

## **Orange County Board of Education Meeting – 12/13/17 – Transcript**

*(Sound of voices – gavel)*

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

Bedell: Good morning. All regular meetings are held monthly at 10:00 am unless otherwise noted. Anyone wishing to address the board 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.

D. Boyd: One of these days, we have to go through that penal code section.

Bedell: One of these days, I'd like to have a two-sentence iteration of this. Thank you my friends. We'll begin today's meeting with our invocation from Pastor Daniel de Leon, Sr., from Temple Calvario in Santa Ana. Pastor, welcome my friend.

de Leon: Good morning. Thank you very much. Good morning ladies and gentlemen, I am Pastor Daniel de Leon, Sr., now there's a junior. The pastor of Temple Calvario, a church that has been in the community for over 80 years, and we're still young. We're doing our thing. I thank you very much for this opportunity and let's pray. Father, we're so blessed this morning to be able to come before you in the name of Jesus, our lord and savior and say thank you lord for a beautiful day that you have given us here in southern California. We are blessed with health and strength today, lord, and we're so grateful for the opportunity that we have lord god of coming before you and serving you and serving people, lord god, our friends and fellow people lord god that we identify with. So we thank you this morning lord for all the opportunities. Lord, we are so blessed to be able to come before you and ask for our children in Orange County. There is so much need, lord god, that comes before us lord god as just as people, leaders, to serve our community lord god. So we're asking this morning lord that you would give us the wisdom and the guidance to be able to serve them and serve them well lord god. We pray for the board. They have a tremendous responsibility lord god of doing the best they can and providing the best education that they can for Orange County. We just pray for your wisdom and your guidance this morning lord god, in everything that they're to say and do, lord god, may they be able to serve

our community to the best of their ability. Continue to be with us lord god, in these days there's so much stress, there's so many problems, we need your help. We need your guidance in everything, lord god. We'll just put our lives in your hands this morning and we thank you lord god, for hearing our prayers and answering our prayers, that we pray in your precious name, amen.

Bedell: Thank you very, very much. Remain standing please for the pledge and we have Kelly, our beloved Kelly.

Gaughran: Good morning. Please place your right hand over your heart. Ready, begin.

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

Bedell: Thank you. Are you ready for the roll call?

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Boyd?

D. Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

Silence.

Bedell: Thank you very much. Do we have a motion to adopt the agenda for today's meeting of December 13?

D. Boyd: I'll move.

Gomez: Second.

Bedell: Moved by Boyd, seconded by Gomez. Discussion, additions or anything else to the agenda? All those in favor as submitted please say aye.

Several ayes.

Bedell: Opposed? Thank you very much colleagues. The minutes of the November 8 meeting, do we have a motion to approve?

D. Boyd: I'll move.

Bedell: Moved by Boyd seconded by?

Gomez: Second.

Bedell: Seconded by Gomez. Thank you. Any additions or corrections? Will the record please show that I will abstain on this vote as I was absent due to illness? All those in favor please say aye.

Several ayes.

Bedell: Opposed? Abstention, one. Thank you. Now, have public comments. Vice President Boyd?

D. Boyd: Yes sir, we have a number of public comments. All but one relate to the Samueli Academy. So at this point in time, Mr. Whitley, if you want to chat with us for a minute or three.

Bedell: So is it your desire that we take the comments on that agenda item when the agenda item hits?

D. Boyd: That would be my recommendation.

Bedell: Do we have consent of the board to do that so it's in sequence? Done. Welcome back.

Whitley: Thank you. As a frequent guest in year's past, it's nice to be back. Merry Christmas and Happy New Year. Superintendent Mijares, and President Jack Bedell and the whole board. Thank you for having me. Thank you for this opportunity to do public comments. It's an important facet of elected officials hearing those that are out in the community. I was here about 4 years ago and spoke about the California Healthy Kids Survey which was something I found out through my daughter in middle school and was shocked by some of the questions that she related to me that were on that survey. I saw that on the agenda today in informational time that you guys are going to discuss the California Healthy Kids Survey again. I just wanted to come and one, thank you for the fact that you listened to the public and our comments and that you took action a couple of years ago and sent out a letter to all the parents in your district to inform them about the about the survey and the fact that had a legal right to opt out. With the passage of Assembly Bill 677, I know that your hands are going to be further tied by the state board. What we want is an independent board that listens to the constituents in this district. So, I just want to thank you for the proactive position you took before and just to reiterate that with your informing parents regarding the survey you can strengthen your language about the controversial questions

that are on it, alerting parents that the opportunity to opt out is still available to them. Or, if the survey itself and the district is tied to funding, simply don't take the funding and don't provide the survey. That is my request to you today because I know that the modules were able to be modified previously in Irvine Unified School District where my three kids go to school. We did get a consent form this year. In previous years it was buried in a parent handbook and a pdf file on the website, so most parents didn't know about it. They did get a consent form this year. We were able to opt all of our kids out and also Irvine does not provide that survey to K-6 which would be the 5<sup>th</sup> grade level for the survey. So, there are things that you as a board can still do despite what the state board might tell you or is trying to mandate through the legislation that was signed by Governor Brown. So thank you for your independence and again, Merry Christmas and Happy New Year.

Bedell: You too. Thank you for your comments. We have a time certain in 6 minutes, can we go to Consent Calendar? Ok.

D. Boyd: I'll move we adopt the consent calendar.

Lindholm: Second.

Bedell: The motion is to approve the consent calendar and it's been seconded by Trustee Lindholm. Would the record show please that I am abstaining on that one as well. All those in favor of the consent calendar please say aye.

Several Ayes.

Bedell: Opposed. Passes 4 – 0 -1. OK, do we have time to do Inside the Outdoors? Probably not. OK...

D. Boyd: How about board meeting dates? I need to talk about that.

Bedell: So why don't we just go getting the room set up and that way we have 2 minutes for that. So that would be good.

N. Boyd: We'll take that time for the students to walk in.

Bedell: We'll have our musical presentation, as we have been known to do annually. This is one of the highlights of board service. In addition to working with superintendent Mijares. I'm in the holiday spirit. Good morning, welcome my friends. Thank you for joining us and thank you for sharing your talents.

*Sounds of students walking into the room while board steps down from the dais and takes seats on the floor.*

N. Boyd: For the benefit of the record, Dennis Cole will be introducing the choir today.

Cole: Good morning everyone. Good morning Dr. Mijares and president and esteemed members of the board and welcome OCDE family and friends. We're so excited this morning to have The Entertainers from Woodbridge High School, Irvine Unified School District here today and they are directed by Mr. Rob Blaney, who is the director of vocal music at Woodbridge High School. We also want to welcome along with them, we're so glad to have Mr. Chris Krebs, right over here, who is the principal of Woodbridge and Brad Van Patten, who is Irvine Unified's VAPA coordinator, the visual and performing arts coordinator. And just a couple of little notes about this group...first of all, Woodbridge High School in 2016 was awarded the National GRAMMY Signature School for Excellence in Music Education. So we're looking at a quality performance group here (applause) and to put icing on the cake Mr. Blaney, their director was a finalist for the 2013 GRAMMY Educator of the Year award. That's a national award that's given to one educator every year and he was a finalist, so we're glad to have him here. (Applause) So without further ado, will you please join me in welcoming our talented performers from Woodbridge High School, directed by Rob Blaney, The Entertainers. (Applause)

Blaney: Good morning, happy holidays. We are super excited to be here and we're going to sing three songs for you today. The first is a mash-up of Winter Wonderland and Don't Worry, Be Happy Mon.

Sound of pitch pipe...

Students begin their performance of *Winter Wonderland...and Don't Worry, Be Happy*.

(Applause)

Blaney: The holidays can be a really joyful time for some families it is a challenging time. This next song talks about coming together to leave all our hopelessnesses...it's a word...aside if just for a little while. This is kind of a call to unity. It may seem an odd choice for a holiday set but I think it totally works. This is called *Just for Now*.

Sound of pitch pipe...

Singing begins...*Just for Now*...

*Just for now (x6)*

*It's that time of year  
Leave all our hopelessnesses aside  
If just for a little while  
Tears stop right here  
I know we've all had a bumpy ride  
I'm secretly on your side*

*How did you know?  
It's what I always wanted  
You can never have had too many of these*

*Will ya quit kicking me under the table?  
I'm trying, will somebody make her  
Shut up about it?  
Can we settle down please?*

*It's that time of year  
Leave all our hopelessnesses aside  
If just for a little while  
Tears stop right here  
I know we've all had a bumpy ride  
I'm secretly on your side*

*Bite tongue  
Deep breaths  
Count to ten  
Nod your head*

*(sniff sniff)  
I think something's burning  
Now you've ruined the whole thing  
Muffle the smoke alarm  
Whoever put on this music  
Had better quick sharp remove it  
Pour me another  
Oh, don't wag your finger at me*

*It's that time of year  
Leave all our hopelessnesses aside  
If just for a little while  
Tears stop right here  
I know we've all had a bumpy ride  
I'm secretly on your side*

*Get me out of here (x12)*

*Just for now...*

*(Applause)*

Blaney: Thank you again for the invitation. This has been a real treat for us to be here today. They had to miss a little school to be here and.... (Laughter and applause)...this has been awesome, so thank you so much. I would be a poor choir director if I didn't give a plug for our winter celebration concert which is this Thursday and Friday evening in the Theater of Woodbridge High School. Tickets are available on the Woodbridge High.org website under arts. You can get those and hopefully we'll see some of you there. We'd like to conclude today with

*The Dance of the Sugar Plum Fairy*. It was recorded by Pentatonix and will feature even if just for the smallest of moments one of our bases.

Sound of pitch pipe...

Musical rendition begins...instrumental only.  
(Applause)

Blaney: Thank you so much.

Bedell: Good morning. I'm so happy for you that you're missing regular classes. (Laughter) As the parent of a daughter who was a vocal performance major in college, and all through high school, I want to say that I personally know how much work all you put into this. What it takes you away from and what it brings you to and how much it helps you be part of lifting the school up as a major part of the community. I want to turn the microphone over very briefly to my good friend who is Trustee Williams and Irvine is in his...we have five trustees, 5 areas; Irvine is one of his school districts. So I'd like to have Dr. Williams talk to you about this event.

Williams: This is my 22<sup>nd</sup> year and congratulations! You guys are the best, you're awesome! I was so impressed by you here, I don't know how you can do that sound (Laughter) did I do it? Again, thank you and on behalf of our great board and our great superintendent and the staff who are here today thank you so very much for coming and sharing with us the spirit of Christmas. And I wish all of you here a most prosperous 2018 and great joy and health. God bless you guys.

(Applause)

Bedell: Thank you. I'd like to acknowledge you because I know what it must be like. How many are there in this group?

Blaney: In this group, 42.

Bedell: And how many do you have back at the school?

Blaney: A total of about 180.

Bedell: And you have to manage them? (Laughter)

Blaney: I try. They make it easy.

Bedell: Seriously, congratulations to you for putting such a great group together, for tapping into their essence through music and blessings to you and Merry Christmas to all of you and happy holidays. Thank you so much.

(Applause)

Bedell: We're going to take a picture, so don't have any spinach in your teeth or anything.  
(Laughter) We're going to take a picture...

Sounds of voices and movement as students and board members pose for a picture together.

Lots of laughter!

Bedell: Thank you again! We're going to take a 5-minute break while the kids get organized.

Sound of gavel.

Bedell: Moving forward approve the 2017-18 First Interim Report, certified as positive by the County Superintendent. That is being carried by...

D. Boyd: I'll move.

Williams: Second.

Bedell: Moved by Boyd seconded by Williams. Any discussion?

Lindholm: I'd like to hear just a brief....

Bedell: Renee? Sounds good Trustee Lindholm.

Hendrick: Just a brief couple of updates... or did you have questions?

Lindholm: I was just looking at the annuals, the 2016 and 2019, the projections. Maybe just an update? Is that a good summary page or not?

Hendrick: Yes, so that is our multi-year projection so I think that is a good page. As you look at for that page, we show deficit spending for this current year. A lot of that is from one time money that we received last year that we are spending. So the structural deficit is not that much for this current year. What you are highlighting is you see in those two out years when you get to that we will have to make reductions in our office in order to be structurally sound. So we are planning on those, we've had some discussions about those in the past. But, because of the ongoing, the fact that we're not sure exactly what the state...we won't really receive cost of living increases because the way our finding is hitting, but we do know we have increases in expenditures basically on STRS and PERS, the pensions. So because of that we know structurally we must make reductions in the next 2 years in order to be structurally sound. We do have money in reserves to plan and to be careful about those decisions but we have been planning for that and we discussed that the last time we had a budget also. We are planning to move forward with those.

D. Boyd: And that's under way?

Hendrick: It is underway right now, currently.



Bedell: Trustee Lindholm do you have...?

Lindholm: I just think it needs to be clear that we're going from a 229 to a 216 so, we're not increasing but we're being very frugal and conscientious and I know you're very analytical.

Hendrick: Right. So we have all new positions being evaluated. We have, through attrition as vacancies come up, we are looking at whether we are replacing them or not. We know in our teaching area we have a lot of overstaffing. So we are definitely looking at that piece currently. Our decline continues for our student programs so we have a lot of ideas of how we're trying to move forward to increase that but some of it is beyond our control. The incarcerated youth we've talking about that in the past, we're not seeing any movement there. If anything, we still continue to decline a little bit.

Lindholm: Thank you.

Bedell: Yes, David?

D. Boyd: And our enrollment is down in part because as you mentioned because students are no longer being incarcerated and secondly because of the new funding formula, relatively new funding formula, more districts are holding on to students that in years past they would have passed along to us.

Hendrick: It used to be in the past that they may even if they were incarcerated for a very long length of time they would at least have been...probation would have been on their radar and they would have been referred to us. That no longer happens so the districts are serving them or we are hopeful that they are serving them. So, we're trying to find new ways to collaborate with the districts so that we can do it sharing. But the funding model significantly changed how we get that funding. We used to receive it through the California Department of Ed, now we actually have to bill each one of those districts. We have 128 districts we bill for services. They have to take it to their boards; they have to do those things, that's creating some delays and concerns on their end.

D. Boyd: Another item caught my eye, our dental plan is self-insured?

Hendrick: Yes, we've been self-insured for many years. We actually changed where we're now through a co-op through Alameda County Office of Ed. They offered us a much lower administrative rate so that helps hold the price down and give us a better benefit.

D. Boyd: Ok, thank you.

Bedell: Trustee Gomez on this agenda item?

Gomez: No, I just...the things that I had some questions earlier and they got answered. We really don't have any new funding coming in because of the way the funding is controlled now. So, our ability to get new revenues is really based on grants for different programs.

Hendrick: Right. Or, any one time discretionary funds from the state. Those are difficult to say what those are going to be and when they're going to come. Governor Brown, if he had additional funding he almost always put it in one time discretionary funds, which are better for the state budget. They're hard to plan on expenditures for that one time in nature. Even though the state's economy is growing, we're not sure we're going to receive those same amounts of one time discretionary funds. They were much lower this year than they have been in previous years. So it's going to be based on how the budget, the governor, we have a governor who believes in local control currently and the funding formula, he is terming out. So, it will be very interesting in our out years when you look at a new governor and how that will be relayed.

Gomez: So at this point the only way that we have of looking at cost is probably, as you mentioned, looking at positions that are vacant as people resign or retire, evaluating those positions to see if they can be combined or whatever. Do we have any plans to address the pension funding?

Hendrick: The pension funding is because they're statewide pensions. We couldn't prefund anything anyway. There is a lot of work we're doing at the state level because the state took some options this year to fund their portion but not the school's portion of some of the pension liability. So, what you're seeing for schools is they've passed our employer rate increases. In your budget summary sheet, you can see how that rate doubles in a few years. I think a lot of the state agencies feel, or school agencies, feel like there should be some state relief for that also because the state has funded part of that on their end but not for schools. Remember during all those years where cities and counties got holidays from PERS, we never got that, schools...K-12 and K-14 never got that holiday. That was reduced from their revenue the state gave us. So we feel like the state should have a share in that so there is ongoing trying to get legislation for that and those type of things. So that's an ongoing battle for us.

Bedell: Trustee Williams, on item #9?

Williams: Sure. I want to thank, I think it was Linda and another board member who worked on making this so clear and concise and easy to read for us non-accountants. So, good job, Kudos. Wasn't it you, Linda?

D. Boyd: Yes it was.

Williams: Wasn't it you too David?

D. Boyd: Linda did the heavy lifting.

Williams: This is so nice and readable and understandable. Good job, you guys.

Lindholm: The only thing I was looking for was to get the out years, we were doing a...and she does a very good job, but we wanted to see projections at least in a 5-year window, and the readability too. Thank you.

Bedell: Renee, Ms. Hendrick. Two questions. Number one is when you are very involved in statewide organizations as is Nina Boyd. When you get together with people from counties with similar demography as ours with revenue streams as ours, are the budgets almost interchangeable? They're facing the same issues, I mean it's just the numbers....the issues are the same?

Hendrick: Yes. It's not just county offices I think school districts across the state are suffering from the same thing. The decline is actually a pretty much a statewide decline also. So birth rates are down, so everybody is facing the same type of things. I think, just as a reminder, the proposition did pass to extend the taxes for that. Remember only half of that money goes to schools. The other half goes to the state. So I think the concern we have is how do we make sure the community understands that our funding still is not growing, we're still 41<sup>st</sup> in the nation. So we still believe we're not fully funded. We hate to say adequacy because everybody's definition of that is different. But really when you look at the amount of money that's spent on students today, even though it's gotten better we're still back to where we were in 2007-08. Which was not a great place either. So I think with all this new stuff it still hasn't increased our funding level to where we can provide all the needs. We have a state that has one of the biggest diverse needs in the nation. And to compare that to a state like a Massachusetts maybe, that doesn't have the same diverse needs, doesn't seem very fair. So I think a lot of our work at the state level is about what's fair for California students, for our funding.

Bedell: And my second question, and then we'll go to our time certain, is have we ever and I may be having a golden moment here, have we every invested in or explored the possibility of having an office of development? It's a derivative of Trustee Gomez's question a development officer who is looking, maybe we even have naming opportunities in the building. You know, we can name the restroom for...(Laughter).

D. Boyd: Dr. Bedell.

Bedell: I don't care if it helps the kids.

Hendrick: We do actually have a funding and development office, I don't think we've researched naming offices or buildings, but they are always constantly looking at new funding opportunities and they actually help us structure to make sure those opportunities meet our mission and goals and are also viable for us. Because a lot of times, we get a great grant for \$10,000 but it costs us \$20,000 to operate it. So that's the big thing that they're really focusing on. But they are really out there combing, looking to see what's out there and what could we apply for.

Bedell: Again, my ignorance. Where would I find that in the budget?

Hendrick: It's actually all incorporated in there and actually, that funding department is under Ms. Boyd.

N. Boyd: It's part of my division in Community and Student Support Services. And I'll be happy to dialogue with you...

Bedell: I would love to because I'm...Becky has made me nervous and I think we need to look for alternative...I'm very serious about naming things. You'd be surprised what our friend from Irvine can tell us what University's name.

D. Boyd: Cypress College, if you walk around Cypress College, pillars have names on them.

Gomez: I'd like to be included in that conversation.

Bedell: Yes, I'd love it.

N. Boyd: And I think we should include our counsel because I know that K-12 has some different parameters than universities so we need to make sure that some of those options are viable for us.

Bedell: Thank you very much. So, do I have a motion to approve?

Gomez: I'll move it.

Bedell: Moved by Gomez seconded by Williams. Oh, Boyd and Williams already did it. OK. Thank you. We have four people making a motion, I think that's wonderful. All those in favor of approving this interim report please say aye.

Several ayes.

Bedell: Opposed? Passes and we'll let the record show please the laudatory comments regarding the presentation. Thank you. OK. We now have our time certain. We are one minute off, I apologize.

Gaughran: Good morning, President Bedell, Members of the Board, and Superintendent Mijares. Today we will hold a public hearing to consider the renewal of the Samueli Academy Charter School, which was approved for a five-year initial term from July 1, 2013 through June 30, 2018. Today we will hold a public hearing, to consider the renewal of the Samueli Academy Charter School which was approved for a 5-year initial term from July 1 of 2013 to June 30 of 2018. For today's hearing representatives from Samueli Academy are allocated 15 minutes for their renewal presentation, which is inclusive of a video they plan to share. Then, Aracely Chastain will speak on behalf of OCDE. Following this, the hearing will be opened for the purpose of public comments. Members of the public who have expressed an interest in speaking have submitted a speaker card. Each speaker will be allotted 3 minutes, with a total of 30 minutes for public comments on this matter. I now open the public hearing for the Samueli Academy Charter School renewal and call Sandy Jackson and Susan Samueli, board members, up and Anthony Saba, Head of School, to the podium.

Samueli: Good morning. I'm Susan Samueli and I helped to cofound the Samueli Academy. I would like to thank the board today for meeting with us and considering our charter's renewal for the Samueli Academy. The Orangewood Foundation Board had the vision to create a consistent and excellent high school for foster youth. As you know, foster youths have dismal

outcomes as they often have many placements during their years in the system. They can vary from nine even 22 placements in their formative years. Hopping from school to school, they often do not graduate and even if they do manage to graduate from high school they most often fail at further attempts at higher education. Our dream was to solve this problem by creating a charter high school that would cater to our foster youth. 5 years ago, you entrusted us by granting a charter for a STEAM high school that both community teens and foster teens could call home and find social and academic success. We are truly grateful for your vote of confidence and we are very proud that we have successfully launched the Samueli Academy that has fulfilled our dreams. Our students have found a home at the Samueli Academy that not only provides them outstanding academic education but also fulfills the social and emotional support that teens require to become successful adults. Our statistics have been amazing. We consistently have 97% attendance rate. We are very pleased that our first graduating class, 99% of our students graduated and 97% of those students are in a 4-year or 2-year university or college. Our students were accepted and are attending universities across the United States including schools such as UCI, UCLA, SC, and Carnegie Mellon. As you can imagine, we are very proud of the school we established and gratified that both our community and foster students are thriving and becoming successful and productive adults. I would like to now introduce Sandy Jackson, our Board of Trustee Chair and co-founder of Samueli Academy.

Jackson: Thank you. I too would like to thank the board for considering our charter and for also for all of your help in supporting us for developing this school. Susan talked about the need, so I'm going to talk a little bit about what it took to get this school started and also our governance, how we're governing. So, our journey for the Samueli Academy started at least 8 years before we admitted our first class. We researched educational issues and best practices for other successful schools and consulted with UCI and local districts to define definitively the current pressing education needs, because we thought they were changing. We consulted expertise in identifying the diverse ways that our students learn. So, most importantly, I think, we interviewed our foster youth and asked what they wanted and expected of an educational institution. We really listened to them and this was the basis of our curriculum. So, based on our research we determined that project based or work based learning model would be our best way to go to enhance our student-centered program and it really empowered their learning skills and their life readiness. And the support, why we have been so successful, was with the support and guidance of the Orangewood Foundation, UCI, and OCDE. We thank you for that. The school's mission and the students are really the focus of the board of trustees. To establish our board governance structure we developed a grid to determine the expertise that was needed to be an effective governing team to support our head of school. So we have a 7-member board that is very hard working, committed, and innovative with expertise in the areas of law, education, education management, public policy, government regulations, fundraising, non-profits, and city and state government. It's a very diverse board. We also invite members of the community with appropriate expertise to serve on our committees as advisors. Our board evaluates the Samueli Academy progress; achievements, needs, and challenges at our board meetings. But we really go into depth with this with our annual Samueli Academy board retreat, which is a half-day endeavor. Here we set the goals and strategies for the coming year and beyond, and this really ensures our cohesiveness, sustainability, and adherence to our school's mission. Part of one of the best things that we did also was hire our head of school, Anthony Saba, who is totally student centered and he's going to tell you a little bit about what's been happening.

Saba: Good morning, happy holidays. Being that this is the third board meeting in a row for you that you've had to hear me speak, I'm going to be very brief so you can hear from others. I really just want to point out some of the highlights that have been touched on. We were awarded a California Gold Ribbon School. We're 99 % graduation rate as Susan mentioned, 97% of our kids are currently in college from our first alumni class. One of them is here to speak with you later today. Our SBAC scores significantly outperformed schools in the area and significantly outperformed similar schools with our demographic. We have hundreds of students on our waiting list and we are financially and budgetarily sound. Thank you so much for your support. At this point, I'd like to introduce the dean of the school of UC Irvine, School of Education, Dr. Richard Arum.

Arum: Thank you, Anthony. Great schools always, research is clear on this, have to have great leaders and Anthony Saba is one. We didn't get lucky with that, the board put in place a search committee headed by the former Secretary of Education for the state, David Long, to search and recruit. Three quick points. First of all, UCI schools of education has a long-standing commitment to the Samuelli Academy. The founding dean of the school of education, Deborah Van Bel, was intimately involved in the curriculum design as well as the design of the learning environment survey to monitor school engagement and success. Second, I want to say, given my expert judgment on the performance of the school, this is an exemplary school. I am intimately involved not with just the board but also on the academic subcommittee and have also been involved in analyzing the data from the learning environment survey. I was also looking at the test performances. You should have zero concerns in the area of academic performance. My third and last point is going forward. UCI of School of Education is going to be even more involved. We're securing outside funding to have a dedicated doctoral student do his research at the school. That will be directed by the school leadership on pressing issues that the school is concerned about. First and foremost this year they're going to have that doctoral student focus on an alumni survey where they track the kids that have just graduated. You heard the incredible success rates in the college and university to see how they progress and what we can do differently while they are in school to ensure their success in post-secondary institutions. I'd like to now, at this point have the students exercise their voice. And we wouldn't let them get out of school to come talk here because we didn't want to mess with either their education or the school's what is it 98% daily attendance rate (laughter) but we have a short video that will highlight their voices as well as some of the teachers at the school.

Video begins to play. Music and sound of voices...young people begin to share their stories. Narration by Anthony Saba.

Saba: Thank you so much. In 17 – 18 years, I've never seen a school like ours. We're not perfect but thanks to the collaboration with you and so many others we are a really good school for these kids and we really appreciate the support of the Orange County Board of Education.

Bedell: Thank you. Kelly?

Gaughran: Thank you to all presenters. Aracely Chastain will now speak on behalf of OCDE. And as she makes her way to the podium Nina Boyd has a few words to share.

N. Boyd: I just want to mention for the benefit of the record, our normal protocol is that a district has an opportunity to respond to a petitioner. In this case it's a countywide charter. So that's the reason staff from Orange County Department of Ed are making the comments.

Chastain: Good morning. It's my pleasure today to speak on behalf of the charter schools unit regarding Samueli Academy. While the renewal petition is still being reviewed, I want to highlight a few observations and determinations from the past 5-year charter period. From the beginning, the relationship with Samueli Academy and Orange County Department of Education has been collaborative and transparent. Samueli Academy regularly opens their doors to new and visiting charter school operators who want to come to the campus to see best practices in project based learning in action and to gain inspiration from their state of the art facilities. Review teams for the annual monitoring site visits have been very impressed with the curriculum, technology, school resources, staff passion and student success. The schools' goal to meet the needs of students is reflected in the course offerings and it is evident that school staff holds the students accountable to high expectations. Recommendations for improvement are well received by the school and school leadership maintains regular communication with the charter schools unit. We look forward to our continued partnership with Samueli Academy and want to extend our congratulations to the charter school board, leadership team, teachers, parents and students on their success. Thank you.

Bedell: Thank you, Aracely. Public comments Trustee Boyd. How many do we have?

D. Boyd: We have 10, I believe, on this topic. I apologize in advance if I butcher your name but A. J. Castaneda? Again, the way the process works there's a time, you have 3 minutes the warning will go off with a minute to go and when the buzzer hits you can finish your sentence, finish your thought.

Castaneda: Good morning board of education. My name is A. J. Castaneda and I'm an alumni, I just graduated a couple of months ago from Samueli Academy. I have to say that Samueli Academy changed my life in so many ways. Me, coming from Santa Ana, coming from local gang areas. I didn't think that I would ever be like in a college environment. I always saw myself like I'm just going to go work for my dad. My dad does landscape. So all my life I've only known landscape with my dad. Samueli Academy has opened plenty of doors for me. They've opened doors to an internship in an office, which I never, ever imagined myself working in. And I've said this before and I'm always going to say that because Samueli Academy I have hope that I'm going to be working in an office. I hope, I'm hoping I will make a difference in the world. It's only because of them. Samueli Academy creates a bond between students and teachers and I'm really proud of it and I have many things to prove that. You know Polizi, our engineering teacher, Ray Calvin our PE teacher and Mr. Saba personally who has never, ever, none of those teachers have ever given up on me. They've always been my mentors. They've always been there for me and they've always pushed me to succeed and they're the reason that I graduated. So, I don't know where I'd be right now if it wasn't for Samueli Academy. Middle school wasn't so great. I barely got by middle school. I barely got by my first 2 years of high school until I really cracked down my junior year. Then my senior year was probably my best year. Now my senior year I helped coach volleyball. This year I'm coaching JV soccer at my school. All these

things that I never saw myself doing, I'm doing them now. I got offered a job in Prime America. I don't know if you guys know that. Just because they saw where I've been through and they liked what I had to offer. I said no because I have to focus on school. I did not have time for this. Right now I'm at Fullerton College, studying to be or my major is to be film production and hopefully in theater. I want to teach theater because it's something I'd really like to do. I love acting I love all that. I owe it all to Samueli and to the donors of Samueli Academy and to Mr. Saba and to you all as well. Thank you.

Bedell: Thank you. Trustee Boyd?

D. Boyd: Susie Jerro?

Jerro: Good morning everyone and good morning board members. My name is Susie Jerro and my daughter has been attending Samueli for 2 years now. Her name is Nina as well, Ms. Boyd. She is currently a sophomore and when she first entered Samueli as a freshman, she came from a private school that was very sheltered and only had approximately 500 students. I was a little concerned as far as her transition to high school because she was shy. The transition from private junior high school to Samueli Academy was seamless. And that was all thanks to the resources that were available during the summer prior to the fall starting. She was able to participate in an athletic clinic for volleyball which allowed her the opportunity and other students that were coming in as freshmen to make friends prior to the fall starting school and to also assimilate with the school campus. In addition to the summer, program clinics that they offer they also offer an engineering camp for incoming freshmen, which I think, is also a fabulous idea to allow the students the ability to assimilate to the campus rather than coming in in September and not knowing anybody or being unfamiliar with the campus. Samueli's forward thinking as far as learning and teaching is way ahead of the game. It allows for an interactive learning in the classroom. It utilizes the use of technology throughout their daily work. They have peer-to-peer collaboration. They have one on one teacher availability so teacher and student if there's more attention that is required by the student for a particular topic, which my daughter has also used as a resource. They also offer tutor peer to peer, so tutor to student availability for tutoring or just strengthening their knowledge base in whatever they may feel that they are weak in. All in all, I must say that Samueli Academy is not just teaching the student academically but teaching the student as a whole. Socially, academically, professionally, they help them build their public skills, public speaking skills with the internship programs and the mentorship programs, those are all fabulous. (Sound of timer going off) And I hope you will consider once again supporting Samueli Academy and the Orange County Foundation. Thank you.

D. Boyd: Thank you. Next up, Adriana Jimenez. Adriana?

Jimenez: Good morning. Happy Christmas and New Year and thank you for having us here. I want to say thank you for the Samueli support. It is very great for my daughter. She is in 9<sup>th</sup> grade and she's very happy. She said something last week, she said, Mommy do you know what? This is (inaudible) I know my friends, I know my teacher and she feel very comfortable. She enjoys to go every day to this school. The school starts at 8:30 and at 7:00 in the morning, she's ready to walk to the school. It's incredible because most of the kids, they have problems to go to the school and I don't want to go but she's ready. She enjoys being in the school. She tells me,



Mommy, math is very hard class for everyone but here in this school the teacher is very friendly with us. She teaches us in another way, not the typical way that everyone learns. She has other friends in other schools and she says I understand really what is the math. I understand what applications can do through my classes. She enjoys being there. Another thing that I notice is that when they are starting the school they say no dress code. Right? But they have to be very good dressed when they go to the presentation for the (inaudible). They know they need to be very good to make the presentation to the class. They know that. My daughter is very shy. So now she is speaking Spanish and English and she has some problems but she is taking Spanish III. So when my parents come they can speak more because she is learning not only for my culture which is Mexico but also other cultures in the school, with the other kids because something that I like is the diversity at this school. To combine kids from everywhere. From Mexico, from the United States, from other economic labels. It is not only for people who don't have money or people that are very rich. It's for everyone. They share the ideas they share what they want to do when they finish with the school. Thank you.

Applause.

D. Boyd: Thank you. Next up Guadalupe Perez.

Perez: Hi. My name is Guadalupe Perez. I want to start really quick with a little background of me. I went to 13 different schools as I grew up. I'm actually a high school dropout. So when I had my child I knew that I wanted her to go to the best school and not go through the obstacles I went through. So that's why when Samueli Academy opened up and I researched it, I knew this was the school for her. This is what she told me this morning because I asked her. Initially, she didn't want to come to school to the Samueli Academy, she wanted to go with all her friends which was another school. I told her no, I need you to go to the best school available and this is it. This is what she mentioned to me this morning. She loves the school now. She loves the people there. She loves the teacher; she loves her friends, her new friends. And she says she loves the project based learning. It's easier for her to retain information she learns and it's more hands-on which is I think very important for anyone that is learning anything new. She also says she loves the field trips which are opportunities to go see other companies which are also available to do internships so I think it gives her the option to really figure out what she wants to do if she decides to do any of the internships. She also loves the small classes. She talks to her friends who are in public school, high school and she tells me that they have 6 to 7 classes per day. It is difficult for them because first of all it's kind of hard for them to retain all that information and then try to do the homework at the same time. Where her, in her small classes, she has time to really have that information sink in and do her research and really focus on her homework. I think the Samueli Academy is a blessing. I wish when I was growing up there was something available like that for me because maybe I wouldn't have dropped out of high school. This is very important for me and my family for her to continue attending there. As a parent, we know that we want the best education possible for our kids. Thank you.

Applause.

D. Boyd: OK, Sara Garske?

Garske: Hi, good morning members of the board, superintendent. Thank you for giving us this opportunity. My name is Sara Garske and I have been affiliated with Samuelli Academy for about 4 years as a community person, through my employer, as a volunteer, and most recently as a parent. I have a son, Alan, who is a freshman at Samuelli. Samuelli truly is a unique school. It truly is special, where learning is exciting and connected to 21<sup>st</sup> century job skills. It's a community of engagement, inclusion and being connected. I was thinking about the school and that really is the motif, being connected. Being connected with the community. Being connected with business people to make sure that the students are ready no matter what career they take. They invite local businesses to come in to listen to student presentations, to be that active audience to give them advice and feedback with their presentation skills. So when they do graduate from high school they will nail the interview and do really well. It's really important, everything that they're learning. They are connected to the students. The teachers, the administration, they care about the students. My son, the light bulb hasn't quite gone off yet and I know it will because I see glimmers of it coming off but he's been on an IEP throughout school and whenever there's an issue the transition has been challenging for him because it's a different way of learning and it really pushes him. Whenever the school contacts me, it's always how can we help? Where in the past when working with other schools that's not always the positive approach that has been taken. I was talking to him in the car this morning and he really does enjoy the project based learning. He enjoys working with other students. A) It puts pressure on himself to be a quality team member but also he learns from his peers which is really important and he gets to speak. He's incredibly shy, a man of few words. I'm beginning to see him flourish and getting more comfortable in talking. He signed up for four clubs this fall, which I was pleasantly surprised. He signed up for Rocket Club, Model UN, the new E-Sports Club, and the Food Club. So I think he likes food like most teenage boys do. I'm just so blessed that he's able to attend this school because really if he went to the school that he was assigned to he would be lost. I'm beginning to see him flourish and build more confidence. From a community standpoint, from a businesswoman standpoint, I volunteered as a panelist for the senior defense that they do last spring (sound of timer going off) for the first graduating class and I am deeply impressed with the presentation skills of these students. They had to define their mission statement and have supporting artifacts and articulate where they wanted to be and how they got there. They look you in the eyes and they have a firm handshake and it's incredibly important. Again, these students are going to be amazing when they go out in the real world and be able to contribute back to the community. Thank you.

D. Boyd: Thank you. Next up Cristina Martinez.

Martinez: Good morning members of the board. Thank you for having us here today. My name is Cristina Martinez and I have a sophomore at the school who has been there since the beginning, 9<sup>th</sup> grade. I too had a child that came up in the private school environment. So when it was time for us to look for a high school we were really looking for a unique opportunity and a very unique environment where he can still continue to flourish in a small environment and have the attention that I wanted him to have. I did about 2 years of research with schools, we applied to about half a dozen schools and one of the things that we did was as much as possible I had my child shadow at the school so he could really go in and see what the school environment was like. And hands down, he just fell in love with Samuelli. So, I actually from the moment I met Mr. Saba and heard about the school fell in love with the school. But I wanted to get his buy-in

because I felt like it was a team decision for him to really want to be at that school. 2 years later, we are very happy with the school. I have to say that, I echo what a lot of parents prior to me have said in terms of the educational and academic support that the children get there; the career development and readiness. I am very impressed with the alumni group that they've set up. I follow the group because I like to see the successes that the students are having. I'm so impressed with how engaged they are with those students to make sure that not just that they graduate high school but that they are successful in obtaining a college degree. I'm very excited about that. From a personal perspective, I just want to say that my son has just...he's always been a responsible child but I think just seeing his academic growth and just developmental growth there has been phenomenal. He's just such a driven individual and he's self-directed now. Before as a mom, and it's also probably a developmental thing but I had to prod him about things all the time. A little bit of a helicopter mom for a while there. And I feel like now I have really been able to let him just soar and extend his wings and he's been doing a great job. He's excited and very engaged in school and I feel as a parent very privileged to be able to be involved with and be a part of the authentic audience opportunities where you get to go and see presentations and provide feedback. I'm on a couple of committees and I'm just very happy with the level of engagement and support that we as parents and our students receive at Samueli Academy. So I hope that the board will consider continuing their support of the school. We're very happy and hope that future generations get to have the same experience that we have with the school. Thank you for your time.

D. Boyd: Gloria Maldonado.

Maldonado: Good morning and thank you for the opportunity to share my story, my son's story. As a parent and an educator myself, I was nervous about high school charter schools. Especially one that was so brand new at the time that my son was beginning his high school career. I wanted something rigorous and traditional that would adequately prepare my son for college. So when my son got accepted into an IB program high school we, mainly me, was really excited about it. Yet I never anticipated the emotional toll that transition would have on my anxiety prone son. I don't feel comfortable labeling my son, a child of trauma, but my son did not grow up in a traditional household. Following my divorce and with limited financial support, I don't know how much my son remembers about being homeless or about how little time I spent around him while I was working and going to school. Unfortunately, I do know he knows about gang violence because my son was 11 when we lost my brother to it, the only father figure that he had at the time. The reason I share this is because I want to develop a picture of a kid that enrolled at Samueli Academy in the fall of 2014. An academically capable student who was easily influenced emotionally and psychologically to the point where he was doubtful of his potential. My son's greatest obstacle at his original high school had been the size of the campus. Samueli Academy stabilized that anxiety. In fact, my son regained his self-confidence by the end of just the first week of enrollment at Samueli. During these 3 ½ years at Samueli he has been enrolled in honor and AP courses. He has participated in the school's basketball program. He has consecutively won the winter formal royalty nomination. So I'm some type of royalty I keep telling him, and he was one of two student ambassadors at a charity fundraiser this summer. Samueli has provided my son with not just academic rigor and social skills but also taught him about nonacademic skills such as (inaudible).

He was able to incorporate these skills in a paid junior internship at a law firm in Irvine. I notice that experience allowed him to gain more self-confidence and he was very excited about earning his own money. I view Samueli Academy as part of that village that helped me shape and support my son in the crucial and important developmental years of his life. The support was most evident about a year and a half ago. My son's estranged father (sound of timer going off) tried to commit suicide. It affected my son more than I thought it would. He received a great deal of encouragement and support from not just his teachers but also office staff and most amazing from his understanding friends there at school. My son holds an overall GPA of 4.0 and is ready to transition to college this upcoming fall. Because Samueli has provided him with all the tools to be successful and resilient in his future endeavors. Thank you.

D. Boyd: Thank you. Lynn Lopez?

Lopez: Good morning, board members. I'm going to echo what the other parents have said and that they can attest to there's a lot of great programs at the school. There's lots of opportunities for the students to collaborate. Not only just with each other as a group on group projects for the project based curriculum that they have. But also to collaborate with the teacher. I know my son is a junior at Samueli and he said many times to me before that his teachers are always very approachable. Not only during their set time for meetings but also after campus as well. Mr. Saba is always approachable. An example, this is when we were considering where he should go for high school and we went to the orientation event they had there at the school and I've never had this happen but I had high school kids come up and say Hi and introduce themselves and give me a hug and I'm like wow, this is high school kids. They are actually approaching parents. I could see the passion in their eyes about the school and what it meant for them. So that sold us on going there because my son had a choice of going to the school that his siblings went to and they were successful in that school and it was also a small school. As we all know, every child is different and their pathways are different. So after the orientation program it really sold him on going to Samueli and the option of choosing an engineer or design pathway and he chose the design pathway. I'm happy to say he is so passionate about all the projects that he works on. Sometimes he's up until past midnight working on it even when he doesn't really have to finish it right away. So, if anything I have to say about the school we all could attest that it's special. It shows the students something to look forward to and that's very rare. I know a lot of high school kids right now they're just doubling down and trying to get through the test and pass that and taking class by class but I can say for my son and possibly for other students there as well that they have something to look forward to. They are planning ahead, they are planning how they can get an internship during their junior year and they are looking beyond just school and that's all thanks to the teachers and Mr. Saba there that they are thinking of their future which to me is very important. I hope you'll consider the renewal and thank you for your time.

D. Boyd: Thank you. Next up is Chris Simonsen.

Simonsen: Good morning. Thank you for listening to all of our comments today and for listening to our presentation. I'm the CEO of Orangewood Foundation and the CEO of Samueli Academy. I'll keep my comments brief. I just wanted to thank all of you on the board for your faith in Orangewood Foundation 6 years ago. We had never run a school, we had never operated a school. We had a history in the county but you had the faith to allow us to create a unique and

high quality educational institution for our foster and community youth in the county. We appreciate that faith that you had in us. We also appreciate the great partnership we have with the county and the Department of Education and all of your staff. It's been a fantastic relationship for the 5 years that we've been up and operational. Orangewood's mission is to prepare foster and community youth to reach their greatest potential. And you heard one of our parents talk about her son's potential and how he doubted that. We feel strongly that Samueli Academy is fulfilling our mission and we are committed to continuing to do that for many years to come. Thank you.

D. Boyd: Thank you. Michelle Anderson.

Anderson: Good morning board members and superintendent. Tis is the season. For me it's really the season to be thankful so I'll go back to Thanksgiving. First, I want to thank the board for your leadership and your courage in approving this school 5 years ago. This is what happens when innovative thoughts, people, hardworking people, and folks that are willing to take a step forward can make happen. So I thank you for that. Second, I want to thank Samueli's founders and leadership for your vision and perseverance to get this school open and to constantly grow and improve it every year. And for being a shining example to other innovative school leaders what can happen when you put your heart and soul into something. We certainly are grateful at CCSA to you for being so open and sharing what you do and creating a good school because you are setting a great example for what charters do for kids. Three, I would like to thank the awesome students at Samueli. You've been through so much, so many hurts, and your histories are amazing. Yet you decided to open your hearts and minds to school and you put your best foot forward and you too are the reason this school is working. Thank you. Four, to the OCDE Charter staff, a big round of thanks. You have been amazing, an amazing partner in all you do to make a true partnership with schools, the charter association, the students, and the board and we really are grateful to you for what you've done. You are a shining example and we hold you up to a lot of our other counties and districts for what you do. And five, I hope I'm not too presumptive. I would like to say thank you to this board in advance for approving the renewal of this charter school next month. Thank you.

Applause.

Gaughran: Thank you to all presenters and thank you board for your due diligence in reviewing the documentation before you. President Bedell, I now close the public hearing and turn the meeting back over to you.

Bedell: Yes, we now have an opportunity for board questions, according to the agenda. Trustee Lindholm?

Lindholm: Thank you, President Bedell. I had the opportunity to visit this school and I wish I could have gone to a school like this. I think it's opened the doors for many children in different circumstances. It's exciting, innovative, it's successful. You've shown great leadership, that partnership with UCI is terrific. For the Samueli's for thinking of this and helping to support it and making the difference in many children's lives. I've been supporting a foster care agency for over 15 years and it's a tough road for foster children. They have very few people behind them.

Sounds like you are very much behind them. I'm excited about your internship program. Do you have somebody who helps find all these internships? That would be my question to you.

Saba: That would be one of the many powers of the Orangewood Foundation. They have 35 years in this county of making those relationships and so we lean heavily on them. We also have a career advisory council as well. I'd say a combination of the connections that Orangewood has and the career advisory council that really gets their fingers out in the community and connects us.

Lindholm: So all seniors are required to have an internship, is that correct?

Saba: Correct. The summer between their junior and senior year it's a graduation requirement to fulfill a 45-hour internship that we help get them, but they must complete, and they've all done it.

Lindholm: Question for you. I know the funding for foster children kind of goes away after they reach 18?

Saba: Correct, they get emancipated.

Lindholm: How do you help them go to college or a 2-year or a 4-year program?

Saba: Once again if Chris wants to come up here with me. They Orangewood Foundation, they are many programs out there to help youth. There's Guardian Scholar programs and other. There's a lot of money out there for the foster youth. Really though to answer your question the trick is getting the foster youth ready for that. If we can get them ready for that the support is there. That's coincidentally the easiest part in my opinion. The hard part is getting them their 9<sup>th</sup> grade year and getting them ready by their senior year to actually achieve that. But there is a ton of support through our school and our alumni foundation to Orangewood Foundation and other community agencies that give these kids a loss of support once they hit 18.

Lindholm: That's fantastic because I hate to see that when they graduate from high school it becomes a time when they can get lost.

Saba: Not our kids.

Lindholm: That's fantastic.

Applause

D. Boyd: I'm not sure who to address this, to but what can we look forward to in the next 5 years?

Saba: You know, no school is perfect, our school isn't perfect either. There are things that we are working on but one thing we are at least talking about now at the board level, nothing's been approved, nothing is in front of you now, but we are exploring the idea of starting a little bit

earlier. Many of the students that we get as ninth graders by title but not by ability and it would be very advantageous for us to look at least the possibility of becoming maybe a 7-12. We have a two-year buffer. So that's something I find exciting, the potential. But nothing has been approved or anything like that. So that's one thing but really just getting bigger and better and more of the same. We set the bar really high at our school. You can't get much better than 99% graduation rate and 97% of your kids in college so, trying to just maintain that.

D. Boyd: Any construction plans or does that depend on?

Saba: Yes. So the next phase of our campaign we'll have a \$45,000 student innovation center and one residential that will house up to 45 foster youth. That in the next 5 years, both of those you should certainly see in the next 5 years and both are sorely needed.

D. Boyd: Well, it has been amazing, I had the privilege of being there during the groundbreaking when the tractors are all over the place and there was a huge mound of dirt and going to the trailers and I thank you for the tour you gave me a few months ago. It's the best in public education.

Saba: Thank you, I appreciate that.

Bedell: Trustee Gomez?

Gomez: Thank you. First of all I've also had an opportunity to visit and a couple of things I want to address to the parents. First of all, thanks you for coming. It's really important for us to hear from the parents and hear about your students. It's kind of funny as I'm sitting here by daughter just sent me a text. My daughter was reminding me about something that happened at her orientation as she transitioned from middle school to a high school where we didn't know anyone either. One of the parents mentioned about the summer transition, the athletic programs. That's exactly how that helped by daughter get into kind of that school culture. And it's kind of interesting that as I visited the Academy, we talked about Sage Hill and that's where my daughter ended up going to for high school. So many of the same programs and things that they have at that school, I'm thrilled to see in a public school. Trust me, as a parent that paid that tuition, I am thrilled to see that in a public school. (Laughter) I'm so glad that we're filling this gap for those students who may not otherwise have an opportunity to explore careers to be with mentors, and have opportunities that they wouldn't in another environment. So I think that this is a wonderful example of a charter school and how to address some of the needs. Lastly, I'm particularly thrilled about having a doctoral student there to track these students so that we have a better feel of how these things can really help students going forward, and that we have the data. Data is always good so that we know exactly what we can do better, differently, and ways that we can support our students. So I'm particularly thrilled about that. I'll look forward to hearing more about that. Thank you.

Bedell: Trustee Williams?

Williams: Hearing and listening to the parents here, the stories are very moving and touching and thank you for being great parents and being there for the kids. Family always plays a great roll in

the foundations of society and culture. The vision and leadership of this school is absolutely incredible. Thank you everybody up here in the front row. The relationship with UC Irvine is an added bonus. Dr. Bedell, it would be wrong if I didn't talk about my dear former colleague Liz Parker who played a great role in the formation of this school and she's a current board member of this academy. Kudos to you and my great respect for you, Liz, for what you've done to get this started here at the board level. That's all I really wanted to say.

Bedell: Thank you. I'd like to do a 179, and we're having this wonderful Kumbaya moment. I felt like we should go buy Birkenstocks. (Laughter) This board deals with a lot of interesting things. Some of them are expulsions, some of them are inter-district transfers. For a variety of reasons, I'm in awe of what has transpired in just these few years. Could you talk about...we've all had teenagers and we know...some of us have grandchildren and it's dejavu all over again. (Laughter) I know everything can't be hunky dory when you have that many kids. So expulsions, difficulties like that, what goes down there?

Saba: We've had zero expulsions. In fact, we've never had a fight in 5 years. Our issue in terms of discipline is just, they're teenagers. I've got teenagers, many of us have teenagers and they do immature things. Sometimes, mainly the freshmen boys. But you know, they do immature stuff. That's really...we work so hard at our school on three words, trust, respect, and responsibility. If we would have brought all the students today they would...oh yeah...trust, respect... We preach it. We award students when they show it. We preach it, we teach it, and it really does...and it comes from our teachers and our staff. These kids know we care about them and we treat them like adults. When they make a bad decision like sometimes kids do we treat...we use the restorative justice idea where we don't just hammer them. You don't just get detention because you talked in class. No, you have to do some restorative practices that really teach you why the decision you made was wrong. Like I said, these are still kids, they're going to make bad decisions but at the end of the day they're good kids who just needed a different chance and we have a great staff who can really reach them and get them to reach that potential. So we don't have the gang issues and the drug issues and the fights. We don't have it. We work really hard to prevent it and when we have little things pop up we address it accurately and in a caring way so it doesn't happen again.

Bedell: Does a student sign a contract that he or she will not engage in that behavior upon entrance?

Saba: We ask them to be the best they can be but there's not like a *I will not do drugs, I will not...*

We abide by the Ed Code.

Bedell: Anything else from my colleagues? Trustee Lindholm?

Lindholm: I just want to thank our superintendent, Al Mijares, and our great staff. Kelly, I know all our staff out here, because the relationship you have with them keeps and reminds you about the audits and the financial and all those things that keep all the paperwork going. And I want to thank you for that and I want to thank our staff for their good work.



Mijares: I do want to thank the Samuelis, Susan and her husband; they have been champions of this school obviously and Sandy, thank you for your leadership. Liz, Richard, Chris, the Orangewood Foundation, the roots go deep in this community and we have outstanding schools across this great county and this one is right up there. I get calls relatively regularly or when I'm in Sacramento on what are you doing for foster kids? Because this is as you know that's a major priority for the government, for our state government. This school is an example of that. I don't think that people understand the importance of that. We saw the young man on the screen, we heard from our parents, testifying. You mentioned foster kids and they really do stand up before when it comes to needs and they have stepped up to help those kids. So, thank you for that. By the way, he comes out of the normal regular Ed program. High school leadership administration at high school levels in Bakersfield running large comprehensive high schools. So he has seen both sides of it. We have a chance to meet regularly for lunch at a small Mexican restaurant in downtown Santa Ana where he always has my back.

Bedell: I was wondering why he was so happy and I guess it's to be out of Bakersfield. (Laughter)

Saba: Kern County and Orange County, great places.

Bedell: Kelly, do you have anything, next steps that we're going to be doing and what we can expect next and when?

Gaughran: So the next steps would be you'll take action on this at the January board meeting and we'll include an agreement with that and move forward.

N. Boyd: The staff report.

Gaughran: With the staff report, yes.

Bedell: Thank you very much. (Applause) What is the preference of my board? We are done with this agenda item, right?

N. Boyd: Yes. We're finished with Samueli and we'll move to the student program updates. We have both Inside the Outdoors and I saw that Scholarship Prep just walked into the room.

Bedell: Ok. So, I would like to ask Stacy Deeble-Reynolds, Director of Community and Student Support Services to help us here. Thank you very much, great work. Inside the Outdoors, those of you who are new to us. This has been one of the most outstanding county programs with kid participation around Orange County from districts. Getting children to places that they never would see in many cases without these programs. So, this is a treasure.

Deeble-Reynolds: Thank you, President Bedell and good morning members of the board, Dr. Mijares. I really appreciate the opportunity to be able to tell you briefly about Inside the Outdoors and to highlight some of our work. In the meantime, we are going to pull a few slides up but I'm going to start going ahead anyway. Inside the Outdoors field study program is offered to public, private, and charter schools in Orange County and beyond. And for those who may not

be as familiar, Inside the Outdoors provides hands-on science and STEM opportunities in both natural environment and in the classroom. We actually provide these opportunities through three programs. Our field trips, Traveling Scientist, and service learning. I think we are just about ready here...(referring to PowerPoint presentation on screen) thank you, Laura. So our field trip programs serve approximately 50,000 students each year, and we host these at 14 different sites across the county with each site offering unique landscape to explore real world science and curriculum respective of the environment that they're in. As you may recall, Rancho Soñado is our site that consists of 103 acres that were donated to OCDE to provide field study opportunities for students. This site serves as our hub for operations and it also is one of our most popular field trip sites. We also serve approximately 50,000 students a year through our Traveling Scientist program. These are at schools all across the county and this allows students to get to hear, see, and touch nature and science in their classrooms. We have a variety of animals we bring along with us. We have birds, reptiles, snakes, mammals, and as you can see from the student's faces in the top photo, that's one of my favorites. There's a lot of excitement about these lessons and ultimately students develop a more positive attitude towards the animals and the environments that they live in. Our service-learning program is a really great opportunity to teach students about ways that they can solve real world problems and actually it's through science still. So the lessons learned extend beyond academics and students gain team building, creativity, and leadership skills. I actually think this ties really nice into OCDE's Kindness Initiative. Students on the left (referring to pictures on the screen) let me give you just a few examples, these are pictures of students from Foothill High School who participated in a beach cleanup and ultimately went back and reported to their school site on all the different things that they found. They weighted materials and reported back to students for science classes. Students on the top, I'll go down on the right, top to bottom (referring to pictures on the screen) these are special education students who installed a garden at Harbor Learning Center. The middle photos, these are students at Uni High School in Irvine Unified. They conducted a yearlong 100-year flood study in Back Bay. They worked with scientists from Boeing. They used professional tools donated by Boeing and what I think is really fascinating about this is that not one of these students going to school in Irvine had ever been to Back Bay before until this program. Then finally, on the bottom picture, these are ACCESS students who worked with a Boeing engineer and they designed shade structures. They learned how to use the software computer assisted design, the CAD software, and build architectural models that were eventually installed up at Rancho. So, if you've been to Rancho lately you've seen those and those were actually built by our students. We're grateful for long-term partnerships that we've enjoyed with many organizations here. There's a few I'd like to point out. The Municipal Water District of Orange County, Disney and Boeing have provided funding Disney and Boeing also provide skill based volunteers such as engineers and analysts who work with our students on those service-learning projects. I'd also like to highlight Anaheim Elementary School District because they included Inside the Outdoors in their LCAP. So you're familiar with the student enrichment component of that, 95% of their students participate in Inside the Outdoors program. By the way, this came be as a result of the district asking for stakeholder feedback and parents letting them know that they wanted these kinds of opportunities for their children. We are seeking expansion into other district's LCAPs. As for community volunteerism, this is one way that our corporate partners and community members can enjoy being involved in our programs. So, Inside the Outdoors brings together both corporate and community volunteers through various acts of kindness for the environment. I'm going to go through a few. On the left, (referring to screen) these are Boeing

volunteers and some of our Foundation board members and their families who installed a school garden in Huntington Beach. On the right, at the Martin Luther King Day of Service, this is actually my family participating in restoring the habitat of Upper Newport Bay. We were four of 350 volunteers there that day. Then on the bottom, these are ACCESS students who were paying it forward. They were volunteering their time to educate young students who participate in the Boys and Girls Club. They were educating them on the importance of composting. So the ACCESS students also donated the compost bins and garden supplies. Pretty neat project for them to be involved in. We are looking to expand partnerships and one way we are doing that is actually through the Planetarium. Former board member Liz Parker just left; it would have been great to publicly acknowledge her with her here. But she's really the one who invited Inside the Outdoors to partner with the new Planetarium at Orange Coast College. Beginning in fall 2018 the Planetarium will serve as a new field trip site for elementary students. OCDE staff will support curriculum design and our Traveling Scientist will implement lessons on site. This partnership is especially exciting because it increases student's science literacy through learning about astronomy and space exploration. So we've got the mountains we've got the ocean and the idea of bringing space to our program is fabulous and exciting. National Geographic is a resource that we're really excited to be partnering with because they have a variety of teacher, student, and family materials, films, things like that and our goal is to ensure that all students in Orange County have access to these resources, so we're partnering with them. Then finally, our team is collaborating with Irvine Public Schools Foundation on its annual STEAM Carnival to enrich the contents so there's a stronger STEAM focus than in years past. Our program has been recognized over the years for its outstanding work and here are just a few of the awards we've received. I want to note that the Governor's Environmental and Leadership Award in the State of California, we've actually received it 3 times and it's the State's highest and most prestigious environmental honor. So as you can see, we've received awards, it's a great program, we know students love it and as important as receiving these awards are we appreciate any connections that you as board members can help us make as we strive to expand our program to serve more students across the county. Of course another way to help expand the program is by spreading the word about contributing to United Way or directly to our Foundation and all of that information is available on our website. At this time, I'm happy to answer any questions the board may have.

Bedell: OK, colleagues? Anybody?

Lindholm: I keep seeing these commercials on TV with a magnificent bird.

Deeble-Reynolds: Cox, yes. They've allowed us to have those spots for free.

Lindholm; You're doing a good job on it. Question, what is your annual budget?

Deeble-Reynolds: Well we have Inside the Outdoors Foundation and then we have the Orange County Department of Education funding and I'd have to get back to you on the whole number if you'd like to have it all combined.

Lindholm: Ok, thank you. I think that would just be useful to know and what percentage of that is coming from donations and what is coming from hard money.

Deeble-Reynolds: Sure, and grants. That kind of money? OK.

Bedell: Trustee Boyd?

D. Boyd: Do local districts reimburse us for part of the cost of?

Deeble-Reynolds: Yes. They contract with us and then through the Foundation and grants we've received we're able to subsidize some of the cost.

Bedell: Trustee Gomez?

Gomez: No, no comments.

Bedell: Trustee Williams?

Williams: Great program, great job.

Deeble-Reynolds: Thank you.

Bedell: I was intrigued, Nina help me here, we normally say we have about 500,000 kids in school. One of your slides showed that you hit 50,000 of them a year.

Deeble-Reynolds: 50,000 field trips 50,000 for Traveling Scientist.

Bedell: That's two different things?

Deeble-Reynolds: Yes, two different programs.

Bedell: That's 100,000 kids or students impacted directly, which is a huge percentage of the students. And private schools can take advantage, charters, everybody?

Deeble-Reynolds: Yes, private, charter, or public.

Bedell: Equal opportunity for everybody. Fantastic. Anything else from my colleagues? Does the staff need a motion?

N. Boyd: No, just an update to the board.

Bedell: Thank you. My notes say, keep me straight here, that we should go to the meeting dates?

D. Boyd: No. Scholarship Prep.

N. Boyd: Item #4.

Bedell: Of course, #4. I'm anticipating lunch. Ok, you are Jason Watts, CEO of Scholarship Prep.

Watts: COO, very close. Cofounder with Senator Romero to my left.

Bedell: Ok, welcome to both of you. Good seeing you both again.

Watts: Good morning. So first of all good morning President Bedell, members of the board, Superintendent Mijares. Again, my name is Jason Watts, cofounder of Scholarship Prep Charter School. And we have a brief presentation for you today, serving as an update of our progress since our opening last year. The underlying theme that we hope is evident in through our presentation is that we are doing what we said to you that we would do. We first want to acknowledge the staff, your staff, who have been fabulous to work with every step of the way. And of course, you the board, who had the faith and trust in us to serve the community of Orange County. We're very grateful for your trust in us. So first of all, it's important to note that part of our petition, a big component of it is the collegiate theme that we brought to every classroom, even the external component of our campus. Our commitment to the community is to create this collegiate scholarship pathway via academics, arts, and athletics. Really the three main pathways that can earn a student a scholarship to college. So daily, our scholars see the reminders of the importance of higher education. Again, every one of our classrooms is represented by a top university in this nation. Yale, Michigan, UCLA, etc. And a community that wouldn't normally have this access or this understanding we provide this to them, starting in Transitional Kindergarten. As a countywide charter school we have been tenacious in our mission. We have doubled the number of foster youth enrolled in one year, and look to expand that number via outreach to local foster youth and resource families or agencies. We regularly engage with these agencies and recently hosted the Orange County Juvenile Justice Commission, actually just last week to advance a partnership to better serve the foster youth of Orange County. Samueli Academy who is doing a great job as we saw is also doing amazing things for us. Guiding our approach to best ensure our foster youth scholars have support structures necessary to succeed. We are grateful to them. Demographics is certainly an important question that charter schools are asked. Do you mimic or look like your community? We say absolutely. Over 80% of our scholars come to us from Santa Ana Unified alone where our campus is located, in their boundary. The vast majority of our incoming students were found to be two or more grade levels behind in language arts and math. So our goals have continued to be to close that achievement gap and accelerate student growth as fast as we possibly can. You'll see in the data, and I know the slides are small, but all of our significant subgroups, English Learners, low socioeconomically disadvantaged students, special education students, foster youth all of these subgroups very closely mirror the same demographics of our community. In fact, we have almost 10% more English Learners in Santa Ana Unified. In terms of academic performance, we only have one year under our belt, we have a lot of room to grow. So we're going to be sure we meet out standards. As you will see our comparison between the local schools for Santa Ana Unified and our school, we have outperformed them in terms of the percentage of students who are at mean or exceeding the standards in language arts and literacy. Almost 7%. Not where we want to be but I think in one short year, we've had to jump from where the students were to where they are now, exceeding the district standards already I think is a good start. Almost 7 ½ % more students are now nearly meeting standards in math. Arguably, the hardest group of students to meet are those who do not meet standards at all. To have such a large group move into that nearly median standards for us, it's really important. We were disappointed that more students

did not meet or exceed standards but knowing how difficult that one group of students is to move, we see a bright future ahead for them. So our impact, again nearly 7% of students are now meeting or exceeding standards that were not the year before in language arts, literacy, and in mathematics, again almost 7 ½ % are now having an opportunity to meet standards very soon. This has all been in one year. Overall, you can see that our ELA literacy is over 4% greater than the district and those students are meeting or exceeding standards. If you go to the next page, you'll see each of the sub categories for language arts. Reading, writing, research inquiry and listening. Every one of those areas we outperform our district counterpart. Again, knowing that we mimic them in terms of our demographic and in fact have nearly 10% more English learners this is even more impressive. In terms of our English learners. Certainly, our most important demographic considering half of our students are in this category. We have almost outperformed the district by 9 times the amount of students who are meeting or exceeding standards in language arts literacy. So 18.4% of our students were in that category. Again not satisfactory to us but in comparison to the district's 2.3 %, we feel that's certainly a great start again. Looking at sub categories for our English learners. You can see that we're significantly outperforming our district counterparts in every area. In mathematics, the same applies. Again, our English learners are doing an amazing job. We've got great families, great kids. 18.4% of our students are meeting or exceeding standards that are English learners, the district is less than 5%. In the sub categories for mathematics, the differential is even greater. In an area such as problem solving, modeling, and data analysis, our students are English learners are at 64+ %, above or near standards whereas the district is less than 25%. The differentials are significant here. This does not mean by any means or stretch that we will rest on our laurels. We have significant goals ahead. So part of those goals are to continue to increase the number of foster youth enrolled through our comprehensive outreach efforts both within the community and local support agencies. And to reduce the percentage of students that are not meeting standards in ELA and math. It's certainly extremely important. The push for us is to ensure these students are reading, leaving 1<sup>st</sup> and 2<sup>nd</sup> grade. Ultimately, our charge is to reduce that distance from three, which is the distance the students have to reach standards at their grade level. So, again, we have a long road ahead, we've only gotten one year under our belts but we wanted you to know that in that one short year, that period of time that we've been granted thus far, we've made significant gains with our students and we hope to continue to do so and again, we thank you for your faith and trust in us.

Bedell: Trustee Williams?

Williams: I have the highest regards for both of you for your leadership skills and your vision for this wonderful charter school. What you're doing is a major challenge and you will always have my support.

Bedell: Trustee Gomez?

Gomez: Thank you for your presentation. I'm really glad to see again we've got some focus on some of our foster youth and how to assist them. Could you tell me what your enrollment is? We've got a lot of percentages but I don't know what the N is, what that represents.

Watts: Our total enrollment this year is 353. This data is based on last year's student enrollment, which was about 300.

Gomez: So about 300. OK. So the 16-17 school year.

Watts: That's correct. If you have any specific request for data just let us know and we can...

Gomez: Yes, I would just like to see these same graphs, they're wonderful, but I would like to see the N on them so that we can see truly what that number is. I think that would be a little bit more clarifying.

Bedell: I would like to ditto exactly, Trustee Gomez took my question so I would like N and then percentages so it's easy to make. Thank you very much. Trustee Boyd:

D. Boyd: Yes. Jason, you came from a charter school in the past, didn't you in your background?

Watts: Yes I did.

D. Boyd: Were there challenges with Scholarship Prep that you didn't anticipate? You're about a year and a few months into this now.

Watts: I would say that my previous experience certainly did well to prepare myself personally for this experience, the demographics of the previous school I was part of were dissimilar to what we have at Scholarship Prep. I would certainly say that Scholarship Prep demographics are significantly more focused on families and students of need and so I think that in terms of what we have faced it's more about being more comprehensive and alert to the needs of the students and the families because when they leave us each and every single day there's no guarantee that they're coming back for a variety of reasons. Movement and a movement can be caused by a number of facets so that's just one piece of it. Obviously when the students go home what level of support do they have at home if they really a home so there's a lot of things we have to really take into account when we're looking at Stennacker Performance. Sometimes it's the last thing they think about. They think about safety. Do I have a place to go? Is my Mom or my Dad going to be there? Do I have to worry about the police being there? So there's a lot of interesting components of what we do I think somewhat even what the Samueli folks said with the Foster Youth. So, long story short is ultimately we knew about these things but until you face them in reality you have to then learn how to deal with it adequately.

D. Boyd: Your organization has other campuses, correct?

Watts: We have one other one, yes.

D. Boyd: And that's in Northern San Diego County?

Watts: Yes.

D. Boyd: It pops up on my Facebook page with Senator Romero on a regular basis. Does it follow the same model as what you're attempting to do?

Watts: Yes the primary difference is that they're not a county wide charter so they don't have the same level of foster youth. The program is ultimately the same demographics but a little bit different based on ethnicity.

D. Boyd: Ok, that's all. Thank you.

Bedell: Trustee Lindholm.

Lindholm: Thank you. Thank you for doing this. Providing us with this update. And Senator I know you have had your heart and soul into this for years. So I know that you will give it all the blood, sweat, and tears that it needs to succeed. What is the waitlist on this school?

Watts: So we started the year with about 110 kids on the waitlist. The primary reason we have a weight list is because we have subleased part of our facility to the Innovate Folks at USC Hybrid High. And so this will be their last year on our campus. Next year we'll have the full campus and we hope to be able to enroll at least another 100 kids based on our open enrollment process.

Lindholm: So you're anticipating 453 next year approximately?

Watts: Approximately.

Lindholm: Ok. And how many Foster Youth to you have? 10, 15? I mean it is a small number because they have to be close to their family for visitation for social work, for security...

Watts: So at this point we actually have six, we know it's not an adequate number for us. We started off with three, but Senator Romero can maybe touch on why that number is where it's at.

Romero: Thank you so much. This has been our prioritization to outreach. We do have six... One of the issues and why we brought in the Orange County Juvenile Justice Commission is to talk about the discretionary role the judges play in every county, and one of the issues, one of the challenges, especially with resource families with whom we have met in Orange County is to high the concern that some judges are now mandating in the placement of youth removed from homes that they stay in an area in which it is there school of origin. And so that's creating, if anybody drives the 5 freeway, I was on for quite some time this morning, that's a little bit difficult to get from one end of the county to the other. So there are a lot of legal issues. But the great thing, especially led by Commissioner Love from the Juvenile Justice Commission is we formed a partnership to reach out to attorneys, to resource families, to judges themselves, to highlight this issue. I know Samueli Academy will face the same thing as well in order to really enable youth and the families that are watching them and providing for them really to have the best opportunity that they can. So those are just some of the challenges. We've made every effort to educate, work with religious institutions, foster family, different agencies and we are making we think great progress in getting that work out there.



Lindholm: I totally understand it's very difficult there's a lot of rules on that one. And to find the best location for the child to go to school and work with the foster family and biological families is pretty challenging. So congratulations for doing that work.

Watt: We've also had some adoptions as well and that's positive.

Bedell: Anything else for these colleagues? Anything else we need to know? Thank you for coming. Thank you David.

Romero: Thank you so very much.

D. Boyd: Thank you. Good luck.

Lindholm: Mr. President, can we have a ten minute break?

Bedell: We'll take a ten minute break at the request of Trustee Lindholm. Ten minutes. We'll reconvene at 12:25.

Lindholm: I couldn't find my paperwork.

Bedell: We'll now return to the agenda. We are on item number eight. Which is to deal with the charter petition of Vista Condor Charter School. Trustee Boyd do I have any comments.

D. Boyd: Yes, we have seven public comments starting with Richard Hansberger.

Bedell: Do you want to make a present first or do want the public comments?

Lindholm: I think you want, I want.

Unknown: The presentation.

D. Boyd: You folks are also welcome to move up to the front, if you like.

Laughter from many voices.

Bedell: Let's do the presentation.

Lindholm: Yeah, I think the presentation.

N. Boyd: It's just a script I mean not a presentation per say.

Chastain: So today you are going to render a decision on the Vista Condor Global Academy Charter Petition which was submitted on appeal on October 10<sup>th</sup> following action by the Santa Ana Unified School District. So as legally required we ask for a review for the California Education Code regarding Charter School petitions as on appeal by a County Office of Education School Board.

Unknown: No.

Chastain: Copies of the staff report and findings of fact are available on the back table. Each of you has been provided the Orange County Department of Education staff report and three draft resolutions and three options for action. So option one grants the appeal and approves the charter school petition as written. Option two grants the appeal and approves the charter appeal with conditions. This action will result in the approval of the charter and require the execution of an agreement to address the issues outlined in the staff report and findings of fact and establishes appropriate timelines for the petitioners to meet the conditions that specify. Option three denies the appeal and denies the charter school petition. Based on information gathered throughout the entire review process which included a clarification meeting on November 13<sup>th</sup>, OCDE staff is

recommending an approval with conditions of Vista Condor Global Academy Charter School. Prior to Board discussion the petitioner for Vista Condor Global Academy will have ten minutes to speak on behalf of the charter school, then representatives from Santa Ana Unified School District will be given the opportunity to address the Board. I do not believe that they're here yet so they may not arrive. After that we'll open the meeting for public comments. Members of the public will have three minutes to speak. And for those interested in speaking, please fill out a comment speaker card if you have not already. I now call lead petitioner, Dr. Don Wilson, to the podium.

Wilson: Good afternoon. It's a pleasure to be back and I want to thank the honorable Board and Dr. Mijares and Dr. Boyd for the opportunity to be here again today. I'm going to keep it fairly short today, my mother growing up used to sing a song to us. Anything you can do I can do better, and we would sing it back to her and I apologize if that song gets stuck in your head the rest of the day now.

Multiple voices laughing.

Wilson: But one of the things I learned growing up is that that's really not true. What I really learned is that anything that I can do I can do better collaboratively. And so what I'd like to say to the Board today is we want to thank you for your time and we want to especially thank the charter office at OCDE for the time and the effort and the detail they put in to looking at our charter. And they gave some very specific recommendations. They were, we looked at those recommendations and quite frankly we feel that the charter will be a stronger document if we accommodate those recommendations. And so we wanted to say thank you because working with Aracely and Kelly has actually made our petition and what we're going to do for the children of Santa Ana better. So thank you very much. We don't want to take up, we had a great opportunity to talk to you last month but if you have any questions we do have our representation with Richard Hansberger and I have Dr. Collin Felch, the principal. The one other thing I would like to tell you that is very exciting, we already have 120 families that have signed up to be part of the charter and that represents more than 120 children. Also excitingly those 120 families are from outside the Vista family. That doesn't include those that have children inside Vista. So, there's a lot of excitement about this and I also want to thank our parents for showing up again. (Mr. Wilson thanks the parents in Español for coming to the meeting). So I just want to let them know that they are, how grateful we are for them. So at this time we would like to open it up. I have, like I said I have our team here if you have any clarification questions at this time.

Bedell: We have cards, speaker's cards.

D. Boyd: Yes.

Chastain: So much. So I don't see Santa Ana Unified here so the meeting's now open for public comments. Each speaker will be given three minutes. President Bedell, please call for the first speaker.

Bedell: Yes, Trustee Boyd.

D. Boyd: Yes, once again, Richard Hansberger. Good afternoon.

Hansberger: Good afternoon members of the Board. My name is Richard Hansberger. I'm council to the school and I'm going to keep my remarks very brief. Again, I just want to extend our appreciation, our sincere appreciation to the OCDE staff whose diligence and expertise in this area has been very welcome. I just wanted to assure you that from our office regarding the

conditions of approval that don't present any issues to us. We're more than happy to satisfy them and we look forward to doing so if the vote is yes. Thank you so much for your time.

Bedell: Thank you.

D. Boyd: Next up, Collin Felch.

Felch: I also will keep my remarks short. But I also, I want to reiterate what Dr. Wilson said and thank you to the Board and thank you to the OCDE staff for your diligence and hard work in reviewing our document and giving us recommendations to make sure it fits all of the needs and make sure that it is a strong document. So it will behoove our program and make sure that we're bringing a high quality education to our students. Having this being my first year as principal at Vista and looking forward to being the principal at Vista Condor Global Academy I am extremely excited and passionate about bringing Global education and an esteemed program to the students of Santa Ana and I want to again thank you for your time and I look forward to future collaboration.

D. Boyd: Thank you. Next up and I apologize I can't read the last name. It starts with a K I believe.

Voice from the audience: That's Paul Khourg. He's actually had an emergency at this time.

D. Boyd: Ok. Then Susie Scott.

Scott: Good afternoon Board Members and Dr. Mijares. I'm Susie Scott. I'm with Charters OC. I work closely with Susan Mas and have for the past two years. And we have gotten to know Dr. Wilson since he's been a part of Vista for the last year and a half. And now Dr. Felch. And this is the epitome of what our work at Charters OC is about. Working with quality charter public schools and we are really proud to work with and support Vista Heritage and Vista Condor Global Academy. We have seen so many great programs come to Vista from, with input from Dr. Wilson of course, and they are doing exciting wonderful innovative great work. If you were to visit Vista it's a joy to go there and see the kids experience music class for the first time and there's just a variety of programs that I think are going to be wonderfully eye-opening to the kids. They are to me when I learn about them. And we're very proud that we can work with such a great school and I think that this is what the kids, the students of Santa Ana deserve. And we would love to have this opportunity to extend to the elementary school. Thank you for your time. Thank you for your time.

D. Boyd: Thank you. Zoila Lupin.

Lupin: It's going to be brief. Thank you very much for the opportunity you have given the school, the parents and the children. So this little review of Kendra, my 6<sup>th</sup> grader is a little bit more for you than for anyone. Because you know sometimes as an educator you don't get the a-ha moment or you don't get to see the work that you're doing until like later when they're in college. But I'm going to give you a little review of what Kendra's done in this month. She's had two cyber –patriot competitions and every, the second one she's already mentioned how much more engaged and together the group is. She is maintaining her straight A stream. She has an audition for a solo for choir and she will be performing next week on Thursday. She spoke in the last assembly about the importance of grades. She continues to speak great things about the school. She really values how she is recognized by her, by the staff of the school and the principal and how she knows they value her hard work and what she's doing there. And most importantly she just mentioned yesterday we were talking about how in her 8<sup>th</sup> grade year she

will be using a brand new gymnasium so she's super excited about that. So for me it's just thank you because you know all I need is for Kendra to be happy and for her needs to be met. And if her needs are being met then mine are too so I am very thankful that you took the time and read the petition and are giving me that chance for my kid to be in a really great middle school. Thank you.

D. Boyd: Eduardo. Salgas? Is that correct? Did I butcher that?

Salgad: I'm just so excited but I will pass. I will leave the time for other members. Ok, I'm just thankful for everything you've done and I'm excited for this school.

D. Boyd: Good, thank you very much. Last we have Nancy Gomez.

N. Gomez: Good afternoon Board Members. My name is Nancy Gomez so nice to see a Gomez you know on the Board right there. So, and I'm actually a parent representative on behalf of Vista Heritage and an ambassador for the Santa Ana Parent Union. And on behalf of every Vista parent, there was about fifty parents that were willing to come after they heard however, because you know of the agenda being changed, not a lot of them were able to come because of work or because their children get out of school early and they have elementary children in districts so it's understandable but they do want to thank you and parents we want to thank you and appreciate every single you know detail that you looked into and the time that was taken. We just want to share this passion and you know opportunity that you know gave us. And I also want to let you know that it's an amazing thing, this whole process has been amazing because it has brought unity upon this school. As you see parents we're starting to get to know each other. Our students are not only you know Zoila, but all parents have heard, said a lot of positive things throughout the months like their children are maintaining higher you know grades. Their children are now communicating more, you know, being more social. So the list goes on and on and on and I'm speaking on behalf of all parents. And so what I decided to do was this morning because it was last minute I went up to every parent and I said, ok, maybe you can't attend tomorrow but we have where there's a will there's a way, right. So I decided to take videos of parents who were unable to attend but are supporting through social media through video so if you let me play the only English one I have.

Bedell: How much time?

N. Boyd: We don't do audio. According to your policy we reviewed in advance.

N. Gomez: That's fine I have about a couple of recordings but I'm at least, thank you.

Bedell: If we don't see it first we don't show it for legal reasons.

N. Gomez: Ok, ok. Not a problem.

D. Boyd: I won't recognize this last part.

N. Gomez: Ok great. So we just want to thank you and we appreciate your time and I'm looking forward to that vote.

Several voices say thank you.

Bedell: Ok, Aracely, guide us.

Applause in the audience.

Chastain: So at this time the Board will proceed with deliberations and questions and then vote on the charter school petition. President Bedell I now turn the meeting back over to you.

Bedell: Yes, thank you madam Aracely. I would like to move option number two.

Lindholm: I will second.

Bedell: And that's seconded as it has been. I first of all, I applaud a petitioner coming in and saying I love what the staff did. They found some stuff to help make us better. We want to be a great charter. Candidly we don't always get that. So you have been, you've risen very high in my scope because you have in fact said you know we got to work on a couple things. And a lot of the things that have been identified are easy. A couple of them are what nationwide have gotten some charters who haven't been as good as you folks in trouble. So I really applaud this and I thank my distinguished colleague for her second because I want to be very supportive of this charter with our option two. Yes, Trustee Lindholm as a seconder would you like to comment?

Lindholm: Yes, thank you. As we saw at your last presentation, you have a very detailed and thorough plan. Academic plan. Entire plan as you might remember the binder's about four inches thick. So you have the policies in place. I am thrilled that you will be able to start this school. You deserve to be able to start this school. The parents do and all the children do. And I do appreciate, we have learned, I believe our Board over time has learned there are some rules and regulations that the State has that are helpful to you in keeping you on a financial straight and narrow that our staff will be including in an MOU which is what this proposal has. And those guidelines are very helpful so I'm very excited to be supporting this and supporting our president as a second on this motion.

Bedell: Thank you Trustee. Trustee Boyd?

D. Boyd: Yes sir. I generally make it a policy not to be critical of local board decisions but I'm going to make an exception this time. I believe this should have been approved at the local level. The issues raised by Santa Ana were ticky tacky violations or issues that could have been resolved by just sitting down at the table and saying are you willing to do this? Are you willing to do that? And I wish some local boards would take the time to read the opening paragraphs of the charter school law where it basically in different terminology says we don't want to deal with nit-picky issues. Take care of it. We want good charter programs, proposals to be approved. And I'm happy to lend my support to this. Did notice that one of the things you agreed to was adherence to the political reform act, I did get an email in the last week or say that CCSA is actually supporting legislation that would clarify some of these issues with the respects of the Brown Act and the Public Records Act and the Political Reform Act.

Bedell: Thank you. Trustee Gomez.

R. Gomez: Thank you. I do have just several clarifications so that I can be clear about a couple things. I too want to echo the willingness to adhere to the Political Reform Act because I think that's something that's very important. I would also like to, and I'm looking at page 18 where some of the comments are being made and can we please make sure that when we refer to Sexual Harassment Training that we refer to Sexual Harassment Prevention Training. That's really a problem for me. We don't want to teach you how to do it we want to teach you how to prevent it. The suspension and expulsion, again, looking at ways to address suspensions and expulsions appropriately so again we give our students an opportunity to improve their behavior rather than

punish their behavior. Let's see, if someone could clarify for me and again I'm looking at page 23 under fiscal operations at the top of the page. That recognizing the authority of the charter school to pursue additional sources of funding. What were we looking at as far as additional funding? No one can address that?

Shields: I'm Rich Shields. Actually you reference page 23.

R. Gomez: Page 23 under fiscal operations.

Several voices talking over each other

Bedell: Which number?

Shields: Oh, ok. We don't have a page 23 in ours.

R. Gomez: Ok, ah.

Shields: So I'm just trying to figure out where you're act.

Bedell: It's called sage philosophy.

R. Gomez: I'm looking at the agreement between the Orange County Board and Vista Charter so that would be page 3 of the agreement at the top of the page, fiscal operations.

Shields: Gotcha. Now I'm on the same page. I appreciate it. Ok.

R. Gomez: I didn't think you needed to refer to that to answer.

Shields: I'm sorry, no I just wanted to make sure we're clear. So this is C-3 you're talking about?

R. Gomez: C-Fiscal Operations, Item #1 at the top of the page.

Shields: Ok. Ok. The party recognizes the authority of charter school to pursue additional sources of funding. Yes that's an easy question. I just wanted to make sure I understood correctly. So for example, grant monies that are available to charter schools or other funding sources. You know, there are many different types of funding revenues out there that a non-profit corporation or charter schools can apply for. So those would be the types of funding. It's referencing specifically obviously we participate in LCFE but a charter school just like many other schools are eligible to go pursue other grants and other sources of revenue if they are available.

R. Gomez: Well my question was what are the plans for pursuing those monies?

Condor Spokesman: I can answer that. We definitely do have plans. So for instance we've already received a grant for the charter, Condor Charter through Charters OC. We have a \$100,000 grant that we received through them. I'm currently writing a grant for the Project Lead the Way that will come through John Dero Organization which would help fund our STEM program. That's a grant between \$10,000 - \$20,000. So periodically throughout the year as grants become available we write for those grants and that is basically the extra funding we go for.

R. Gomez: Ok.

Condor Spokesman: There's no other kind of private funding. There's no...

R. Gomez: Well I wanted to understand what your plans are. The \$100,000 what do you plan to use that for? The first \$100,000 you mentioned.

Condor Spokesman: That's actually in the budget. So that's in the Condor budget and that will be used for opening up the school. It will help us to provide professional development for our teachers and there's, it's detailed in the budget how that will be used.

R. Gomez: Well in that voluminous budget, voluminous report I may have missed it so that's why I'm asking about it.

Condor Spokesman: Yeah, no, but it definitely is outlined. There will be parts of it used for Project Lead the Way, parts of it are used for Professional Development for the readers and writers workshop. And then parts of that for the actually opening the cost between now and the opening of the school as well.

R. Gomez: Ok. And then we are going to square away the issue with uniforms, correct?

Condor Spokesman: That's already been taken care of. So as mentioned before, we loved that suggestion we received so we have the logos that are being made in a patch that can be applied to any shirt.

R. Gomez: Ok. Alright. I think that's it for now.

Bedell: Trustee Williams?

Williams: Yes, I share a lot of the most of the comments by my good colleague David Boyd regarding how I thought that you were treated unfairly at the original local school board level there. I didn't think that you were given due process. I think that the board member Iglesias who came Cecilia articulated that very well. So you were hopefully come up to our level and have a little bit different experience. I'm reading the facial reactions by the parents there so what we're talking about is approving your charter by the way. Everyone knows that. There may be language, or cultural issues. We get into all the details up here and they are technical and yeah they're boring but for you as parents and staff this is something I think that you're looking forward to having and it's quite remarkable the parental support that we saw at the last meeting. That was a demonstrate-able strength of your school and I congratulate you Dr. Williams and Collin and you Rich for what you're going to be doing here. We're excited to work with you.

Condor Spokesman: Thank you, again, we've had a chance for the last year and a half to work with your team and it has been nothing but stellar.

R. Gomez: Just one last clarification. Now I'm looking at the resolution written findings of the Board of Education approved with conditions, it's my page 36, I'm not sure what you have. And I'm just trying to get a clarification and maybe it's to our own staff here. On the second at the top whereas, it says appealing the action on a petition by the governing board of Santa Ana Unified on December 10<sup>th</sup>...Is that accurate? That can't be accurate.

Condor Spokesman: That's a good point. That doesn't seem accurate.

Laughter from several voices.

R. Gomez: Yes, since it was the other day.

Voice from the Audience: That should be December 13<sup>th</sup>.

R. Gomez: Okay. So today's date as opposed to a previous date by Santa Ana Unified.

Chastain: No, I apologize, that should have been October 10<sup>th</sup>. So we'll make that change.

R. Gomez: Okay.

Voice in the audience is inaudible.

R. Gomez: Okay, that's why I was really confused. It said did it go back to Santa Ana again before it came to us.

Condor Spokesman: No we didn't.

R. Gomez: Okay, so that should be October. Okay. Then I guess lastly for the staff, if we were to select Option Two, what does that mean as far as granting the appeal with conditions. Does that mean we go back and look at all the conditions?

N. Boyd: Aracely?

Chastain: Yes, what that means is that then we come to our agreement, our MOU, which delineates all of those items and that also gives a timeline for them to comply with those and so we monitor as they start completing the conditions. For this school in particular there petition was really strong so it's just some Ed. Code that we want them to add to their petition. It's a few things like that as well as getting their facilities in line and submitting some information for us. So there isn't anything major. The deadline that we've given according to the MOU draft that we have right here I believe is July of 2018 so prior to them opening in the fall. We work with them on timelines so we don't anticipate that that will be an issue.

R. Gomez: Okay, so we're looking at July of 2018 which is next summer with an anticipated opening of the fall of 2018.

Chastain: Yes, that's correct.

R. Gomez: Okay.

Chastain: So we would need to come to an agreement with a signed MOU by March 2018 and then from that point we start monitoring them and communicating with them on a monthly basis to make sure that they comply with all of the conditions and just to monitor how they're doing with their school opening as well.

R. Gomez: And so if we were to select, if the vote goes to Option Two, and we have to get to a MOU in March what happens if they don't meet all those conditions. Just a what if. So we're all clear.

Chastain: So this is probably a Ron question so I will hand it over to him.

Wenkart: Well, we don't anticipate that they won't be able to meet the conditions cause nothing major. But if that were to happen we would bring it back to this Board, report back to you that we've hit a rough patch, that we weren't able to reach an agreement, discuss what the issues were and then some of the options the Board would have would be to revoke its approval, or tell us to go back and try again. Or maybe provide some suggestions for bringing us together. So there would be a number of options if we have to come back to the Board and we can't reach a MOU.

R. Gomez: Because, okay, again, if we select Option Two would that come back to us in the MOU format just to confirm that those conditions have been met.



Wenkart: Yeah, we would have you approve the MOU. Probably March or April. That's the usual timeline.

R. Gomez: Okay. All right. That's what I needed. Thank you.

Bedell: Any other questions from my Contreseono?

Lindholm: Yes, I'm going to say two. One thing just to, great Ron, thank you. Just to share with you I'm very happy that the Orange County Department of Ed and the Orange County Board of Education has started a workshop and that your Board Members can come too or staff can come too. And I would highly recommend that you send as many members as you could because it's very useful. Do we know when that might be? Nina do you know?

N. Boyd: Probably towards the end of the fiscal year so I'm anticipating it will be...part of our challenge is we've been dialoguing with the charter community in terms of what timeline so at this point I'd say probably May to July. I'm not sure what timeframe exactly because we know that many of them will be attending the big conference in March and so we want to make sure that we're not doing it at a time where it's not...

Condor Spokesman: What's the nature of the Professional Development?

Lindholm: What it is, is around a four hour workshop that goes over information that would be helpful to you. What the Orange County Department of Ed can do for you in terms of either printing, or helping educate you on conflict of interest. They will give you the itinerary and then the Charter School Association usually comes in for the last hour and helps you understand some of the rules and regulations for Charter Schools. So it's really an opportunity for you to talk with each other. And learn, and get you off on the right foot. So I'm just encouraging you to attend.

Condor Spokesman: We would love to be there.

N. Boyd: So they already participate in the annual update. We're talking about introducing another opportunity that would be for Board and Administration Staff as opposed to just the leadership of the...

Condor Spokesman: That would be great, thank you.

Lindholm: And last question for me. Board member makeup. We've been talking about who makes up your Board? Are they somewhat local? We've had some from out of state or Northern California; who makes up your Board and how many Board members?

Condor Spokesman: So our petition states it will be between five and nine Board members. When I took over a year and a half ago there were Board members who had been on there for quite a while that were ready to move on to Idaho and a few different other places so they have left the Board. We were down to four Board members. We now have the fifth Board member that will be hired in, hired in, vote in, no hiring on this one. It's not a hired board. So the process is we have a committee at the schools that work and they're represented at both campuses at this time and then of course with Condor. The names are brought to them. They send in a resume and a cover letter stating why they want to serve on the Board and then they make a recommendation to the Board as to whether to move that forward and then the Board at that time will vote. So also during that time they're introduced at the Board at the previous meeting, voted in at the next meeting. So Michelle Bauer, who came to our last meeting, she'll be voted in, we're assuming that she'll be voted in the January meeting and then she will officially start at the February meeting.

Lindholm: Thank you.

Condor Spokesman: And we have, just the last thing, we do currently most of it is very LA centered but I am actively working on seeking out the rest of our Board members to be Orange County.

Lindholm: Yes, that would be helpful.

Condor Spokesman: Yeah, we are very much seeking that.

Bedell: Trustee Gomez?

R. Gomez: Just to follow-up on the Board member question. How will the parents be represented on the Board?

Condor Spokesman: In what?

R. Gomez: Do you have a parent member on the Board?

Condor Spokesman: We would, I mean I think having a parent would be a fantastic opportunity for a parent. We would be open to that at this point. We haven't had any parents join the Board. So it's not a, in that sense, it's not the elected Boards. We do seek out when we look at a Board composition we look at who can be on our Board that can support the community and can help move us forward. So finding a parent that would be active in that committee would be an opportunity that we haven't explored as thoroughly as we should.

R. Gomez: I think it would be important as you see from the parent support here that they have some support on that Board as well.

Condor Spokesman: I think it's a really great idea. Thank you.

Bedell: Anything else colleagues? All those in favor of the Bedell/Lindholm motion to approve Option Number two please say Aye.

Multiple voices say Aye.

Bedell: Opposed? Let the record show it passed unanimously 5-0. Thank you.

Applause from the audience.

Condor Spokesman: Thank you very much.

Bedell: Let's take a break.

N. Boyd: A lunch break at this point?

Bedell: Yeah, we will take our lunch break now. We will be in at 1:20.

D. Boyd: But we go into closed session shortly thereafter.

N. Boyd: I think Ron can make the announcement prior to that. We don't have to...

R. Gomez: Fifteen minutes? Ok.

Bedell: Do you need to get out of here?

R. Gomez: Yeah.

Multiple voices speaking

Bedell: We only have a couple items left. We have Board meeting dates.

N. Boyd: When we come back we can have Ron report out that there's no need for...

N. Boyd: This is an opportunity for us to set up for the hearing too.

Multiple voices speaking.

Bedell: We will reconvene at 1:21.

Bedell: Do I have a motion to approve the Board meeting dates? Agenda item number ten?

Williams: So moved.

Bedell: Moved by Williams, seconded by Boyd. Discussion colleagues?

R. Gomez: We're talking about item ten?

Bedell: Item ten the Board meeting dates. If history is any guide, some of these will be changed.

Williams: Eight will be.

R. Gomez: Could we talk about the start time?

D. Boyd: Sure.

R. Gomez: Was there a particular reason we decided to start at ten?

Bedell: As opposed to?

R. Gomez: As opposed to earlier?

Bedell: There were issues with being on the freeway. That was one of the conversations I know. So that the freeway would be clear with people who travel the freeway to get here. You would like it earlier?

R. Gomez: I would like it earlier. Cause it really takes up quite a bit of the day. So.

Bedell: Ok.

D. Boyd: But what we found was, we started at eight o'clock for a long time and it seemed like the meetings ended at the same time of the day anyway for lots of reasons.

Lindholm: Well, and what happens to if you wanted a eight o'clock the staff was getting here at like five or six in the morning to set up and then parents were getting their kids to schools. So, I probably would be amenable to nine-that does put me in the traffic rush. But not earlier.

R. Gomez: I would be okay with nine for a start time.

Bedell: Can you put up with nine?

Lindholm: I don't know that that helps him. Does it hurt you? Ten works better you can work in the morning and get your work done.

Williams: Or it's a brief morning.

Lindholm: Yeah, versus an hour.

Williams: It's administrative business. Well ten works out better for me.

Bedell: That's ten.

Williams: Yeah.

Bedell: Okay.

Lindholm: And ten does work. I found out, we were going to like five or six anyway. Seemed like no matter what we did, it went longer. We started earlier, we went longer. So I'm happy with a ten. I'm sorry. If you want a different day of the week?

R. Gomez: No that doesn't help me.

Lindholm: Okay.

R. Gomez: A different day of the week doesn't help me.

Bedell: So you're saying it messes up your whole day.

R. Gomez: Yeah, pretty much. But if we could just be maybe a little bit more efficient about meetings and I know we have been over the past seven month.

Bedell: Well that will change in July because I only have five more meetings to chair.

Laughter.

Bedell: I take these things personally.

R. Gomez: But...that would be my suggestion. Perhaps to be a little bit more efficient. And I could be...

Bedell: All those in favor of Item number ten?

Various voices

Bedell: Opposed? Hear we know passes unanimously. And Item One?

Laughter

R. Gomez: That's efficiency.

Bedell: Revisions to the Orange County Workforce Innovation High School Charter. Do I have a motion to approve?

Williams: So proved.

Bedell: So moved by Williams. Seconded by?

D. Boyd: Seconded by Boyd.

Bedell: Discussion.

Lindholm: Quick question. Is this a, are these conditions agreeable to both our staff and to the applying agency?

N. Boyd: Our staff does not have problems with these and most of them are requirements because of legislative and or regulatory changes and so they are I think compliance issues with the exception of the sites that they are closing is because it's in their best interest because of the crime and they want to have services offered where they have the student population. My understanding is they were working on a transition plan with regards to any new applications to guide students to the campuses and then also if there were students continuing working out transportation. I believe there are representatives if there are specific questions you would like them to answer those.

Lindholm: Do they want to speak.

N. Boyd: Do you need to speak? Want to speak?

Inaudible voice from the audience

N. Boyd: Was there anything I missed in what I said?

Anonymous voice from the audience: No, we'll take care of all the- (inaudible)

Bedell: I wonder if you could come to the microphone please.

N. Boyd: Because we'll need to have that on the record now.

Bedell: Thank you. And can you introduce yourself please.

Bill Toomey: Sure, absolutely. Bill Toomey, Chief Academic Officer.

Julie Para: Principal.

Bill Toomey: Yeah we agree with everything that's been said and work closely with staff and basically we actually have a more updated petition according to the current codes or anything that changed since it was first approved by the Board. Yeah, we made this move with the closure of the two sites in the best interest of the students. We had a couple of partnership sites that we had and our enrollment just didn't grow to the point where the students weren't provided with the same resources at our Anaheim location. So we were able to, you know, Julie was able to work with the parents and students and make sure that all the students were able to relocated to the Anaheim location which is eleven thousand square feet. We have a CTE program there. We have full staff, all the bells and whistles for those students so they'll get better services in the long term and for any students who had transportation issues we were made sure that we cover that indefinitely so they can get to the finish line. And it's been a really smooth transition.

Bedell: Anything else? Okay, I have a question for you. If you look on my pages, 133, and that's the led up from Kelly signed by you, Bill?

Bill Toomey: Ah yes.

Bedell: Something I don't understand and it may be the way I'm reading it and you updated the programmatic line which included the following changes: Second bolt – you removed that you were all for electives. The low performing students, such as refresher math, consumer math, math essentials and vocabulary building. Now it seems to me, once again I don't know what I'm talking about here but it seems to me that those are four pretty important things relative to your target population if I understand your target population.

Bill Toomey: Yeah, it's a great point. The way it's written it kind of, gives the idea that we're removing those but Julie can kind of touch on that.

Julie Para: Yes, it's different course offerings so we're replacing with different curriculum.

Toomey: It's updating the curriculum also.

Para: Right.

Toomey: Updating actually the curriculum we're using cause there has been some changes from the beginning of the charter so we're providing those same types of courses but those particular courses we've replaced. Better curriculum.

Bedell: So in other words it would be something, and this is your text not mine. It was removed and replaced with substantive or something like that. So I was just concerned that my goodness, refresher math?

Para: No absolutely.

Bedell: You see what the CSU is doing for math for incoming freshmen.

Toomey: No absolutely, we have all those offerings for students. It's just different courses than they were in the original. We've updated. We're constantly updating our curriculum to make sure it's rigorous enough and meets all the student's needs.

Bedell: Ok.

Para: Would you like that language added to...

Bedell: No, if staff is comfortable? Are you comfortable that those? I just want to be sure that those skills are there. Cause I think that this target population, well for many high school kids period.

Chastain: We are comfortable. They added the courses that are replacing on page 32 of their petition and did point that out to us so everything is fine.

Bedell: So the text is okay? Ok. Thank you Aracely.

Mijares: That is a good point Dr. Bedell because the State really is driving away from those consumer math type of courses and he used the word rigor challenging. That's what's going on here.

Bedell: Yes.

Mijares: So those other courses like that could get subsumed in a much more rigorous math course.

Bedell: Right. Could you just keep in the back of your mind that the Board is interested in that because Dr. Mijares is absolutely right what's going on in the State right now is not being looked upon favorably around the nation and so if you could, thank you so much.

Toomey: Sure.

D. Boyd: Could you give us a better description of consumer math. What that encompasses.

Para: Yeah, just with consumer math is not necessary like the Algebra but how are they able to enter the workforce. And so kind of what we're looking at is developing the rigor. We have an intervention program that we're looking at NWA scores in Math and then it will customize it and so if they need various remediation, and students would be able to go with this mode of instruction. And so kind of looking at the resources...

D. Boyd: But we're not talking about financial literacy.

Toomey: Well I was going to say we have had financial literacy as a course offering for students and that would be considered a math elective.

Para: And also financial literacy is covered through...We added that component to our professional skills class that every single student that is with us has to take.

D. Boyd: Okay, alright, thank you.

Bedell: Trustee Gomez.

R. Gomez: Yes, just a couple of clarifying questions. You mentioned the counseling ratio-that's on page 156 of my agenda and I think it's your page 22. That 350 to 1 student counsel ratio. Are we really able to serve that many students with one counselor? That seems pretty difficult to me, especially in this environment.

Toomey: Yeah, the California average is 750 currently so we pride ourselves on a 350 level. For this site, the current site, we're at about 2...

Para: 215.

Toomey: 215. So that is for...and I think we may have two counselors with the consolidation.

Para: Right. And yes. And kind of if I may speak to that we have Western News Services, we have a lot of outreach and MOUS's with various agencies that can provide the additional mental health services should students need to be referred out.

R. Gomez: Okay, good. Okay. And then just I think that...we talked about the decrease in enrollment but when those low enrollment areas are you not going to take any more students from those areas? I know you said you were going to kind of continue with the folks that you have. But what about any students in those areas where you're closing campuses? Are you going to be able to serve those folks in that area?

Para: Should we have the need we would absolutely provide transportation and welcome them to Anaheim and say hey, we'll get you if you need a bus pass. Whatever you need to get there, we'll help you to get to our school in Anaheim.

R. Gomez: Okay, thank you.

Bedell: Dr. Williams, my colleagues.

Williams: No, no questions.

Bedell: All those in favor

Audible ayes.

Bedell: Opposed? Passes unanimously. Okay. Thank you. No we go to our hearing.

N. Boyd: Ah yes. The Board had an interest from hearing from Ron as they come in maybe to...

Bedell: ...exhaust this agenda item please? We'll call in session. Thank you very much for coming Bill.

Wenkart: I said at the last Board meeting there was nothing new and there's absolutely nothing new since the last Board meeting. The process for the appeal, Anaheim filled a notice of appeal, then we designate the record on appeal and then the court issues an order on briefing schedule and then the parties would start filing their briefs. We'll they haven't completed the designation of record on appeal yet so, and I'm not sure why it's taking so long but so the process hasn't moved forward yet. I thought my this time, you know, they would have designated the record and we might have a briefing schedule but we don't as yet. But if we get something between now and the January meeting I can send a memo to keep you informed or if it's close to the Board meeting I'll make a presentation at the next Board meeting.

Bedell: Those two ladies have to leave right now.

N. Boyd: The hearing is going to be a closed hearing so we'll need to clear the room with the exception of those that will be present for the hearing.

Lindholm: We might see it last about 45 minutes for the audiences benefit. Approximately.

Bedell: So now we have, we have...

N. Boyd: Board discussion item.

Bedell: We've had Ron Wenkart's legal briefing; we then had Board discussion items, Orange County webpage. Trustee Lindholm, I believe that you're carrying that.

Lindholm: I think is there a presentation? Brief?

N. Boyd: Actually...

Lindholm: We could save it to another meeting if you like.

N. Boyd: We'll save the glitzy things to another meeting but I just wanted to let you know that our staff has been meeting, Media and IT and they have made some adjustments per your request. We've gotten a logo established on the webpage and they are also reformatting. We met, Darou and I with them with regards to have we post and they had a number of suggestions with regards to that so that it's more consistent. They're still trying to go through the search engine. That's problematic only because to try to separate the search engine just on the Board page from the overall is doesn't have the background infrastructure to do that and so they're still dialoguing about whether or not they can do that and if so what the cost would be to try and create a separate search engine within your page. But I think that you will be really pleased and we'll prepare next month to show you some of the things that have actually, but I encourage you to go on and take a look because they are making some changes so that.

Lindholm: If we can't get a get search engine it would be nice to have some more drop down tabs so when they're looking for policy or they're looking for things we have approved that we have more drop down tabs. I mean if...

N. Boyd: Those were some of the things we talked about too so we heard you.

Lindholm: Okay, so let's see what we get.

N. Boyd: Okay.

Lindholm: That will be nice. Thank you.

Bedell: Trustee Williams? The next item is yours. California Healthy Kids survey.

Williams: Yes, thank you so much. Ron, this question for you. As a background, because I don't think our good Trustee Gomez was present when we talked about this. Was it two years ago? The California Healthy survey when it came up Ron? Maybe you can help me out here but there were various surveys that the State, they're voluntary surveys and it was felt that the surveys were very controversial and invasive and it took away from parental rights in regards to the upbringing of children and there was an introduction of subject material and questions on these voluntary surveys that many, many parents felt were inappropriate and we had quite a turnout at that Board meeting on this particular issue. So, I just wanted to give it as a background. I don't know Linda if you were here, yeah you were here for that one. It was your first year when you were elected. About two or three years ago. So California Healthy Kids survey again, help me out here Ron, it's a voluntary survey given various ages...



Wenkart: Right.

Williams: ...from K-12 and depending upon the age, depending upon your school year these questions got more invasive and more controversial and very specific and they ranged from tobacco use survey to parents, what are your parents doing? Asking questions about relationships within the family dynamics and unit there and then it asked about sexual orientation. Asked about sex and so they were very controversial and what we talked about at that time our policy in our department what we're going to do.

Wenkart: Right.

Williams: And so maybe if you can tell me what happened after that conversation.

Wenkart: The, our ACCESS program sent out a letter to all the parents explaining, summarizing what the California Healthy Kids survey was about and what the contents were and advising them that they could opt out of the survey. And I believe we administered it after that and our director might be able to fill you in exactly. I don't know how many people opted out but what's happened since legally is that the legislative amended the law this past year, yeah this year, it's still 2017, but and said you can't delete those questions because some districts deleted the last two questions about sexual orientation and gender identity. Those were probably the two most controversial questions and this came to the attention of the legislature and they passed a law the said you can't delete those. The other issue involved though is that the State has tied, even though the survey, you don't have to give the survey in general, but if you want certain funds or certain grant programs, then you have to administer the program or you lose the funding. And as I understand it, we received two million dollars of TUPE funds, Tobacco Use, I'm not sure what the P stands for, but those are programs that are anti-bullying programs, anti-tobacco, anti-drug programs, and so we have this potential for losing two million dollars. So that's one of the concerns that the staff has and the other thing that should point out those parents can opt out, parents can tell their children not to answer those questions or students can just decline to answer those questions. So those are possibilities as well. Thought I'd just mention that but I know that it's been a controversial issue.

Williams: Okay.

Wenkart: So that's kind of the background of it.

Williams: So now, and thank you for updating me cause I did forget that it was tied to the...

Wenkart: Tied to the TUPE Funds.

Williams: ...the TUPE funds, the two million dollars. And that was I think what bothered me was these are supposed to be tobacco funds going against anti-bullying and tobacco use and now all of a sudden it's a survey about extensive family dynamics and sexual behavior and gender identity and who knows what else is in there cause I don't got to see all of the questions.

Wenkart: The way they tied it in from the State's point of view is they're saying that the kids who have gender identity issues or who based on their sexual orientation they are being bullied more than other kids and that's why they want to ask those questions so that they can determine which kids are being bullied the most. What needs to be done to stop the bullying, that type of thing. That's what the legislation say's expressively stated in the legislation. That's the reasoning behind not allowing us to delete those questions.

Williams: So, but these are not associated with any particular person, right? This is just a survey.

Wenkart: Right.

Williams: So they don't know who's being bullied unless they come to a school official. Is that correct?

Wenkart: Right. Well, they're looking at it from a statistical point of view. They're looking at it and saying ok, the bullying rate for students in general is X. But for this particular subset of students it's X plus Y. These kids are getting bullied more so we need to focus our attention here and try to stop the bullying over here. That's kind of my take-away from reading the legislation.

Williams: I have no more questions.

Bedell: Ok, Trustee Gomez on this?

R. Gomez: No.

Bedell: Ken this is your item. Anything else on this? On this? Anybody?

D. Boyd: Maybe you answered this and it just didn't sink in. But is the survey in anyway tied directly to the funding or for a lack of a better term are we being held up for extortion that if you don't do the survey you're not going to get the survey.

Wenkart: That's basically it. If you don't do the survey, we're not going to get the money. There's a condition of the grant of the condition of getting the money. You have to administer the survey.

D. Boyd: Even though the grant, the goal of the grant may have nothing to do with the survey.

Wenkart: Well, the States point of view is that they are related because bullying, tobacco use, drug use; they're looking to see whether any of these subsets of students have higher drug use, higher alcohol use, higher rate of bullying. So they want to know, you know, various information, different types of information about the kids.

D. Boyd: Going forward. When this waiver is sent to the parents, the opt out waiver, is it made clear what this is all about to the parents? It's not buried in page 25 of 50 pages?

Wenkart: No, no I think it's a one page letter.

Lindholm: Can we get a copy of it?

Wenkart: Yeah.

N. Boyd: We provided a copy to the Board previously but we can certainly provide another copy along with I know Trustee Williams was asking about the surveys. We did get download copies of the surveys because they are grade-level specific and so there were some 7<sup>th</sup> graders and some for high school aged students so it's all of the questions were not on all of the surveys and so that was the other distinction that the Board had questions and concerns about so we wanted to make sure that we provided you with all that information.

D. Boyd: So I guess Sacramento has tied our hands as far as actually presenting the survey. Our goal should be to make sure that the parents are aware that they are able to opt out of the survey if they chose to.

Wenkart: Yes, that's probably the best solution cause like you said the legislation is pretty specific. It says you can't take those questions out.

Williams: Do we know how many of our parents opted out?

N. Boyd: We don't have that information. We actually did an inquiry because it's site specific in terms of and so going forward we will but we can't go backwards to pull the information and we were also checking to see if districts had that either and the same thing.

Williams: Do we know how many students we gave the survey to?

N. Boyd: That we might know. Laura?

Williams: So Laura the question is how many students did we give it to and which surveys did we specifically give?

Strachan: We only used the core modules and it's for 11<sup>th</sup> grade and 7<sup>th</sup> grade.

Williams: 11<sup>th</sup> graders.

Strachan: Um hum.

Williams: So we didn't do the 5<sup>th</sup> grader or...

Strachan: No we do not.

Williams: Okay. Are we required to do? How many are we forced to or required to do?

Strachan: We only have to do the core modules and 7<sup>th</sup> and 11<sup>th</sup> grade meets our, that's our minimum requirements. So we do the minimum requirements.

Williams: So the 11<sup>th</sup> grade.

Strachan: 7<sup>th</sup> and 11<sup>th</sup>. 7<sup>th</sup> and 11<sup>th</sup>.

D. Boyd: So going forward it will be 7 and 11.

Strachan: 7<sup>th</sup> and 11<sup>th</sup> is what we do. That's our minimum that we must do because we don't have 5<sup>th</sup> graders enough to do that. And I'm sorry I was all prepared with numbers here. It was two years ago we are implementing this year so we will have a testing cycle this year. The letters do go out in the enrollment packet but because of our transience of our students, we did not feel that it, a lot of times our students that we mail out if we mail out in September are not the ones taking the test in March so we are actually planning on resending actually sending the letter home, in goes in the enrollment packets so we will be sending the letter in January and it is posted on our website as well, the test so the parents can look at that. We also have copies in our AU's so the parents can look at the assessment also. But it was, and I'm sorry I'm still looking and I apologize it was approximately 1046 last year or two years ago and approximately 1436 two years before that was the amount. And I just wanted to verify but I'm pretty sure that was is my head.

Williams: Do we know results? Are we able to know the results of the survey?

Strachan: Yes, you can actually run reports and look at the different reports and the data on the website so we can pull different things if you like to see them. The reports are public.

Williams: I would be interested in seeing if you can get it to us. Just out of curiosity.

Strachan: Okay, we can do that.

N. Boyd: We also use some of that data because the LCAP requires climate and so we're looking at the information also to establish baseline and what's going across programs.

Bedell: Trustee Lindholm?

Lindholm: Yes, I don't have anything for you. Thank you. I totally agree with Trustee Williams on this. This money, this whole plan was anti-tobacco use. I am appalled at where this money has been diverted, how it's been written up. It was to stop children from using tobacco. That was the whole goal. That was what we voted on. That was by the legislature. And then it's become the government, every now and then the government is a little out of control. They've expanded beyond its scope. It's beyond the intent. It's a dismay to me. It's like saying I'm going to build your roads and then I'm over here and I want to do this. This was for anti-tobacco use. That was the goal. That was the intent. That was how it was voted on. So I'm very dismayed with this whole process. That they have tied it to things that were not in the original incorporation is not unexpected from Sacramento. What I would like to see, one of the things I've always been concerned about is the passive. Like when you get your enrollment packet. Like when my child goes to school when they were younger. You get all these forms, sign this, sign this, sign this, sign this. This must be due. You get a whole bunch of packets. And it's a passive acceptance. For this particular, I appreciate, where did Laura go? Thank you. That you're going to send out a new notification with an opt out cause I think some of these questions will be offensive to parents. So we'll be fine, the anti-tobacco things are fine but perhaps we could say two to three weeks before it's administered that the letter goes out. It's not in that packet at the beginning of the school year where it goes, you know, where your child watch this, or you're going to see great expectations or something like that. So that's what I would like to see perhaps as an end to this conversation.

Mijares: ...just to let the Board know that we as an administration have the same consternation that you have over this. The money is used tobacco, alcohol, drug and bullying, you know, occurrences but what happens in a system like this is that the legislature demands that there be efficacy on the use of these funds and so they create these accountability research proposals and in this case it was to the University of California which is the premier research university of our state and they're the ones who create these questions. So I think the best thing we can do as you say is to advise the parents so the parents know what's going on and do it, we have no problem you know, advising them like you said, suggested, way up front so they understand it.

Lindholm: That would be fine. Maybe three weeks before. Two weeks before. But not the school year packet.

Bedell: Sure

D. Boyd: And are they made aware in the letter that this is a controversial test in the eyes of some, something to that effect.

Mijares: We can look at the letter. I don't know exactly how it looks Laura but Laura Strachan and I and Nina we can get together with your unit Nina...

D. Boyd: Okay. We do have one public comment.

Bedell: Yes sir.

D. Boyd: Linda Cone.

Linda Cone: Yeah I'm really glad that you've having this discussion and I just want to alert you. I spent a considerable amount of time listening to the testimony of the rest State Board of Education. This was November the 8<sup>th</sup> testimony; public comments. There was a large group of people up there and they were all testifying about "the Survey". And how "the Survey" was going to solve all the problems that they had and basically the concern was about school climate.

That was the issue. And they were speaking in favor of an organization called OCO, PICA and Californian's for Justice and I think, I barely have time to look into these organizations but what I'm sensing here is that this whole survey is going to be used as a tool for getting more and more into the schools all kinds of mental health treatment, socio emotional programs. In other words, the schools again are becoming less of a tool for educating our kids. Knowledge based concern and more of a tool for taking over, this is my own opinion, parental roll of parenting these kids. So what you're doing is exactly what you need to be doing. We'll be looking at the healthy kids survey and that's the most I can tell ya at this point. All of this is new information to me. But thanks for doing this.

Bedell: Anything else on this item?

D.Boyd: I don't think so.

Bedell: Your resolution to Black history month Trustee Williams?

Lindholm: Do we then get, are we making a proposal to get opt outs within three weeks of the administration of the test, of the survey? I think you agreed that that's possible? Three weeks.

Mijares: Do you see a problem? Ya.

N. Boyd: When you see opt out. We give the letter to the parents but the parents have the benefit of opting out all the way up to test date. So to give you information sooner than that would violate what we've given them in terms of their rights.

Lindholm: Then when do they get the letter in the mail saying...

N. Boyd: Laura just said they will be getting that letter in January.

Lindholm: And when is the test administered though?

N. Boyd: The test is administered in March.

Lindholm: So wouldn't it be more appropriate to send it to closer to when the test is administered? It kind of makes sense.

Mijares: Yeah Laura come on.

Lindholm: I'd forget about it if I got it in January and it happened in March.

Mijares: Can we do it twice, I mean...

Strachan: We could. They have received it in their packets but we're resending. But the reason we were looking at January was approximately mid-January so that they had time if they wanted to come to the sites to look at it. So we were actually just trying to give them to go through that. Our concern, because it's at the very beginning of March and so that's only six weeks so we were thinking by the time they receive it, go through the mail, if, it is posted on the website and there's a link to that in the letter but we thought that would give them time to go to the sites if they wanted to look through paper in case they didn't have access to that. So we were looking at...

Lindholm: I don't think they need six weeks.

Strachan: We can change that but that was why we were looking at that timeline to give them enough time to go through it.

Williams: Yeah so, I don't know is this a Board related decision or is this a Superintendent related issue?

Mijares: Yeah, I think it falls under my jurisdiction but you know as I mentioned I definitely welcome your input on this and we can, Laura and I, Nina, we can put our heads together and determine just how can we adequately advise our parents. Cause that's the bottom line. I would actually lean towards over notification than under in this case. And then they are adults. They monitor their own children. Let them make they believe they believe is best. You know the other issue here is that you do have some parents that have disconnected you know from the system in terms of the monitoring aspect. And that plays out and that's one of the reasons that schools are having to assume more of this responsibility now. Kids come to school, this is maybe not an appropriate term cause it's so, it's hard to define it, but they come under-socialized when they come to school. We see bullying beginning in Kindergarten. They're already pulling hair, poking eyes, you know the whole thing. And you would think that they would have learned those skills during the time of birth 'til the time they enter school but many of them don't. And so then of course as they move up the line in the maturation process we start working with them to make sure that they have appropriate skills in the classroom. So, yeah.

Lindholm: I'm very comfortable with that team working on you determining when it is and they can get it back to you.

Bedell: Trustee Williams. Black History Month resolution.

Williams: So the background to this. This is something I'm been wanting to do for twenty years actually and every time it comes around Christmas I forget and get overwhelmed etc. So I finally my life got itself together and the bright life went on and it's like introduce this. This is something that I think is very important. We've been celebrating this for many decades in our nation. I'm an abolitionist by my social values and public policy positions. I offer this to my Board because I'm hoping to gain your support and I want to introduce it now number one to find out is it something we should introduce and vote upon in February or in January. And if you do have an interest to alter the text and language please give me your thoughts and we'll do such.

Bedell: Ok, comments for our colleague.

D. Boyd: Do you have the text? I'm sorry. Op, there we go.

N. Boyd: It's in the red folders for the benefit of the rest of the Board.

Bedell: I support it yeah. I think it's a good idea. Purposeful. Especially the changing dynamics of this County.

Williams: Yeah the only thing I would require from you my good Dr. Bedell is your input to the language, the text context, and the spelling and the grammar and all those things that you're so good at criticizing me on.

Bedell: Good at criticizing.

Laughter.

D. Boyd: One suggestion.

Bedell: With a cost like Bill Clinton.

D. Boyd: Since we are a school board maybe a reference should be made somewhere to Brown vs. Board of Education.

R. Gomez: Mendez?

D. Boyd: And the Mendez.

R. Gomez: Mendez

Williams: If you can just provide that language and Darou can put it in there.

D. Boyd: Okay.

R. Gomez: Maybe we can all take a look at it and then bring it back.

Bedell: Yeah.

Williams: Do we want to...

Bedell: Black History Month is February.

Williams: February yeah.

R. Gomez: So bring it back in January.

Williams: Bring it back in January and vote on it? Is that the thought?

R. Gomez: Um hum.

Williams: Is that the thought?

Bedell: Is that okay with you?

Williams: That's fine with me.

Bedell: And we'd like to have a list of where you want to send it. Cause we don't just want it to hang somewhere.

R. Gomez: Right, right.

Williams: Right.

Bedell: Okay, would you please give Carl the net neutrality please before we start this item?

N. Boyd: Ah, yes I will.

Bedell: Okay, now possible revisions to Board Policy Charter Schools Boyd Lindholm.

D. Boyd: Yes sir.

Bedell: Who's carrying this?

D. Boyd: Well I'll start it out and pass the baton. A number of months ago Linda and I were talking and realized it had been over three years since our major revisions to the policy were made and while for the most part I think everyone would agree, at least I hope everyone agreed that it's worked pretty well. There were some tweaks that you know we thought we might present for consideration. In connection with that we met in my office a month ago, two months ago along with Susan Mos and Miles Durfrey to get their input. And these three bullet points came up. There are other things that came up but these are the ones we felt needed to be discussed earliest. One is the timing of the staff reports to the Board and petitioners. Our current Board policy does have a five business day requirement and that's somehow slipped between the

cracks. We're getting it on Friday in connection with the Board packet. And the conversation is well is that really fair to the petitioner because a lot of times their getting it at the same time. It goes over the weekend. It puts a lot of pressure on them to respond to the Board report and it does sometime doesn't give us sufficient time to dialogue with staff on any issues that may come up. Now, the timing is a problem. I recognize that. You know the statute is very precise. Certain things have to be done within a certain period of time and Nina and I had a fairly long dialogue on this a couple of weeks ago and she brought up some very relevant points that I hope you'll comment on. But from our standpoint, at least speaking for myself, I feel that we need to get the report a little bit earlier. There was also one situation that came up in the last couple of years that bothers me that was in connection with the Global Business Academy. That Global Business Academy is a school that I would have liked to have supported. They were proposing a lot of things that I thought were very interesting and innovative but the problem came down to the budget and the staff analysis which I think was right on point. And I went through the staff analysis and I think they were correct on everything they pointed out but the founders of the Global Business Academy could have gone to other resources, much like the Samueli Academy when they first came to us. I mean they couldn't do what they're doing just based upon State money. And the fact that they got the report only a few days before the Board meeting probably prevented them, I don't know if that was even on the table, but it's conceivable that they could have addressed these financial issues if they were given enough time. And for that reason and that reason alone I voted no and I still think that was the right vote but if we could get a report that's going to recommend a denial in part based on finances to them to the applicant, a week earlier, then it would give them, possibly give them adequate time to go out and see if there are other resources available that could support their school. And with that I will pass the ball to Nina.

N. Boyd: And I appreciate the opportunity to dialogue with Trustee Boyd and I've dialoged with some of you also in providing the Board update and preparing you for the conversation. I think in response, the biggest challenge that we have is what Trustee Boyd said is the timelines that are mandated by code in terms of our response and when the petitions come to us and so forth in terms of doing reviews and when public hearings have to occur and when the responses. I and then you have to back in the Board dates that are already established. And you have to back in the fact that petitions can come any time during the course of a month. There is not a specific dedicated time during the year that petitions can come to the Orange County Board or to districts. And so for that matter their coming all the time which we try to be very responsive and we have taken the position under the Superintendent's direction and also the Board's from the standpoint of trying to create proactive processes that will help both the petitioner and the staff so that we can provide the best staff update to all parties. The challenges that we have been facing because of just as you said with the legislative mandates of the thirty days that we have to respond and get back. When the petition first comes in and I'll just walk you through. After they identify that the petition is here and as you all see, we get from small to large documents. But we have to pull a team together because it's not just the young ladies who stand before you and give you the updates, we have to look at the curriculum and instructional piece because the Charter Schools Act requires that. We're looking at Special Ed and what they've identified in terms of delivery and so we're pulling a Special Ed person. We're pulling the financial people to review the finances and the budget. So we're pulling from the full scope of the petition. We're breaking it down and asking subject area experts to review the petition so that they can advise our team in terms of whether it meets the Charter Schools Act and the legalities that we're bound by. After



we do that we have a meeting with them and those people are judging that with their regular day job of what they were hired to do on behalf of the Department and the districts. We have a meeting with them, a team meeting to prepare and we invite the petitioner to come in because we want to dialogue with them. And we want to make sure it gives them an opportunity to clarify anything that is of concern, anything that may be when we read it we might misinterpret it; not understand completely or there may be a lot more background to it for a variety of reasons. Especially like Project Based Learning. What's their definition of Project Based Learning. How do they plan to do that and so forth. So they meet with us and we typically meet with them for at least an hour and a half. Sometimes a little longer, sometimes a little less depending on – and the petitioners can invite whomever they want from their team. We typically have anywhere from eight to fifteen people coming in to dialogue with our team and we're asking them questions. We've frontloaded them so that they're not coming in blind. We try to give them the information on the frontend to say this is the scope of the questions that we have and we break it out so that they know Special Ed, finance, curriculum, so that it's not all over the place and then in having that meeting after they've had the conversation with us, our team meets again. We dialogue. And then that's when we go back and try to start formulating the staff report. But again, those individuals have to give us their written documents. They might research something because somethings new to them that they don't know and then others are trying to find out whether or not there's additional backup that they've said they were going to provide. We may or may not get it when they tell us its coming. And so we're trying to make sure that we have everything that's necessary to prepare the appropriate documents and so forth. We're continuing to dialogue them so we're emailing them. We're calling them. I tell you that probably Aracely and Kelly take the lead on working with the different petitioners and leading the team from the organization and there's probably, you know, three to five communications daily during the process. So it's back and forth. It's not where, and we typically email them whatever letters or requests for information and then sometimes we follow that up with a hard copy in the mail. Just depends on the timing and where we are. So I give you all of that to lead into the conversation about Board prep. And because what we used to do was we would meet with petitioners, we'd have the conversation, we'd dialogue with where we thought we were if there was a real concern that it was going to be a denial and it was based on budget. And I can tell you Global, they knew weeks ahead of time that because of the financials they were going to lose their application for their grant. And so that was something that we all dialogued about with them and so forth. It wasn't part of you know when we came in and presented the staff report. But they knew that well on the front end. We try to do that with all the petitioners because if there's something that we know is going to happen because of timing or they've identified that they've got a particular concern we try to help them if we can. We also try to point them in other directions. But what we ran into was we had criticism that we were providing the petitioners information that they Board didn't have and so the Board wanted to make sure that it was consistent, that they were getting the information because you all were being contacted and you rightly so didn't have information that they were sharing and so it was kind a like you were going backwards to try to find out whether not did you all say this? Did you give 'em this? That type of thing. So we were trying to streamline it. With that said then it came down to with we're challenged with we would try to have some meetings then it was we have a couple of Board members who have more information than the rest of the Board so how do we insure that all the Board members have all the information at the same time along with the petitioners. We run into our challenge with the Board deadline and trying to number the pages, make sure we have all the documents and that's

the reason by we have been remiss in not meeting the Board policy because at the time you all put the five days in there, we didn't know whether it was going to work or not work. That was what we were aiming for. Unfortunately, five business days has not worked. Five days has worked only because it's worked in alignment with the Board agenda. If we try to get to the five business days, we'll have to figure out some time of agreement with the Board and the petitioners that if we're releasing the document before it goes in the Board agenda everybody recognizes it is the final document. Because we won't have abilities to make changes and do things and so forth. And so that part is not as big of concern. The denial in trying to do that two weeks earlier, I'm not sure how we would meet that and formalize that because there's still things that they can be doing and we're trying to do and working with them. So you know, in essence I guess, we want to support the direction of the Board and what you're asking of us but we also want you to know that our compliance issues in meeting the public notices and what we have to do to prepare your Board agendas and also in terms of the communication pieces coming in that feed into the final document are really what represents how much time our staff needs to do to due diligence. I really think that's the reason why you all get such great documents and you don't have the same criticisms from the petitioners that we hear from them talking about our districts because of the collaboration and that we're trying to work with them and prepared documentation that supports them and also allows them time to go back and research and see whether some things maybe that were challenged with or not understanding is factual, is accurate and if they need to try to make changes or add additional documents they have the time frame to do that.

D. Boyd: Trustee Lindholm.

Lindholm: No, and we have complemented, great staff. And highly intelligent doing great work. We really appreciate it. I think the problem arrives when we get it in our Board packet at twelve noon on Friday and then we have a Board meeting that starts at ten o'clock on Wednesday. Is it possible, my suggestion would be, is pull it out of the Board packet and send it on Wednesday of the week before so we, people have at least five business days. It doesn't have to be incorporated into the Board packet. Cause you're right. You have to number. You have to do all that. But that would bring us to the five business days. We could look it over. We could review it.

D. Boyd: You could email it.

Lindholm: You could email it to us. Totally, I would separate it from the Board packet as we do our appeals, our suspensions, everything like that. And I think that would probably be a little bit more fair to the applicants to have, to not be at a three o'clock on a Friday deadline trying to do something. So that, that would be my suggestion for discussion. We have a couple other items but that's our suggestion.

D. Boyd: What I took away from our conversation now Nina is the bottom line is to do what we're proposing to do you need more staff. You can't...

N. Boyd: And we're working on that cause...

D. Boyd: You can't do it with the existing resources.

Mijares: We are.

D. Boyd: Right.

D. Boyd: You know for the very reason you're pulling people out from their other responsibilities.

N. Boyd: Right.

D. Boyd: Now I guess the question ultimately becomes the Board. Do we want to encourage the Department to add the additional staff? Is the additional cost worth the additional benefit?

N. Boyd: Well and I would just add that based on the number of Charter Petitions that you all have approved this last year, we're going to have to add staff separate from the conversation we're having right now. So that is a given based on the, we had one staff person when we had one petition that was approved. And now we have well as of today we have twelve. And so we have, and we have four staff. We have an assistant, and we have a financial person, and then Aracely and Kelly who you see ate each Board meeting. But with the monitoring that we have, that's the additional pace, and I didn't even go into that, but the monitoring and the oversight is something that is ongoing and our team, they're reviewing Board minutes, they're at Board meetings. They're answering questions daily. And the things that are coming up are very complex, they're things that have to be researched, they're having to dialogue with legal, the Charter petitioners and excuse me the Charter Schools are dialoging with their legal. So they're not just simple things, how do you do this and which form do I submit? They're more along the lines of administrative. Because for the most part these petitioners have never run a business before and so this is new to them and they're really looking to us for guidance. Now whether you all say we should be doing that or not really doesn't, if they're going to be successful we have to step in and do that and that's what we've been doing. And so that has been probably takes up 85% of the time is the oversight and accountability piece of it, and the review of new petitions coming in trying to get that. I would agree with you that yes we could send it out by email on the Wednesday before or and send it. But I would ask that the Board continue to support it being a part of the agenda because I think that way it can't be a pullout the way our appeals and so forth are. Those are typically closed hearings. They're separate and we can treat them separate. But when they, if we're not keeping them as a part of the agenda then I think it might get confusing if we have to look back; if we have to go back to do anything or if there's an appeal that somebody is making that goes to the State or something along those lines I think for us to make sure that we have everything in order and that our transcripts and so forth are aligned. The number of our pages, when you all reference page numbers I think it's extremely helpful.

Lindholm: No I think, may I?

Bedell: Of course, go ahead.

Lindholm: I just think it would be helpful, you could still have a page in the agenda packet saying this was referenced, this is blah, blah, blah, blah, blah, blah, blah. But um, but just so you're not worried about incorporating it with everything else you have to do to get the agenda pack out on Friday. Can I go to the next item? I think it might be relevant. We're talking about the third item here we list here is the MOU policy. And a couple things, one is went to, there was some issues with Oxford Prep and surprisingly to the Board we found out a twenty eight page agreement had gone to Oxford Prep and was signed by Oxford Prep that we hadn't seen and was brought and put on the agenda. That's disconcerting to me. That's kind of a backwards way to do it. I think the agreement should have been done at a Board meeting. But to simplify we have a different MOU it seems for every single charter were doing and I think in terms of monitoring it would be great if we had one MOU form which was our original intent. These are

the things you have to do. These are the dates you have to do it by. So that staff isn't going, okay we'll we've agreed you'll do this in three days, you'll agree to five, you'll do this. It's just now that we have this many it would be nice to have one MOU that we go okay, here. This is what you're going to do be doing. Of course you're going to have to have, add things to the end for certain schools...

D. Boyd: Or conditions as we approve them.

Lindholm: Yeah, for specific, for different conditions. I think if we had the same MOU for all of them, it would just make sense. It's kind of like having different IRS forms for every single one.

N. Boyd: Well we do use the same template with the exception of Oxford. Oxford's template was what they were familiar with. And you know, not sure where the Board was in that conversation in terms of because I heard different things from different Board members when we were dialoging about it and I know for some of you it didn't meet what you thought we were doing and for others it did meet what you thought we were doing. So our understanding and our direction was that we needed to safeguard the Board, the Department, and the public trust in terms of the fiscal situation and what we were seeing that was coming out of Chino. What Oxford indicated to us was that their Board was familiar with the original MOU that had been presented to them. They were very comfortable signing that and so that was where they wanted to start. And that's what we did. We know that the Board since the time that you all had approved Oxford a new template for a MOU had been developed and that's what we were working with for all our charter schools. So we are working with that singular MOU...

Lindholm: So is that consistent for all of them?

N. Boyd: Yes, with the exception when you say consistent though Linda, I need to make sure. Because the add on things that were adding, the conditions and so forth, it is the same seven page document that's what they get...

Lindholm: But now they get twenty eight pages.

N. Boyd: No.

Lindholm: It went from seven pages to twenty eight.

N. Boyd: Only Oxford is the only one that is that twenty eight page document.

Lindholm: Okay.

N. Boyd: Everybody else is a seven page template that the Board approved. Now it may be nine, it could be five. And the reason for that is because as the Board and we talked with counsel if you want to ask him but we talked about the fact that if it's a hundred student school they may need less or more. The insurance requirements may differ depending upon if they have a CMO or if they are a singular charter petition. So if they have a lot of umbrella and a lot of other schools and so forth then there may be some add-on language that we're ...

Lindholm: Ok, just trying to keep this simple. What I think would be really the best is if you're saying we have a seven page policy which we agreed to, that's always the same. And then if there's any changes like for the umbrella, whatever it is, it's the next few pages, but always the first seven are the same pages. It just makes sense to me. That every, our school like this is a three day requirement, this is a five day requirement, this is this, you will do this, you will send in your audit, you will do all these things. And then anything special for Oxford Prep, for Global

Business, whoever, is on the next set of pages. In terms of monitoring, wouldn't that be easier? I just thought it would be easier.

N. Boyd: No because we're not listing those things. I mean...

Lindholm: They're incorporated.

N. Boyd: They're incorporated and so when you're talking about listing the items and so forth. We don't do that. The things we're talking about are outside of that scope and so maybe at the next Board meeting, I mean, in the interim I'll send you the template again and we can dialogue looking at the document of what the MOU looks like. But we're not, they're not things that, basically it's saying that they've already agreed for the petition so all the items that we're talking about you will do this, this, and this, that's already established. It's not like a list that we have for them. So I'm trying to figure out how they would all look the same and I think that's where or I'm struggling. Ron can we...

Lindholm: Could we give it maybe ask Ron to look at it to see that try to get some uniformity going forward.

Williams: You're looking for standardization.

Lindholm: Yes.

Williams: Conformity, consistency in the document. There's some basic main principals and then at the very end if there's outstanding unique differences outliers, that would be below the main document.

Lindholm: So when we're reading it on Friday noon, we're going these seven pages are the same. What are we looking at. That's all I'm looking for.

Wenkart: We can work with Nina's office and work on the template and see what we can standardize and see what is unique. Some of the charter schools have some unique circumstances which we have to add some language on.

Lindholm: Sure, that's what I'm suggesting.

D. Boyd: You'd start out with a standard template and then have an addendum for any special conditions that apply to that particular applicant.

N. Boyd: So actually in your Board document Vista Condor Global, the agreement is in your packet. Starts on page twenty one. That's the agreement that we're talking about that is, you know, is our baseline. And so from that standpoint all those pages are typically the same, they go from page twenty one to twenty eight and then you have exhibits. If there are additional things that get incorporated in there.

D. Boyd: Okay.

Lindholm: I think we could just ease the discussion. I don't want to keep us here longer. We would like to have just a standardized front sheet and then if we're going to have any addendums don't incorporate 'em, don't weave it into the agreement that they sign. That's all.

D. Boyd: Or if it's necessary to include it in the body where something might be inconsistent here. That we at least get a red line so it highlights what the variance from the standard.

Bedell: I apologize for this. I'm not quite sure but I appreciate the work that you've put into this, what's broken...

Lindholm: Sure.

Bedell: That this is trying to fix. It seems to me that the charter we had today had some very serious MOU considerations. That would be the fiscal piece and the Special Ed, whatever. We don't always get charters that have those problems or that potential. And some we get are even fewer. So it seems to me, I think every one of these MOU's is by definition, unique. I guess template, unique, unique conditions, a hundred kids, eight hundred kids, it all depends. I guess I don't know, help me. I don't need a dissertation. What's broken.

Lindholm: Okay, here's my problem. What I'm hearing from the charter schools. They're saying, you have to do this in three days, you have to do this in twenty four hours, you have to do this here, you have to do. There's all these conditions. There all embedded within the MOU. And each MOU may have different time frames.

Bedell: Right.

Lindholm: So if they're submitting a charter it would be nice, like if you're going to get your driver's license. It would be nice if it was the same application. And then if you're special, you needed glasses. You would put that at the end.

D. Boyd: It would also help us in our review.

Lindholm: It would help us in the review.

D. Boyd: Yeah, we can say there are no changes to this standard template in the first five pages.

Lindholm: Right. That's what we're asking for. That's just all we're asking for.

D. Boyd: And anything unique to that particular charter.

Bedell: Okay.

N. Boyd: But those timeframes that you're talking about. They're consistent for all the charters because we've had that conversation before that some things are three days. Some things are thirty days, some things are...

Bedell: Are those code based?

N. Boyd: No, they're based on impact and or. Like if there is a change of a Board member they might ask for a seven day notification or a three day, I'll say it's a three day. A three day notification. If they've changed a Board member, a governing Board member. Well, part of the reason that we need to know that is because if they have a Board member who left inquiring and asking questions, then we know how to respond or not respond. So typically they'll email. But then there might be something else that's fiscal in nature that's going to talk about twenty one days from when they filled with the State Department of Ed and so forth. So the timeframes are different and based on what it is and the content. It's not just where we've randomly chosen the different. We're looking at the impact and what is reasonable. And the only reason it would change, and it wouldn't be consistent charter to charter is if the petitioner has said this is an un-do hardship because of this and they made a really great case then we might work with them to change it. But that would be the only reason for that. But we're certainly willing to, as we said, go back, take a look at it, have some conversation, but I think the things that I would ask you to take a look at the agreement though cause this is what the Board reduced the larger document down to this.

Bedell: Down to that. That's our creation.

N. Boyd: Right, that's how we got to this. And if the Board is now asking us to do something different then we just need to understand what that is and as you're saying what's broken that we're trying to fix.

D. Boyd: It does sound like we're closer to this than one would think. We're coming at it from a different perspective.

N. Boyd: Okay.

Bedell: I think I get where you're going.

Wenkart: I think we've been listening because if you look at page twenty one through twenty eight in your packet, that's the standard template. So it's approximately seven pages. And then when you look at the next page, page twenty nine, you've got exhibit A and it's insurance coverages and policies which varies a little bit depending on the size of the charter and then on page thirty you've got exhibit B, charters specific conditions and then it kind lists. And these are the ones that are listed for Vista Condor Global Academy and those are a few pages long. So I think we actually have been implementing what you suggested at past board meetings. But we can certainly work on it together. Our office will work with Nina but I think Nina's already done it. I think this is going to be a pretty easy job for us cause I think you've already done it. It works.

Bedell: Okay, so why don't we just, but take your comments, take what was said here at the table here today. Cause I don't want to beat a dead horse.

Female Voice: I don't either.

Bedell: And you guys have been patient with us and our colleagues put a lot of work and thought into this and we're also working with some of our reps.

Wenkart: The only thing I would add is for example replacing a Board member and having a three day deadline that's a pretty simple thing. They can just send us an email saying, so and so resigned and we appointed...

Bedell: John.

Wenkart: Mr. X. The other things could be more complicated so we give them more time. You know they may have to do some research and they have to calculate some figures.

Lindholm: Can we just post those two things on the website? The seven page policy and the twenty eight page MOU.

N. Boyd: It's posted in your part of the Board.

Lindholm: Can we find it? Never mind. I know, they're updating that. I know.

Bedell: That'll be fine.

N. Boyd: It's already there but it will be easier to find.

Lindholm: Perfect. Okay.

Bedell: Thank you. I just need five more minutes and I know I need Carl. Would you come on down. Tomorrow, tomorrow, is a very, very significant day in our country in many ways. Tomorrow what's going to happen, likely tomorrow could change dramatically what everybody in this room does as it related to the Internet or how one deals with the Internet. And I know

Universities around the country and the world are dealing with this thing, Net Neutrality. And I wonder if you could just give us a pithy paragraph and tell us the downs and ups of it and what we can do if we're interested to do something. Many organizations around the country are doing big vocal oppresses against this, okay. And I don't know anybody candidly who is in favor of it. Okay, Carl. Thank you for your brilliance.

Carl Fong: Okay.

D. Boyd: The cable companies.

Bedell: The cable companies and that should make us suspicious.

Carl Fong: Well thank you President Boyd, Board and Superintendent Mijares, so in the simplest form, Net Neutrality is the way the Internet works right now. It prohibits the carriers from either slowing down or speeding up or blocking any content on the Internet you want to go to.

Bedell: A carrier being?

Fong: AT & T, Verizon, Comcast. Those are your carriers. If the ruling passes, then what happens is it allows those carriers now to work with like Netflix. Give you a faster lane or a slow lane. So if Netflix comes to one of the Board members and says I'm at the carrier, and if you want to play my game then use me as the transport, you're going to pay me a little extra which will now be passed on to the consumer. And that ruling happens tomorrow. There's been millions of people against it, very few for it.

D. Boyd: You use Netflix, but the same thing could happen to Cal State Fullerton.

Fong: Cal State Fullerton.

D. Boyd: They'll pay us a pay and then we're going to slow down whatever content is on your website.

Fong: And it could happen to the K-12 environment in the learning management system. Those larger learning management systems, online learning for K-12, could come to the carrier and say, hey, if you pay me a little extra, I will make it faster for you to get to your schools. Conversely...

D. Boyd: The stats I had on this one we've got a system that's worked incredibly well for a couple of decades now and has grown the economy beyond what most people could have imagined and now they want to completely change the rules.

Bedell: So the 15<sup>th</sup>, December 15<sup>th</sup> suppose it goes through. What would I notice differently in my house?

Fong: In your house you probably won't notice anything differently now. If it passes through there's been a couple rumors I've been following because I've been following this myself, and that is if it passes, there'll probably be some lawsuits coming up because of the way it works. Cause you have the FCC and the FTC, the Federal Trade Commission versus the Federal Communications so you think of the FCC as the cops, FCT is the courts. Right? Well the FCC says I want to take back a step and not got so involved with what the carriers do and let them deal with the courts.

D. Boyd: But where it could affect me as a consumer is if I have Netflix and Netflix doesn't pay Comcast a fee then they can slow down the download.



Fong: Correct. They can slow it down. So think of it as you get a movie from Netflix and those movies are what we call packets in the digital world but they are like packages. All packages should be treated the same. If that passes, then some packages may not be treated the same and they would come down to us slower.

Bedell: Because some package people pay more than others.

Fong: If you pay more you get it faster, if you pay less you're going to get a slower delivery date.

Bedell: Now who in their right mind would think this is a good idea?

Fong: Nobody that I know but somebody did.

Various voices: The carriers

Williams: They profit.

Bedell: And now the option that we have as individuals is we can go to their website, right?

Fong: You can still go to the FCC's website and as an individual consumer put in a protest or a petition saying that you're against it. And that ruling happens tomorrow morning sometime which I will be following here at the office.

Mijares: What if we stopped using our phones?

Bedell: That's true. Thank you very much Carl. Okay. Do we have anything else for the good of the order? Al, we have our Superintendent's report.

Mijares: Quickly, quickly, cause you look like you're ready to get out of here. Just kuddos to the staff for putting on OC Pathways at the Marconi Automotive Museum. We had Gwynne Shotwell there who is the President and COO of SpaceX and Tim Buzza is VP of Virgin Orbit. So we're going right to the top of getting engineers and people who are exploring space. And you remember Tim Buzza used to work real close with Mosq so I would expect Dr. Williams to take a flight to the moon pretty soon. Anyone of use can do it.

D.Boyd: Can that be one way?

Mijares: It's going to cost you an arm and a leg but, alright. But thank you Beckie. Trustee Gomez was at the celebration and I really appreciate her attendance there. Then to let you know that the Sunburst Graduation on Saturday was awesome. Thank you, Laura Strachan. Nina was there and Beckie was there. We had our State Treasurer John Chung was there and a couple of members from the Legislature, Lowenthal and Napolitano. Excuse me, the House of Representatives. So it was just a fantastic ceremony, Sunburst Graduation. And wanted to advise the Board of that. Also many of you know Paul Walters. He was the Chief of Police for Santa Ana for a long, long time. He was sworn in on Monday by Tony Rackauckas as the new Chief of Investigation Bureau. And I had a chance to go to that. Many people were there but Paul's a long-time friend of mine and a good man. I also wanted to let you know just quickly that I had a chance to monitor a panel at the CSBA Conference that was held in San Diego in December and three of our Board members went to that Conference. Thank you Jack, David, Beckie and for your participation there. And the panel I moderated was one on the Local Control Funding Formula and the Local Accountability Plans and what these agencies, how these agencies are working together between the County Offices, the California Collaborative for Educational Excellence and school districts. It was a great meeting and I enjoyed being part of that. I think I'm going to stop there because it's late. And one last thing, the City of Westminster,

Westminster, is doing a Mendez Monument since this is the 70<sup>th</sup> year for the Gonzalo and Felicitas, you know Mendez lawsuit which preceded Brown versus Board of Education. And they're also going to create like, if you've seen their Vietnam Memorial or Exhibit I should say it's amazing. They have both a soldier from Vietnam, soldier from the United States. It's visited they say by thousands of people every year and many from South East Asia come. So they're going to create a display, another exhibit there for the Mendez family and we're going to help them with regards to telling the story so we can maybe populate the curriculum that might be used for visitors who come in to visit this exhibit and of course our interest is all curriculum and not facilities. That's all I have under my report.

Bedell: Trustee Lindholm anything?

Lindholm: No, I wasn't able to go the conference. I'd thrown out my back. So I was out for a week on that one. Good to be back and again, thank you to all the staff. I don't ever want to sound like I'm criticizing. I think you are five star.

Bedell: Trustee Boyd?

D. Boyd: Really nothing other than this may have been brought up before but reminded me when what they're hoping to do at the Mendez. At the County Fairgrounds now they have a Hero's Hall that, honoring Veterans, and it's done very, very nice. Has a listing of all the Orange County folks that died in service to their country over the years and if you're a veteran you can also go in and record your story that will be archived.

Bedell: Nice, nice. The CCBE Conference they had all of the gubernatorial candidates at some point in time. They eh, we got a Golden Bell. I appreciate that. That was great. It's always good to be recognized. What else was bubbling? Not too much. The CCBE meetings their talking about their conference. And Mike Walsh is the new head of CCBE, CSBA, and he is from the Butte Board. He's a County Board President. President of the CSBA and that's always good and that should help.

R. Gomez: No comments. You all have said it all so good.

Bedell: Trustee Williams?

Williams: I move that we adjourn.

D. Boyd: Second.

Bedell: There's just two items.

D. Boyd: Oh, okay.

Williams: Oh.

Lindholm: Laughter.

N. Boyd: Renee.

Mijares: Light speed. Quick Renee! Run. Slide into first base.

N. Boyd: And then Dean is going to follow her and just give you, cause there's a transfer of territory you should be aware of. So he'll be coming up after Renee.

Rene Hendrick: I'm just passing out the update for the Esplanade Project - the quarterly report. And so it does look like their fund balanced a little bit higher so just as a reminder its cause we

haven't paid our debt payment for December yet so that will drop once we pay that. The property is still doing very well. We're holding at 94% occupancy right now. And so we actually are starting to be a little more strategic in some of our lease renewals and so we actually have a couple that we have not agreed to renew their lease based on either financial reasons or maybe some different dynamics with how they are leased with us. And again we're still looking at in September of this coming year, 18, of not renewing the large lease that we have with one of the tenants so that we can rehab that building it looks like. So, they continue to be a financial problem for us. They're very late in payments and things like that. And I have just a quick need to talk about is our community school number nine, our update monthly update so we continue to work with that and then Dr. Mijares has been talking about maybe trying to bring in one of our consultants to give you an update for the State level. We did find where we are on the approved list.

Lindholm: Oh, good.

Hendrick: Yeah, no. We're about 1.7 billion dollars down the list. And so now could be good news or bad news. We're not sure. But there are programs dropping off ahead of us and so that could move us up a little bit quicker but we are pretty far down that list at this point. So, but we're going to continue working on it and see what other options we have.

Mijares: We just have to, they just have to move faster.

Hendrick: They have to move faster and they have to allow more than, you know. This year they're going to approve 400 million dollars. That's not going to work. So I know that Dr. Mijares has a meeting with different level, people at the State and Nina has also and so we will continue pushing on that and also looking at the, if there's any way to get some exemptions for financial hardship districts. So, we'll continue to work on that just to let you know where we're at on that.

Unknown Voice: Thank you. Dean.

Dean West: The Orange County, the Orange County Committee on School District Organization approved the transfer of territory proposal that would alter the school district boundaries of the Orange Unified and Tustin Unified School Districts county. Committee took final action on November 15<sup>th</sup>. Following that their decision was that that actual territory, the transfer would be the election area. The parties have the ability to appeal that and my understanding is that we've received that appeal from Orange Unified so that will go on now to the State Board of Education and that process, if they accept the appeal, takes about two years I think. It's scheduled out on that. So, if they decide to take it up. But our office and the Superintendent of Schools would have had a call for an election on the next election cycle but since they had the appeal we'll from our division we'll be sending information up to the State. They want the recordings and all the processes and stuff like that so that they have available and can bend the review and decide whether they want to receive that on appeal or. Okay?

N. Boyd: Thank you Dean.

D. Boyd: Thank you.

N. Boyd: And I just want to remind the Board that the next Board meeting is January 10<sup>th</sup>. And our submission deadline is December 27<sup>th</sup>. And that's actually a day we're open. The office is closed on the 25<sup>th</sup> of December, the 26<sup>th</sup> and the 29<sup>th</sup>. And we'll also be closed on January 1<sup>st</sup>. We are going to winter hours on Monday through the end of the month and so our office will be open

8-4 so we'll be closing one hour earlier. And I also wanted to ask the Board to recognize Pat De Long. This is her last meeting. She is my Executive Assistant as you all know and she is retiring. And she also...

Lindholm: Good for you.

N. Boyd: does the Board's transcriptions so I'm not sure who's going to transcribe this meeting but...

Bedell: Get her before she goes.

R. Gomez: Before she goes.

N. Boyd: ...I did want to, I wanted you all to know that we are very appreciative of Pat's service over the last ten years with the Department and she's been a wonderful asset to our program and to the different divisions she's supported so she'll be greatly missed but we wish her well in retirement.

Mijares: Yes.

Multiple folks clapping in honor of Pat De Long.

N. Boyd: That's all I have for you.

Bedell: Motion to adjourn by Williams. Seconded by Lindholm. All those in favor please say aye.

Multiple Board members say Aye.

Bedell: Opposed?

Multiple voices at end of meeting after adjournment.

