing us to look in depth at our staffing ratios. So at this time, we're investigating a lot of options. One of them may be a possible retirement incentive for our certificated staff only. We'll give you more information as we move on, but we are investigating that at this point.

Bedell: How bad is it down? Our enrollment? Well in one year it may not look that bad, it's when you do it over the last four years. Over 4,000 students. So we think our over staffing for our teachers is quite large. We don't have a natural attrition for our teachers, that just hasn't happened. So, we are looking at ways to help entice them.

Wenkart: My topic has to do with the charter schools and conflict of interest. As you know, our office and the charter school unit work to assist charter schools, and one area that we help charter schools with is conflict of interest. If charter schools can avoid conflict of interest it benefits the children and it benefits everyone involved. So I'm passing out an article that was in the LA Times the day before yesterday. There was another article in the paper today in the LA Times about the former board president of the LA Unified School District. You probably heard about it. He's embroiled in a conflict of interest scandal involving a charter school that he used to run. The charter school partnerships to uplift communities has filed a complaint with the State's Fair Political Practices Commission, alleging that when he was a charter school board member and an employee of the charter school he violated the state conflict of interest laws because he transferred signed checks and transferred money to a vendor to a charter management organization that he controlled, and it was over \$200,000 in checks. So, that's the allegation. So if those allegations are true, those would be in violation of the conflict of interest laws, both Government Code Section 1090 and other state conflict of interest laws. We've had similar allegations that were made against Sue Roche with regard to Oxford Preparatory Academy. We had an issue come up with one of our charter schools where they talked about possibly appointing somebody to their charter board who they did business with and we had to advise them that they can't do that, it's a violation of the charter schools. So, it's part of our oversight we're concerned, it's got a lot of publicity in the LA Times, we don't want to see similar headlines in the OC Register. We just wanted to let you know that this is an ongoing issue where sending letters to the other charter schools just to remind them of the conflict of interest laws and just reminding them what they're about and what they need to comply with, and ask them to assure us that they will comply with those conflict of interest laws. So we don't anticipate any

push back from the charter schools. I think they're interested in avoiding conflicts of interest as well. Just as an aside, related to Oxford when I was reading the transcript of their board meetings, they had a Brown Act presentation from an attorney and that attorney also advised them to be mindful of the conflict of interest laws and to avoid any transactions, self-dealing and that type of thing. So I think the charter schools and the California Charter School Association are very concerned about that issue as well, and very sensitive as well. So I just wanted to let you know that it's an ongoing issue that we're dealing with and just open it up to any questions that you may have.

D. Boyd: Regarding Mr. Rodriguez and LA, I think we should point out that this is very early and their allegations have been....and he has not had the opportunity to respond or provide any type of explanation.

Wenkart: Just allegations. Sue Roche too, is just allegations at this point. So, but we want to avoid any of those kinds of problems here in Orange County.

Bedell: Anything else? We have a motion to adjourn?

Gomez: So moved.

Bedell: Moved by Gomez, seconded by Boyd. Thank you. Thank you folks. Thanks to the staff.