

## Orange County Board of Education Meeting: 3/14/18 – Transcript

Bedell: Welcome. I'd like to open this meeting today with a moment of silence in honor of the students who lost their lives in Florida, as well as at other school sites. Would you please join me in a moment of silence?

[Audience is silent]

Bedell: Thank you. Our regular meetings are held monthly at 10 AM unless otherwise noted. Anyone wishing to address the Board must complete a request to address the Board card available on the table near the back 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 meeting, and may not give his or her time to others. This is a public meeting. We must be respectful of each other and the Board. Verbal outbursts, booing and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403.

Board Agendas are also 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. Thank you for attending the Board Meeting of the Orange County Department of Education, and I would like to say that I am deeply, deeply happy that so many of you are here today, sharing our interest in the children of Orange County, because if it's not about the kids, it's not about anything, so thank you.

Trustee Boyd: This is probably the largest audience in the roughly 8 years I've been on the Board.

Bedell: Right.

Trustee Boyd: I guess it's because we have diverse topics of interest to a...

Bedell: I thought it was my outstanding leadership as Chair that brought them here.

Trustee Boyd: Does that mean we're going to be here 5 hours?

Bedell: Now they're all going to leave. No...I'd like to call to order please, for the benefit of the record, the Regular Meeting of the Orange County Board of Education is called to order. Leading us in the Pledge of Allegiance will be Dr. Jeff Hittenberger, Chief Academic Officer. Jeff?

Hittenberger: Please stand and join me in the Pledge. Ready, begin.

All Attendees: I pledge allegiance, to the Flag, of the United States of America, and to the Republic for which is stands, one nation under God, indivisible, with liberty and justice for all.

Hittenberger: Thank you.

Bedell: Thank you, Dr. Hittenberger. Roll call please.

Sisavath: Trustee Lindholm.

Lindholm: Here.

Sisavath: Trustee Boyd.

Trustee Boyd: Here.

Sisavath: Trustee Bedell:

Bedell: Here.

Sisavath: Trustee Gomez.

Gomez: Present.

Sisavath: Trustee Williams.

Trustee Williams: Present.

[Laughter is heard due to an audience member accidentally turning off a light switch in the room]

Gomez: Mood lighting?

Bedell: Right. We have a Motion to Adopt the Agenda for the March 14<sup>th</sup> meeting? Dr. Williams, I understand you want to pull something from Consent and move it to an Action Item?

Williams: That is correct. If we can move the item regarding the Resolution on School Safety, # 11, to more of an active discussion on this.

Bedell: Okay, so Dr. Williams is Moving to Approve the Agenda, correct, with the movement of the Safety Resolution to...can we put that under Item #16? It will fit into Staff Recommendations, okay?

Williams: Very good.

Bedell: Is that Motion seconded?

Gomez: Second.

Trustee Boyd: Second.

Bedell: All those in favor of moving that and approving the Agenda as amended, please say "Aye".

[All remaining Board Members say "Aye"]

Bedell: Opposed? So done. Thank you, Dr. Williams. We now go to the meeting...Minutes of the meeting of February 14<sup>th</sup>. Do I have a Motion to Approve?

Trustee Boyd: I Move.

Bedell: Moved by Boyd. Seconded by?

Gomez: Second.

Bedell: By Gomez. Any additions or corrections to the Minutes? Colleagues, anything? All those in favor please say “Aye”.

[All remaining Board Members say “Aye”]

Bedell: Opposed? Motion passes unanimously. Okay, now we go to Public Comments. Trustee Boyd?

Trustee Boyd: Yes sir.

Bedell: As Vice President, would you explain how we do the cards?

Trustee Boyd: Yes.

Bedell: And how we proceed.

Trustee Boyd: We will have, no doubt, a number of Public Comments today. Generally speaking, we allow 30 minutes at the start of the meeting for general Public Comments and right now, we only have 6, so we should be fine. This is on Non-Agenda Items unless you feel you need to speak now and due to your personal schedule, can't wait until later in the meeting. You're allowed 3 minutes, there will be a timer. Starts with green, it will go to yellow with 1 minute, and red when time is up. When it hits red, a buzzer will go off; you're allowed to finish your thought. With that, I will call up Chris Francis.

Francis: Good morning Members of the Board, OCDE staff, and Community Members. My name is Chris Francis and I'm a homeowner in Trustee Bedell's area and an Administrator in GGUSD. As well as a product of the district, having graduated from Fitz Intermediate and Los Amigos High School. Unfortunately I must return to work and can not stay for the Public Hearing regarding the Scholarship Prep Material Revision. Thank you for your time and consideration today as this is an important topic that could adversely affect some of our students. Our district is well known for its fiscal conservatism.

Even during the Orange County bankruptcy and financial downtrend of 2008 when education funding was drastically cut, Garden Grove remained solvent and has not engaged in layoff for the past decades, while districts around us have. The fear of pink slips and an uncertain employment future is not something that Garden Grove teachers have had to face. It is for this reason, and many others, like a strong focus on putting students first, that GGUSD Alumni, like myself, have chosen to stay in Garden Grove and make a difference in our local community. So many in fact, that GGUSD has launched a homegrown campaign to celebrate the hundreds of former students that have returned as employees.

A review of Scholarship Prep's budget reveals concerning facts. First, petitioners' 2018-2019 projected budget raises questions regarding loans of \$250,000 and \$100,000 that the Charter stands to receive in July and September 2018. Although we can surmise that these might be loans from CDE, it is incumbent upon the petitioners to provide clear explanations for the source of these funds. These proceeds are not described or accounted for anywhere in their budgetary materials. For 2018-19, the beginning balance is listed at \$1,546,873. Although it shows on the NYP Summary, it doesn't show on the Cash Flow and Interim Budget Detail, and serves to

inflate their ending balance significantly on the Multi-Year Projection Summary Page, presenting a false sense of security to the OCDE Board.

These fiscal oversights, in addition to petitioners' outdated salary allotment for teachers' leads us to conclude Scholarship Prep's Operational Plan is fiscally inadequate, and thus, the petitioners might be unable to successfully implement the program which of course is one of statutory grounds for denial of a material revision. This does not begin to take into consideration the poor student achievement garnered by the other two Scholar Prep school sites that is significantly lower in comparison to the student achievement data in Garden Grove. Thank you again for your time and consideration to this matter before us.

Trustee Boyd: Thank you.

Bedell: Thank you.

Trustee Boyd: Next up, Teri Shook. Good morning.

Shook: Good morning Board Members, OCDE staff and community members as well. My name is Dr. Teri Shook and I am a resident of Trustee Boyd's area, and a Teacher / Leader in Garden Grove Unified. Unfortunately I'm not able to stay for the Public Hearing regarding Scholarship Prep, but I am here today to share some concerns that my colleagues and I have regarding Scholarship Prep's ability to actually implement the educational program they have proposed. Our first concern is that there are many sections in the charter regarding professional development, curriculum and instruction that are directly cut and pasted from outside sources often without appropriate citations.

While plagiarism may not be an issue in a charter application, it does raise concern that perhaps this was done because those in leadership at Scholarship Prep are not are not familiar with current educational practice and pedagogy. This concern is heightened by the fact that when sources are sited, many of the references are over twenty years old. What we know as best practices in education have changed drastically in the last twenty years. A second concern is that Scholarship Prep will not be able to provide or sustain targeted, ongoing professional development.

We believe this because their charter only requires that a Principal, the Instructional Leader of the school, have a minimum of two years classroom experience, and their staffing does not include a Director of Curriculum or Instruction, or Director of Professional Development. Providing current research-based high quality professional development that includes in-class real time support is paramount to teacher and student success, and requires staff members that can provide it. Scholarship Prep does not have this. That being said, in contrast to the limitations exhibited by this petition, Garden Grove has on staff seventy-four Teachers on Special Assignment or TOSAs.

Each TOSA is an expert in their content area, continually engages in professional learning on the most current pedagogy, and many are certified trainers in specific strategies. In addition, each TOSA spends at least one day each week at an assigned school site to provide one-on-one teacher support as needed. And finally, my colleagues and I have serious concerns regarding

Scholarship Prep's inadequate curricular materials. The materials Scholarship Prep utilizes are not recommended by the State Board of Education, are outdated for the most part, and the few materials which are contemporary are publicly sourced from websites and nowhere near comprehensive enough to provide adequate guidance for what will most likely be novice teachers.

In summary, our primary concerns regarding Scholarship Prep include lack of knowledge regarding professional development, an inadequate curricular materials and lack of ability for staff, and an inadequate instructional pedagogy and resources, so thank you for allowing me this opportunity to speak to you all today.

Trustee Boyd: Thank you. Kathleen Daughltry. No Kathleen? [Speaker card is torn]

Bedell: Are you sure you're saying it right?

Trustee Boyd: Well, Kathleen Daltry.

Bedell: What's...where is she?

Trustee Boyd: Ah, there we go. Did I butcher that name?

Daltry: Good morning and I answer to almost anything, so you did a great job, thank you. Members of the Board, OCDE staff, and members of the community, my name is Kathleen Daugherty and – you did a great job – and I am here simply to introduce myself. I have just recently been appointed as the Interim Executive Director to Oxford Preparatory Academy. I bring to this position a wealth of experience. I'm a retired Superintendent and I work with Charters up and down the state to help them get on the right track, and I work with districts to support that process. So I just wanted to know that I'm here and available, and you will be hearing from me...excuse me...over time, and I'm also very excited to announce that last night at our Board Meeting, we appointed our fifth Board Member, so we now have a full complement of Board Members. We're working on Board training and the responsibilities of being a Board and how to be a Board, and we will move forward from there. So again, it's an honor to be here and I just wanted to introduce myself. Thank you.

Trustee Boyd: Okay, thank you, that's encouraging. Linda Cone. I never mess up your name, Linda.

Cone: Thank you, I appreciate that. Good morning Board and Dr. Mijares, I'm going to read two emails that appeared recently in the OC Daily. "Dr. and Mrs. Barkee, just following-up on my recent email. A quick comment: I hope you choose to run a clean campaign, but I was told by other's that that's not your plan and recent events lead me to believe that's true. Under the Constitution, you and your surrogates are free to attack me for just about any reason. That's the nature of the political game, and I have a pretty thick skin. So from my standpoint, if that's the game you elect to play, go for it. However, it's only fair to warn you that if directly or indirectly attack members of my family, my employer or its employees, you can expect that we will respond in kind.

As a start, this would mean protesters picketers at your place of business in Newport Beach. I hope it won't come to that but the decision is yours." Signed, David L. Boyd, Chancellor Taft University system, Trustee, Orange County Board of Education. A copy of the email I just read was inexplicably sent to Denis Bilodeau, who is Chief of Staff for Supervisor, Shawn Nelson. I want to read Mr. Billedow's reply: "Mr. Boyd, I have no idea why you sent the email below to me. You and I have never spoken, exchanged emails, nor met and I condemn what you are suggesting in the strong terms possible. Threatening your opponent, Mrs. Barkee is unethical. Threatening to disrupt the medical practice of her husband, Dr. Barkee is beyond despicable.

You are obviously a bully and I have no intention of allowing anyone who sees this email to think that I am somehow involved in whatever it is that you have planned. I therefore demand that you reply to this email and acknowledge that I have nothing to do with this threat made against the Barkees, and further demand that you then cease any further communication with me." Signed, Denis Bilodeau. Mr. Bilodeau has yet to receive a reply. Ladies and gentlemen, I implore you, for remaining member of this Board and Superintendent Mr. Mijares, to reject Mr. Boyd's candidacy for this Board, and strongly consider supporting a replacement in Ms. Barkee. Mr. Boyd, in my opinion, has no right to serve in any elected position and certainly not on the Orange County Board of Education.

Associate Superintendent Boyd: Your time is up.

Cone: Thank you.

Trustee Boyd: Thank you, Linda.

Bedell: Next card please.

Trustee Boyd: Yolanda Alvarez. Good morning.

Alvarez: Good morning. Good morning Board Members, OCDE staff and attendees.

Associate Superintendent Boyd: Could you stand a little closer to the mike?

Alvarez: Oh, okay.

Associate Superintendent Boyd: Thank you.

Alvarez: My topic is the proposed charter school, TLC, in Orange on Walnut. I live very close. I'm a long-time community member, my family goes way back. I wish to explain and tell you my opinion that community schools are very important to us; that the proposed location of a TLC next to a public school harkens back to a side-by school system we had in Orange where we had a certain amount of...we had segregation. There is...when you do a search on Charter Schools it's a mixed bag of success. Some of the headlines are U.S. News and World Report: "The Truth about Segregated Charter Schools."; December 2017. "How Charter Schools are Prolonging Segregation at Brithings Institution."

"Choice Without Equity: Charter School Segregation."; UCLA. "Milwaukee Charter Schools Are Among the Nation's Most Segregated." So if you have visited our schools in Orange, you will see – as my friend who is a teacher saw – this kind of happening, and I don't know if you're

aware of this or if you have thought of it. We had a lawsuit in 1946, Mendez et al Westminster, and Orange was one of the defendants in the lawsuit, and in the end, the students won, the schools were desegregated, and a year later, California was desegregated, and I have...we have two side-by-side schools in Orange on Chapman Avenue, two-and-a-half miles from this proposed location, you have a charter school and a public school which is kind of a similar situation, where you only have public school students walk right by...most them...a lot of them live in the East side of the school, they'll walk right by the charter school and then they'll go back to their public school.

This is the Men...these are two schools that were side-by-side, Lincoln and Roosevelt, up Chapman Avenue. These are two schools, and in 1933 we actually had fifteen segregated Mexican schools. They were actually segregated, and my mother, who was born in California, who spoke English, her bus took her right by the English-speaking school, the white school, and she had to go to the Mexican school. So this was a side-by-side situation that was...it was one of the...so Orange was lawsuit. So I want to remind you about this possible legacy that you have to consider when making this decision, because this is really a very similar story, and if you look at it, this is a school...I think it's better to keep the money in the public schools.

Trustee Boyd: Okay, thank you.

Alvarez: Thank you.

Trustee Boyd: Coincidentally there was a presentation on Mendez at National History Day last Saturday.

Alvarez: Oh, okay.

Trustee Boyd: Mendez actually pre-dated Brown vs. Education by about 2 years, and the only reason Brown vs. Board of Education is the go-to case is because it was supplied by the Supreme Court, and Mendez never went up to the Supreme Court.

Alvarez: That's right.

Trustee Boyd: Okay, Jonathan Zimmerman.

Zimmerman: Good morning Board Members, good morning everybody else. My name's Johnathan Zimmerman, I'm a college Track and Field coach. My family and I, with our two boys, live just three houses from the location of the proposed Chapman / TLC Charter School. 35 years of education, I really value that. So does my wife and my kids. Education's a big part of our lives, obviously. There's a lot of people from my community that would liked to have been here today but it's the middle of the workday so I'm speaking for a majority of people in my neighborhood. I want to go on record to state that I am not anti-charter nor am I anti-Chapman University.

It is unfortunate that indeed though that Chapman chose not to partner with the already well-established local, private and public schools in our community, and as such are trying to force a square peg into a round hole. I want to clearly state that I am anti-this charter due to its location and its local impacts that will have a negative fact on our property values, infrastructure, and

more importantly, quality of life. This school will directly impact the safety of our neighborhood, in which traffic issues are already an overburdening to Orange PD. Currently, and I sent a map out earlier so you'll be getting that, currently there are more than twelve thousand students already attending schools within a radius of less than the length of nine football fields, where this is where TLC wants to put their school.

There are huge traffic issues already, congestion now in our historic neighborhoods and we can't handle anymore of the infrastructure stresses. I can't imagine a school going to seven-hundred-and-seventy-two more students and the car trips that would include in the morning and in the afternoon. The stop sign in the median of the intersection closest to these schools where Cambridge and Walnut intersect, that stop sign has been run over multiple times. It's about twelve times in the last five years. The sign has been just run over by cars and that's the intersection where kids cross. Just a few weeks ago, an Orange Unified School District student was hit by a car on her way to Cambridge school, which is adjacent to the proposed TLC school.

The student suffered multiple fractures as she was walking to class. It's my opinion that these types of occurrences will only increase as student traffic and car traffic go up in the coming years if this were to pass. I encourage you to reaffirm the decision of our local Orange County Board Members. They're the boots on the ground. They understand clearly the proposed both...they understand clearly the proposed growth of Chapman as well as the addition of the charter school in this small area. They certainly understand the budget issues that that could present to Orange Unified, and I just wanted you to be aware of that. Thank you for letting me have a chance to speak. Have a good day.

Trustee Boyd: Thank you. Last for this segment, David Whitley. David?

Whitley: Good morning Superintendent and Board. I want to talk about the supposed student walkout that occurred today at ten o'clock, that I received emails from my local school district, Irvine Unified. I have three children in Irvine Unified: One in high school, one in middle school, one in elementary school. All my children are getting straight A's. They take GATE / Honor classes, AP classes and I'm disturbed by the fact that this email would come out. I shared that email that I replied to Superintendent Terry Walker to all of you, I assume you received it and you read it. This wasn't student lead, number one. Number two, school resources were used to make signs and I am in the process of trying to sort of backtrack on this and find out where this is coming from.

I received an email last night that that the middle school was going to engage in it as well. An issue I have with it is it's not honoring the seventeen dead in Florida, it's promoting a political ideology, which seems to be growing within the public schools. The signs are political. They're not honoring of the students. I didn't see any signs on TV this morning with any student names. I saw signs that said "Blood on Your Hands"; that "Safe Schools Gun Rights" and things of that nature. It was completely politicized and it's shameful that the schools would promote that. After I sent my letter to the Superintendent, I got an email a couple days later saying that they were going to actually make the walkout a break period.



That, in and of itself, is a promotion supporting this walkout. So it's illogical and irrational to believe that this is simply student lead, and that it was going to be honoring these students, when the school district itself is changing its policies to carve out a time for the students to do that. In addition to that, I appreciate when any Board Member writes a letter to the editor or an op-ed so that the public can read what's on their mind, and in many cases I agree fully, in other cases there may be some divergent views. Al Mijares had a column in Sunday's paper and I just want to point out one item that was in it, and that is the promotion of MTSS, which is the multi-tiered system of support that's being pushed across the country, and I believe is in place here, under the Orange County Board.

This was a place in Florida, and this is a system by which we move away from responsibility, and right and wrong and consequences to shield students from the things that they're doing wrong in order to make the district look good, and this Nikolas Cruz was visited by the local police, and others, thirty-nine times under this MTSS system, and he ended up killing seventeen students. I urge you to reevaluate the programs that you have in place and that you're embracing here at the Board. Thank you.

Bedell: Thank you, David.

Trustee Boyd: That's the end of Public Comments for this section.

Bedell: Point? Okay.

Lindholm: Mr. Chair, I have a comment please.

Bedell: Of course.

Lindholm: If I may? One is I hope our Superintendent perhaps can contact that school district where that child was injured and make sure we have crossing guards at that school, or that they do have crossing guards at that school to protect the children as they're going to school; and the second comment is to correct any misinformation. Charter schools are public schools. There is no cost to go to a charter school, so if you want your child to go there and you live in the area, you apply there and it doesn't matter who you are or who your child is, it may have a lottery system if there are too many applicants, but they are a public school open to all. So I want to clarify it's not public and private, it's public. So, thank you.

Bedell: Thank you, Trustee Lindholm. Okay, Kelly? You're going to do a charter prep presentation. Kelly Gaughran is an Administrator of the Charter School unit.

Associate Superintendent Boyd: No presentation.

Gaughran: No submissions today.

Trustee Boyd: No submissions today. Okay.

Bedell: Would you explain to the people what that means, when we get a charter submission? Just a pithy paragraph, not a dissertation.

Gaughran: So if we get a charter submission, the process is: they contact our office and we make the arrangements for them to come to a meeting and present that petition to our Board, and that's what starts the clock for review, and the review is a maximum of sixty days at which time, after sixty days, our Board will vote to either approve or deny the charter. Pithy?

Bedell: Perfect. Perfectly pithy. Okay, Laura Strahan and Christine Laehle, to the podium please?

Associate Superintendent Boyd: Laura Strachan.

Bedell: Sorry, my...I'll get that right in six or seven years. Hi Laura. Hi Christine. A very timely topic on safety. Yes ma'am?

Strachan: Good morning Dr. Bedell, members of the Board, Dr. Mijares. I do want to take time to just update you on our school safety plans for OCDE school sites, given the situations. At special school sites are located on district campuses, they're incorporated into the resident school plans, and students and staff follow their approved plan for the site that they're on. Special school staff are represented on each Safety Committee at each school site in developing the plans, and they're included in the drills to make sure the needs of our students are taken into consideration.

As you know, as a reminder, many of our students do have severe disabilities including mobility, so our staff are trained to know which students can exit during the regular plan, and which students do need additional support and resources to help them be safe during that process. For ACCESS, each site is different are we are not a traditional school site, so we brought in a consultant to walk through each of our school sites, review the floor plans, and work with staff in order to best determine the best response to an unsafe situation at each school site. We have developed emergency plans that include lockdown exiting the site, as well as our Drop and Cover drills.

ACCESS schools are located within many law enforcement jurisdictions and so we've actually collaborated with each police department, as well as our sheriff's department, so that we can collaborate and best keep our school sites safe at each location. Utilizing this information, our safety plans are updated yearly and they are done in conjunction with the site staff for each site, and then it is with an overall safety committee throughout ACCESS. And then I have Christine Laehle who is going to discuss the event on March 6<sup>th</sup> that took place.

Laehle: Thank you, Laura. Good morning President Bedell, Members of the Board, Dr. Mijares. My name is Christine Laehle, Program Specialist, in the Instructional Services Division, and I'd like to take a few minutes to provide an update on the Active Shooter parent presentation that Dr. Mijares mentioned to you at last month's Board Meeting. The event was held on Tuesday, March 6<sup>th</sup> at Canyon High School in Orange Unified. The collaborative partnership included the Orange County Sheriff's department, Anaheim and Orange PD, Orange County Board of Supervisor Todd Spitzer, Orange County Health Care Agency, Orange Unified School District, and Orange County Department of Ed.

The event was held from six to seven-thirty in the evening, and the full community was able to participate. Each partner participated on a safety panel a discussion that included District Emergency Plans and Parent Communication, how OCDE supports all school districts and schools in the county, and how we offer certain trainings to all the schools in the districts, and access to the county's emergency operations center. Also provided was a tool on how parents can talk to their children about coping skills, and law enforcement talked about crisis response and emergency preparedness.

Also included was a Run, Hide, Fight video that was produced by the FBI, and lastly we had about one-hundred-and-fifty parents at the events, and we had heard most of them, all of them I should say, were thankful they had a better picture of how Orange County Department of Ed, all of the agencies within Orange County work to keep school safety at, you know, the top of the list there, and how all of the agencies work together to collaborate on school safety. Thank you.

Strachan: Any questions?

Bedell: Any colleagues, any questions for them? Laura, I have one. Several years ago, we were within minutes, and Trustee Williams was...is very strong on this, we were within minutes of getting an earmark, and I believe it was from Congressman Calridge, and within minutes of getting that almost, the Congress and the Bureaucracy said they weren't going to do earmarks anymore. I mean, were within hours of it, and that was going to link up at all the schools, and the police, and the fire and everything. Did that replace anything? Do you know anything about that?

Strachan: I honestly don't know anything about that but I do know there is a network of communication between all of the school districts and the sheriff's department. We are always updated when there is any type of emergency situations or threats to our sites. There is a full network, they do notify each other, and we are notified if there's any concerns so that we can be proactive.

Bedell: And you mentioned...maybe the public doesn't realize that when you're talking about sites, you're not talking about Hermosa Drive Elementary in Fullerton, which is my local school. You're talking about a county.

Strachan: At county schools, yes.

Bedell: There's no confusion on that if you go back to your district. Trustee Williams, did you want to add anything on this safety piece? Anybody? Linda, Trustee Lindholm?

Lindholm: Yes, thank you. One thing, I've been talking to Capistrano Unified, and with our city, we have the text-to-tip, and we have the school Resource Officer. So we met with the students from our district and found out that they didn't know each school has their own specific number to call for the text-a-tip, but that wasn't well known so we asked, and the Superintendent very kindly will be posting in each school room as you leave, the text-to-tip number for that school Resource Officer, which is fantastic so if there's any questions about what they overhear, see...see something, say something anonymously, so I don't know if we do that, but I would encourage everybody to have that and post it, because at the beginning of the year, it kind of gets

lost in all those papers that you fill out, so I don't know if you have that, but we have school Resource Officers that the city will pay for, so, do you have anything like that?

Strachan: We don't have that specific text-to-tip line, we do work with our students. We have such small locations where our students...the classroom size is so small with multiple adults that they are...the relationship is a little different and they're very...they let us know at any time when there's issues.

Lindholm: That's fantastic, but do spread the word about Text-To-Tip, and if your students don't know the number of the school Resource Office in your school, they should know it, they should find it, and they should have it in their cell phones because I bet every single one of them has a cellphone.

Trustee Boyd: Yup. Just for the benefit of the audience, how many locations do we actually operate now?

Strachan: We have forty sites throughout the county.

Trustee Boyd: And these range from a single classroom in a strip mall to a more traditional...

Strachan: Right, we do have a larger traditional site, right.

Trustee Boyd: ...so our situation is very unique compared to the average school district.

Bedell: Trustee Boyd, that's the first time I've ever heard you incorrectly modify the word "unique".

Trustee Boyd: Well it probably won't be the last.

Bedell: Probably. Okay, thank you.

Strachan: Thank you very much.

Laehle: One more thing if I may.

Bedell: Of course, Christine.

Laehle: Also, we have an agency through the sheriff's department called OCIAC, and it stands for Orange County Intelligence Assessment Center, and so OCDE works very closely with them, with all of the schools, and usually they're like the first responders, especially when there's like cyberbullying or anything that's going on electronically, so we work with them. They do a lot of threat assessment and walkthroughs with the school districts as well. They're local law enforcement and their school resource officers. I just wanted to mention that as well.

Bedell: While you're still there, I'm sorry, I believe Fullerton Elementary had another episode this week. Did I hear that correctly? Do you know about that?

Strachan: That would be Christine's area.

Laehle: Yes, that was last week.

Bedell: Last week. Okay, when something like that happens, we get told here, correct? Typically?

Laehle: They work directly with local law enforcement. If we hear something, which we usually do, I'll reach out to their Emergency Manager within the district just to check in, but they typically work within their local law enforcement with whatever incident is happening.

Bedell: Now do we help the district respond to these kinds of incidents?

Laehle: You know what? We leave it with the districts and the local law enforcement.

Bedell: Okay, thank you very much. Okay, thank you, thank you. Now, Associate Superintendent Boyd, would you like to give the audience a statement on why we do Agenda Item number three, which is the Charter School Update? Why do we do this?

Associate Superintendent Boyd: Sure. Charter Schools that are authorized by the Board typically don't have an opportunity to come back and let the Board know what's occurring, how they're progressing and so forth. They're relying on just the Staff information through our updates. So this past year, the Board established a protocol that each month we have a different authorized charter under the Board's jurisdiction to come in and provide a five to seven minute update, or they can ask for assistance, but it's their opportunity to dialogue directly with the Board who has authorized them, so they're hearing first-hand from the charter petitioner and those that are actively working on the ground, as opposed to just hearing from the staff.

Bedell: Okay, thank you very much, and now we're going to hear from USC College Prep Charter School, Oliver Sicat, here? Oliver, did I say that right?

Sicat: Yes.

Bedell: Welcome.

Sicat: Thank you. Good morning Board, Good morning Superintendent, good to have here...and thank you, Ms. Boyd, for that explanation. That helped clarify what I need to say up here, I appreciate it. I wanted to start off by letting you know that I am a proud Orange County Public School graduate, from Pre-K all the way through twelfth grade, and I'm happy to be here today to let you know how things are going at USC College Prep. My mother and father both immigrated from the Philippines, and my father...or my mother, landed in Santa Ana with a family of nine, an apartment...with a two-bedroom apartment, and my uncles started going to school in Santa Ana Unified and I was born in Santa Ana, and we...at that point, my uncle struggled in high school, and we decided to move to a very small place in Irvine, and I was raised in the Irvine Public School system.

Go Vaqueros, if anyone's a Vaqueros out here. I'm a very proud Vaquero.. I have since moved on to go to teach in the Boston public schools. I've opened up a charter school in Chicago, and then I worked for the Chicago Public Schools. I've seen the district and the charter school debate throughout my career, but what I can tell you from my vantage point and my experience is that there are some really great schools in Santa Ana, and in Orange County, and in Boston and Chicago, and there's some really great charter schools in those cities as well. And there are still

some schools that need some help in district schools, and there are some schools that need some help in charter schools.

My belief, my understanding of working with parents over the last twenty years in this work, is that most parents typically don't make a decision on type of model the school is. It's "Is it a great school?" "Are there great Principals, and are there great teachers who care about my kids?" And I am honored that you would authorize great public schools, district or charter, and support them at the county level, no matter the governance is. I am the CEO of Ednovate, and Ednovate runs five charter schools, four in Los Angeles, one in Orange County, in Santa Ana, all partnered with the University of Southern California. Our charter school here is in our second year, USC College Prep, and we felt like we wanted to partner with the Santa Ana Unified School District to help them provide great choices for the parents as well.

Our first school, USC Hybrid High in downtown Los Angeles is now in its sixth year, we've had...we serve...ninety-percent of our students are low-income, first generation college students, just like myself. My mother and father did not go to college, although my mother just retired after forty-two years at Edwards Life Sciences down the road, and I'm pretty happy about that. But, we...they did not to go college and we wanted to provide a college prep education for our students in Santa Ana. At Hybrid High, one-hundred percent of our students complete an A through G curriculum, and one-hundred percent of our students have been accepted to a four-year university, two years in a row.

Their statistics in Los Angeles, comparison and overall have been fantastic, and when we look at our academic benchmarks for our Santa Ana campus, our Santa Ana campus has outperformed our LA campuses in that sense. So I'm excited...I'll be excited to be invited back two years from now to give you an update on how we do and I hope that you can come to our graduation. Our enrollment, we are fully enrolled for next year already, and I think our parents are very satisfied with the program; they continue to come to our schools. I also wanted to let you know that we are creating a lot of community partnerships with the organizations around. Both district and charter schools, but we are a, what we call a Personalized Learning school, where all of our students have a one-to-one computers, but it's made essentially to do three things: One, to customize the learning for each student.

We also want every one of our students to graduate; answer the question: where do my skills intersect with the world's greatest needs? So that they know what they're passionate about and how they can use their college degrees to make this world a better place. And the third thing is that we all of our students to make sure that they are part of a community so that they never feel alone. And those three parts of our model are consistent across all five of our schools and I'm very proud to say that they are doing a great job at our Santa Ana campus as well. Our students are exploring their interests, they're exploring different jobs, they're exploring what they're good at, and then they're thinking about, "How can college be a stepping stone to a lifelong career full of passion?"

And I would invite any of you to come and see it at any time. We have a fantastic leader, Evelyn Castro, who is our Principal there, and some great teachers who are born in Santa Ana and have

come back to the community, just like I have, to help make sure that community continues to thrive. And on a final note, I do want to let you know that I, as an Authorizer myself, I was an Authorizer for charter schools in Chicago, and that's a hard job because you need do to the best you can to put politics aside and make decisions for what's right for our parents. And Kelly and her team, she's tough, she's fair, but she's a good partner, but she doesn't let anything slip and I can account to that, but I think that you have a great staff who's doing a great job there, and I really appreciate you giving me time to share our work here in Santa Ana.

If there was a favor, facilities continue to be tough, and I would love to work with you on Prop 39 and our local districts and how we can continue to move that forward, because I think that that's going to be a long-term issue, and I'm happy to help in any way, but thank you for giving me this space and I wish you luck with the rest of the Board Meeting today. Thank you.

Bedell: Any comments from my Board Members?

Trustee Boyd: Yes. Briefly. How many students enrolled?

Sicat: This year, two-hundred-and-fifty, so the school, when it's fully enrolled, is five hundred students.

Trustee Boyd: Okay, but, you're at capacity for...

Sicat: Ninth and Tenth grade.

Trustee Boyd: Ninth and Tenth grade. It'll be a lottery for people to come into Ninth and Tenth grade next year.

Sicat: That's correct.

Trustee Boyd: And you're located where, in Santa Ana?

Sicat: Right now we are co-located with Newsong Church on 17<sup>th</sup> Street.

Trustee Boyd: Okay. And very briefly, because I know this can be complicated, but could you explain your partnership relationship with USC?

Sicat: Yup. The Dean of the School of Education, Dean Gallagher, is the President of our Board. It was founded at USC's Rossier School of Education, both USC Hybrid High and Ednovate. And now we have a...they propped up Ednovate so that we are able to operationally run all of our schools, and they've shifted now to a research component, so they're researching all of our graduates, and seeing how they do in college so that that reinforces and re-informs our model to adjust so that we can continue to prepare our students for college success.

Trustee Boyd: Okay. Thank you.

Bedell: Trustee Lindholm?

Lindholm: No questions.

Bedell: Trustee Williams? Anything for the...?

Williams: No sir.

Bedell: Trustee Gomez?

Gomez: No, nothing.

Bedell: I have a question. Does going to your school enhance the likelihood that a student would get help getting into USC?

Sicat: A very common question. If that was the case, I'd send my own kids there. Unfortunately, no, we are not allowed to give preferential treatment to an admissions, but we do have thirteen students who are there now; eleven of them are in the Trojan Marching Band, and when they do get on campus, the school is ready to support them.

Bedell: Anything else? Thank you, and I appreciate the positivity of your report. It's refreshing, thank you.

Sicat: Thank you.

Bedell: Okay, our next presentation is going to be by Aracely Chastain, who's going to talk about a Charter School Material Revision, Scholarship Prep. She will facilitate the Public Hearing. Aracely, do you want to give a brief overview for our people just the way Kelly did, as to what this means?

Chastain: Sure. So Scholarship Prep is a countywide charter, which means that they came directly to the Board and were approved by the Orange County Board of Education. As a countywide charter, they're able to locate facilities within Orange County. When they do that, we...they notify the district in which they're planning to locate a new facility, we hold a Public Hearing, and then you a vote as to whether to approve that extension or not.

Bedell: So the key word in this one is countywide.

Chastain: This is a countywide charter, right, which is what makes it a little bit different.

Bedell: Right, thank you. Proceed please.

Chastain: So today we're going to hold the public hearing regarding the Scholarship Prep Charter School material revision, which was submitted at the February 14<sup>th</sup> Orange County Board of Education meeting. The school is requesting to open a second school site within the boundaries of the Garden Grove Unified School District and changing the charter's enrollment preferences to accommodate the second Orange County site. The documents submitted to you are a result of our ongoing collaboration. For today's Public Hearing, representatives from Scholarship Prep Charter School and Garden Grove Unified School District are allotted each 15 minutes to speak on this item, then the hearing will open for public comments. So I now open the Public Hearing and call representatives from Scholarship Prep Charter School to the podium.

Bedell: Thank you. Welcome.

Trustee Boyd: Good morning.



Romero: Good morning. Are you going to run the slide show?

Bedell: I don't run anything. That should be obvious by now.

Associate Superintendent Boyd: Media will be right there.

Romero: Good morning, Superintendent Mijares, Members of the Board, families in attendance today. Happy Pi day. I am former Senator, Gloria Romero, the Executive Director of Scholarship Prep, along with co-founder Jason Watts. We're honored to bring to you today for your consideration our request for approval of our material revision. We do have a special PowerPoint that has been prepared for you. Essentially, many of these issues are technical in nature. We are adding Spanish as a world language, we're updating our petition to come into compliance with AB 1360 dealing with suspension and expulsion, and of course, the essence of the material revision is as a countywide benefit charter to add another location to be located in Garden Grove.

You might ask, "Why a material revision now for Scholarship Prep?" As you know, we are a countywide benefit charter specifically with an enrollment preference for foster youth. This is a critical pipeline that enables us to work closely with the Samueli Academy, also a countywide benefit with the same prioritization. And by locating geographically closer and having more facilities around Samueli, we are better able to have the unique opportunity for a K through Twelve continuum of support, educationally, socially-emotionally, for some of our most vulnerable students, foster youth. You may recall when we first came to you and were approved unanimously that we stated in our petition that our desire was to locate at any of the three districts that were located most geographically close to the Samueli Academy.

Ultimately, we chose to start our first campus in Santa Ana. We come to you today looking for another district that is geographically close to Samueli. And of course, we believe that with the current countywide benefit that we can best fulfill our mission to serve the needs of foster youth by expanding school locations. This is very important because there are... been recent judicial limitations, where basically there have been different court decisions, etc. which basically necessitate us coming to them; us coming closer to foster youth. Gone are the days of saying just have one district, one school and they will come to us. So in part, this request, come today, is to enable to be able more successful in coming to the needs of foster youth directly.

We have located a beautiful facility in Garden Grove. It is turnkey ready, painted and ready to go. We believe it's well true that there is strength in numbers. The proposed site is less than twenty minutes from our current Santa Ana campus. This allows for great multi school staff collaboration and training, and of course it provides for economies of scale. Scholarship Prep, we're excited. We've never been afraid to break new ground, and we are pioneers. I want you to think about this: It has been a quarter century. It has been twenty-five years since the historic California Charter School Law was first enacted in California, the second state in the nation to pass charter school laws.

And yet today, there is not a single, zero, nada, zip, not a single site-based charter school in Garden Grove. We would be the first and we are more than happy to bring our tenacity to meet the needs of parents to provide for, simply, parental school choice. A charter school is a school

of choice, it is not a mandate. If parents are happy with their current school, they can keep their current school. If they desire to have a quality school choice option such as what we provide, then those parents would come to us, and already we are getting good reception to the school. I think it's important, too, to think about who we are, and looking at this district in which we wish to site ourselves.

As of fall 2017, thirty-eight point five percent of Garden Grove's total student enrollments were English language learners. Members of the Board, that's fifteen percent of Orange County's total English language learner students. The closest elementary school to our proposed location is over fifty percent English language learner students, and overwhelmingly high-poverty students. This is important. Today we're going to bust some myths that you most likely are going to hear, and Mr. Watts will give the data presentation. You're going to hear it, it is true: Garden Grove has great schools. We commend the district for that. They're going to argue that then because they have great schools, there is no need for any competition.

We refute that. That wasn't the purpose of the Charter School Law. You're also going to potentially hear that Garden Grove outperformed Scholarship Prep, that Scholarship Prep would not be successful in Garden Grove. Members of the Board, when you have competition, it is healthy. When parents have choice, it is great. When twenty-five years have elapsed and there's not been a single school of choice as provided by the law, it is time for change. Even well-respected districts have stark gaps in the quality and the progress of their schools, and Mr. Watts is going to present those to you at this point. Thank you for your attention to this request.

Watts: Good morning. So as Senator Romero stated, fifteen percent of all English learners in Orange County are located in Garden Grove Unified, so this is important because the data, I'm going to show it to you now. In on 2016-17 GAP Assessment, there is a fifty-five percent gap between the English only and English learner students in Garden Grove Unified. Why is this important? Well we've been mandated, for now, decades, to close the achievement gap between our highest and lowest performing students in or schools and districts, and charters. But, we're such a high-performing district; this is very shocking to have this high of a gap between those two different groups, and again, this is seventeen thousand kids this affects.

The blue column is us, Scholarship Prep. In one year, we closed the achievement gap by fourteen percent from our students who came from Santa Ana Unified to Scholarship Prep, and we're going to see this pattern continue as we go. This is mathematics. You can't see with the people sitting there in front of it, but this is mathematics. There's a forty-three percent gap in Garden Unified between our English only, and English learner students. That differential between Garden Grove and Scholarship Prep is thirty-nine percent, and you can see the gap that we closed in one year as well; twenty-two percent difference. Again, Board, as you know, our Santa Ana school is only in its second year.

Our Oceanside school, which obviously does not pertain here today, has no data, as was erroneously stated earlier, so in one year we made a gigantic impact, but I think more importantly, we see there's a need. So this slide really is indicative of what we're really talking about here. There's a lack of equitable education that's taking place in this district. They have a

number of tremendous schools, a number of schools that are... have been nominated for California Distinguished School, but we're talking about all students, closing the achievement gap, and we have seventeen-thousand English learners. Fifteen percent of them of all Orange County students in that category in that district.

Something needs to be done. And looking at the closest school site to our proposed site, there's a sixty-three percent gap in English language arts, a fifty percent gap in mathematics. So we strategically chose this site as not only a site where there's a high poverty rate, but also a high gap between the English only and the English learner students because this is our mission and vision. Perhaps the most disturbing slide to me, as an educator, is that students in Garden Grove Unified are not getting better as they age through the system. This gap should be closing. In the '16-'17 CASP, in English Language Arts, you can see from Grade Three to Grade Eight that gap between our English only and English learner students is increasing.

Well that's certainly disturbing to me. As those kids go through the system, that gap should be shrinking, not getting bigger. So this is where we have excelled. You saw how we compared to our local district in just one year, and comparing our Santa Ana students to Garden Grove is, in a way, apples to oranges. We need to look at where our kids came from, and what happened when we got them, because that's really what our task is, and we propose that the same thing will happen if we have the opportunity to locate in Garden Grove. Now this is a refresher, very quickly, about the data that we have shared with you previously when we came to you, but we wanted to share this because it's certainly pertinent to this conversation.

The district in question here is Santa Ana Unified because that's the majority of where our students are coming from in Santa Ana. And you can see in one year that increase in performance in English Language Arts on the CASP. That's a sixteen point one percent growth in one year. Now, in relative terms, Santa Ana Unified is made up of forty percent English learners last year. Nearly half of our students are English learners. So it's not a few, it's not a couple, it's a significant number. These are the subcategory breakdowns for English Language Arts and differentials. You can see how we performed versus the district from reading to writing. I didn't know our kids were such great listeners but it shows there that they were, apparently, sixty-five point one percent doing a tremendous job.

This is mathematics, the same thing applies; almost the same differential. So again, in one year we had tremendous growth in both language arts and math with our novice staff. And these are subcategories. So we've almost tripled in some cases the mathematics performance of our English learners in one year, and I continue to say one year because from year one to what we're doing now, we'll talk about this at the end. We have not resting on our laurels. So what are we doing exactly? So each year we are annually monitored and audited by your staff, the OCDE staff, and in conversations with them last year, they recommended that we do even more for our English learners, this is before the data came out, but we certainly did not know that we have performed so well, and so we took that to heart.

And so we partnered with the OCDE to provide, and not fully RPD, but six different sessions, three hours a piece, specifically targeting our EL students, aligning our existing curriculum to the

best, highest rated data proven EL strategies. Secondly, we were lucky to be chosen by Ensemble Learning, which is an organization funded by the Gates Foundation and led by Elise Darwish, who's the former CAO of Aspire Public Schools, and in this group, our mission is to improve EL outcomes for young and growing charter organizations. And so, again, we're very fortunate to be a part of this cohort. So ultimately, you believe in us, and everyone except for Ms. Gomez who just happened to not be here at the time, you approved us unanimously, and our petition is for a countywide charter, not a single-site charter.

And we have a task, and that is to impact communities in which we are located in. I think that, in talking to OCDE staff, you would probably hear that we're doing a pretty decent job of that, and we're very proud of that as well. Our achievement gaps are closing significantly. We're providing opportunities to foster youth to flourish. Our foster youth percentage is now higher than the local district in which we are located, and we are ready to provide even more families in Orange County high quality educational options as you have seen here before me. I know I have a couple of minutes. I do want to also address a couple things that were mentioned earlier. So obviously my tongue-in-cheek comment about novice staff does not go unnoticed.

We had over four hundred applicants in our first year for Scholarship Prep Santa Ana, over four hundred credentialed teacher applicants of all different experience backgrounds, and I would say, certainly, we do not have a novice staff. Secondly, we don't have a novice administrative team either. I've been a site administrator, or founder / co-founder, or Executive of a public school for over twelve years. I worked four of those in the school district, and at the time, my last year in the school district our school was a 965 API back when we had API; that was the highest performing school in the entire county, and our county, San Bernardino, was the largest land mass county in the U.S. Then, my first four in the charter schools, we scored 955 out of the box, the highest performing school in that county, beating our previous district school.

And, my first year as a Principal in Orange County, we had a 990 API. Now certainly I was very fortunate to have amazing kids, staff, parents, etc. but that school outperformed any Garden Grove Unified School in the history of their district. So we don't have a novice team, we don't have a novice teaching staff, and certainly I don't do everything by myself, nor have I ever. And with your great team of OCDE staff who is been working with us, guiding us, even providing insight and input, we're very fortunate to have that great teamwork between the two entities. So, we're here to answer any questions you may have, and we thank you for your time.

Trustee Boyd: Thank you.

Romero: Thank you.

Chastain: So next we have representatives from Garden Grove Unified School District coming up.

Rocco: Good morning, Members of the Board, OCDE staff, and community members. My name is Teri Rocco, Board Member of the Garden Grove Unified School District, and I'm here today to remind the public, that the district's Board takes seriously its duty to manage education within our borders, as we are locally elected to do. Scholarship Prep has not shown why it is justified

to operate countywide, much less why the county should now honor petitioners' request for an additional location. Petitioners want to open their campus in Garden Grove Unified in order to broaden the ability of Scholarship Prep, as a countywide charter, to access and enroll foster youth, and to close achievement gaps with your educational program.

However, at its current Santa Ana campus, as of fall 2017, foster youth only made up one percent of Scholarship Prep's total enrollment. To date, the charter has not demonstrated academic accountability or serve foster youth in any unique way. The district is certainly here to engage...is certainly not here, excuse me, to engage in any anti-charter rhetoric or create unnecessary barriers to Scholarship Prep's success. However, we are here to remind you petitioners secured their countywide status in the first place based on their preference for foster students yet are now seeking to establish a new campus where there targeted population is not significantly congregated.

Petitioners have described Garden Grove Unified as within the top three respectively in the percentage of foster youth students enrolled within the county. Yet, as of fall 2017, foster youth in the district made up only point three (.3) percent of our total enrollment. In fact, out of Orange County's approximately twenty-seven (27) school districts, at least sixteen (16) other districts had a foster enrollment that was the same, or greater than, that of Garden Grove Unified. Seemingly, their attempt to serve this pupil subgroup is laudable, however, we question whether this intent is genuinely driving petitioners' decision to expand its operation. District staff has also reviewed the State's accountability data for Scholarship Prep, and the charter has fallen well below the performance levels of comparable traditional schools in our district.

Specifically, in comparison to Garden Grove Unified School District, our scores, on average, are two, three or four times higher, and exceeds Scholarship's Prep at each and every grade level. We ask the County School Board to exercise its oversight duty and scrutinize whether expansion of Scholarship Prep is necessary at this time. We respectfully urge you to at least wait for Scholarship Prep to demonstrate adequate performance results, and alignment with their stated proposal of serving foster youth, and thereby deny their current request for an additional campus. Thank you.

Mafi: Good morning, Board Trustees, Dr. Mijares, County staff and community members. My name is Gabriela Mafi. I'm the Superintendent for Garden Grove Unified School District which serves seven (7) cities, forty-three thousand (43,000) students – sometimes they think we're just the City of Garden Grove, but we actually have students in seven (7) cities – and schools within five (5) of those cities. Our district is recognized within the state, the United States, and internationally as a high-performing urban district, and we are a 2018 nominee for the California Exemplary Districts Award from the State of California. The original petition I'm here to address today, on behalf of the staff, to express our concerns regarding Scholarship Prep Charter School material revision.

The original petition that was submitted back in 2015 was not one that would have been approved by our local Governing Board and we feel that in retrospect, it was insufficient to establish itself as a countywide charter. Presently, in light of Scholarship Prep's failure to meet

its intended purpose to serve foster youth, its subpar student learning outcomes and questions related to the budget and operations, we believe now that the county has more than reasonable basis to deny the expansion of the charter that has yet to demonstrate accountability to its original intent.

Since we received notice in the district that Scholarship Prep intended to operate within our local jurisdiction, we've carefully reviewed the petition and material revision, and have come to the determination in light of all applicable, regulatory and statutory criteria, that Scholarship Prep is unlikely to benefit our students. As mentioned by Mrs. Rocco, the approved Santa Ana location currently serves very few foster youth. In fact, according to CDE website, only three (3) out of three-hundred seven (307) students were foster youth. This very small number leads us to question what direct outreach has been done to attract their target population.

By now asking to expand to a district, Garden Grove, that has half the foster youth population than Santa Ana Unified School District, rather than, as Ms. Rocco mentioned, to a district with a higher percentage of foster youth, it seems evident that they'll continue to fall short of their stated purpose. Another concern for Scholarship Prep is student achievement data, and we will be happy to provide the Board with very detailed information and reputation of the growth or myth busting that was indicated before. Analyzing test scores can be very complex, especially as we have a large number of students who are English learners that reclassify as fluent English proficient reclassified, and then fall into a different category, so when you're looking at gaps, there are many ways to look at those gaps and we'll be happy to share the data.

But looking at a comparison of Scholarship Prep overall data, with Santa Ana, as well as Garden Grove, we know that not only are they not exceeding the Santa Ana performance outcomes, but they're significantly below those in Garden Grove. For example, eighth (8<sup>th</sup>) graders at Scholarship Prep only seven percent (7%) met or exceeded the standard on State Standardized Tests in comparison to nearly fifty percent (50%) of the students throughout Garden Grove. That's seven (7) times the number of students. At other grade levels, Garden Grove Unified School District students meet or exceed by two (2), three (3), or four (4) times, as Ms. Rocco mentioned, at the rate that Scholarship Prep do.

And student success is not only measured by test scores. In Garden Grove, we benefit from...our students benefit from a comprehensive Pre-K-Twelve continuum that includes College Preparatory Rates, both our A through G and Advanced Placement that beat not only the State average, but the Orange County average as well. We've had other concerns with the material revision and original application in terms of the staffing and budget. We do feel that Scholarship Prep is unlikely to attract high-quality teachers due to very low salaries, which are well below surrounding district averages. And additionally, the Multi-Year Projection Summary that was presented to the Board reflects a total of ten (10) teachers for a population of two-hundred-and-forty (240) students.

On the surface that seems very appropriate. However, the general assumptions and application provide further detail of two point o (2.0) Special Education Teachers, a School Psychologist, a Speech and Language Pathologist, not to mention a Mandarin slash Spanish (Mandarin /

Spanish) teacher. It's unclear if this is one person...very talented person who can do both things, or two (2) different folks. And if those positions are added into the ten (10), it would either significantly increase class size up to forty (40), or it would require additional funding that's listed in the application.

The credentialing requirements are not consistent, in particular, the petition indicates Scholarship Prep's non-Core, non-College Preparatory teachers will not be required to hold a State issued teaching credential despite the fact that teachers of countywide benefit charters are not afforded any flexibility in credentialing. The issues I mentioned are just a few of the aspects that cause the district to determine that Scholarship Prep will not benefit students to anywhere near the same extent as our current program.

We also do not believe that the petitioners have shown that the characteristics of their charter could not be served as well in one school district, especially when asking to expand to an area that has fewer students of their target population. The district is very supportive of sound, high quality, fiscally accountable, educational choices for our parent constituents and therefore urges the County to deny petitioners request at this time. Thank you.

Ahluwalia : Good morning members of the Board, Dr. Mijares, staff. My name is Sukhi Ahluwalia, I'm Counsel for the District from Atkinson, Adelson, Loya, Ruud and Romo. In our review of the request of the material revision of Scholarship Prep, we have serious concerns as to whether the countywide authorization was ever appropriate for this charter, and whether it's appropriate to allow for the expansion of the charter at this time. We've heard from several individuals, excuse me, that, you know, countywide is what we're looking at today, and countywide was unanimously approved in December 2015.

However, if you take a look at the December 16<sup>th</sup>, 2015 resolution, whereby Scholarship Prep was approved as a countywide, there's no mention whatsoever of the necessary countywide benefit findings presented to Education Code Section 47605.6. None. In fact, the resolution incorrectly states that Scholarship Prep was approved, presumed to 47605J1, excuse me, which is a standard applicable to district-wide charter petition submitted to the county on appeal. The distinction between districtwide and countywide is, of course, significant. A districtwide charter that's approved on county appeal is restricted to the boundaries of the district that originally denied it.

On the other hand, approval for a countywide necessitates a finding that Scholarship Prep had "reasonable justification for why it could not be established by a petition to a school district, and that it could not benefit its target population, foster youth in this case, as well as under local district charters. This finding was not made at the time of the countywide approval. And moreover, if you take a look at the county staff report, it also doesn't mention the necessary findings, and instead, focuses primarily on the influential background of the lead petitioners. After two (2) years of operation, they're in their second year, the petitioners can show no justification for why Scholarship Prep's program can not operate as well within the boundaries of a single district.

In fact, their recent, excuse me, sorry, I don't know what's going on. I had plenty of water. The recent opening of their school, the affiliate districtwide charter known as Scholarship Prep – oh, thank you – Scholarship Prep Oceanside, necessitates the finding, or necessitates the countywide finding. The Ocean Prep, excuse me, Scholarship Prep Oceanside, has the identical mission to the one that's here. It's to establish a collegiate-inspired environment for underserved students. Other than that, other than it is restricted to the geographical boundaries of Oceanside Unified School District, Scholarship Prep Oceanside offers the same program the petitioners currently think that justifies expansion of their countywide operation. That is, both schools utilize the university-inspired, collegeship prep concert...concept, excuse me, while targeting underserved populations or at-risk students, including foster youth and transitional TK through eight (8).

We also direct your attention to the fact that Scholarship Prep's current site is very close to the Garden Grove border and only six point seven (6.7) miles from the proposed Garden Grove site. This indicates that Scholarship Prep is not meeting its state admission of countywide operations. The fundamental premise of the charter whereby Scholarship was granted a countywide charter was the need and plan to recruit and draw students from all over Orange County, without concentrating its enrollment in any single school district. In order to serve a cross section of the entire county, the charter also lists twenty-four (24) Orange County elementary or Unified districts that serve students in the grade level certified Scholarship Prep as sources likely to compromise its student population.

Scholarship Prep committed to you that they would engage in a broad-based recruitment effort, countywide effort. So having two (2) sites, essentially as they themselves said twenty (20) minutes apart, does not achieve that end at all. Dr. Mafi discussed with you at length the academic achievements, so I won't go into that, but I would also like to say, as you're looking at this material revision, when a material revision is submitted to the Board, they are obligated to, excuse me, update that charter to include all of the new laws that are applicable to the charter school. So as of January 1, 2018, there were a number of changes that were made, both to the admissions, as well as to the student discipline policies.

We looked at their submission that they submitted to you, and the petition has not been revised to include a clear statement that no people shall be involuntarily removed as is not required by the Education Code. Neither does the petition specifically clarify, consistent with the 2018 amendments, that parental involvement is not a requirement. The terms of the charter can create confusion for parents and can create confusion as to whether parental involvement is a condition of admission or continual involvement. For all of these reasons, as well as the ones that have been articulated by Dr. Mafi, our Board Prep Member, we encourage you to deny this request at this time. We're available for any questions that you may have.

Trustee Boyd: Thank you.

Bedell: Aracely?

Chastain: The hearing is now open for public comments from individuals who have submitted a comment card to address the Board. As a reminder, each individual will have 3 minutes to speak for a total of 30 minutes allotted for comments. For those speaking today, the Board Clerk will



time each speaker, a red light will flash, and a buzzer will sound when time is up. President Bedell, please call for the first speaker.

Bedell: Yes.

Trustee Boyd: Yes. If I...I could use some guidance from our President. We have a thirty (30) minute allocation, and we have sixteen (16) listed speakers.

Bedell: Okay, we have sixteen cards, thirty minutes. Feel free to make your comments but if somebody has made a comment similar to what you would like to say, please say, "I endorse the comments made by the person with the blue tie, so that way, we can get a sense of the intensity, right, but we don't need to hear seven times the same thing. So thank you for your understanding on that, and we have historically sometimes added two or three minutes if we get close to the end, and we've hit fifteen cards and the bell goes off. So we're not trying to be crypto-fascist, but...

Trustee Boyd: We have some degree of flexibility.

Bedell: Yeah, I have some flexibility.

Gomez: Maybe you could ask a couple of people, like in a row, maybe two or three, and they can line up.

Trustee Boyd: Actually, good, that's a good point.

Bedell: So the first four people he's going to call, please lineup at the microphone.

Trustee Boyd: We have intended to mix these cards so there will be a pro-district and a pro-charter...

Gomez: Sure.

Trustee Boyd: ...that doesn't always work.

Bedell: No.

Trustee Boyd: That's the effort. First up will be Tina Gurney, second will be Dennise Allotey, I believe, third will be Tan Luong, and fourth will be John Ing.

Bedell: Welcome.

Trustee Boyd: Good morning.

Gurney: Good morning.

Bedell: Can you say that again? Did everybody hear their name? We're all copacetic?

Gomez: Come on down.

Bedell: Sounds good. We've got four people coming at least.

Gomez: Yeah.

Bedell: Welcome, Tina.

Gurney: Hi. You ready for me?

Trustee Boyd: Yes.

Gurney: All right. Good morning, Members of the Board, Orange County Department of Education staff, community members. My name is Tina Gurney. I'm the President of the Garden Grove Education Association, representing teachers, nurses and librarians in GGUSD. Scholarship Prep does not offer a competitive salary to attract, and retain, high-quality teachers as promised in its petition. Despite Scholarship Prep's plan to exceed State instructional minutes within a one-hundred-and-eighty (180) school day calendar, their budget projects a full-time teacher salary just over \$59,000. According to CDE's data, this is less than what the statewide average salary was for a mid-range teacher back in 2015, which was just over \$62,000.

A starting teacher in GGUSD makes over \$57,000, and GGUSD staff also enjoy a benefits package that is top notch. Research is clear that high-quality teaching matters most for student achievement, and the teachers experience over the years has a significant positive impact on student success. Given the dismally low salaries that Scholarship Prep is offering, we do not believe that the school will attract highly-qualified teachers, and instead may rely on novice and un-credentialed teachers. By failing to budget appropriately to ensure a mix of new and experienced teachers, we are concerned that the student needs will not be met by Scholarship Prep Academy.

The instructional program is also not solidly defined. Using outdated textbooks that are not aligned to the current state standards, or to provide sufficient guidelines for teachers navigating the curriculum. In Garden Grove, we are very proud to provide a robust professional development that includes in-class coaching, with demonstration lessons to support our English language learners, our students with special needs, and our foster youth, which is laid out in our Local Control Accountability Plan that is turned in to the OCDE each year. GGUSD's budget includes professional development. Scholarship Prep provides few details and no clear funding for professional development, a necessary component to professional learning communities.

I know that this Board values accountability and performance, and I encourage you, encourage you to compare the state test scores of Scholarship Prep to GGUSD, investigate their budget plans for meeting the needs of all students, and carefully review their application, and ask whether expansion of this struggling charter into Garden Grove is in the best interests of your constituents and students. Thank you.

Trustee Boyd: Dennise?

Allotey: Yes. Good morning, everyone, As an Educator, this is truly inspiring to me, that there are so many people here, as a community to support all of our students, so I'm very happy about that. Good morning. Buenos Dias. Good morning to the Board. Thank you for this opportunity to represent the teachers, the families, and those smiling students there on that PowerPoint which are so many of mine...all of them are mine, right? My name is Dennise Allotey and I'm the founding first-grade teacher at our beautiful Santa Ana campus. I'm standing here in front of you

today as an advocate and a passionate advocate for EL learners. I began my journey as an ELD teacher twelve years ago.

Ten of those years were at a district school in Arizona, so I'm doing just fine here in California. Luckily for me, I teach first grade, so we are all learning about this fascinating system called language. We recognize, as educators, and we are dedicated to learning, applying, reflecting on the best practices and strategies to support our EL's. These best practice resources have come through in-depth professional development through the Orange County Department of Ed. I was there every session. I was also part of a cohort with the Ensemble Learning which I just came back from yesterday. With my cohort we sat down, we got ready, we were planning, using these resources from a specially funded from the Bill Gates Foundation with Ensemble Learning with leading experts in EL's.

And so we are truly excited and motivated for that, for the coming years and for this year now. We recognize, excuse me, so these both are both professional learning groups and are in collaboration with us and dedicated with us to close those achievement gaps for EL's while uplifting them to rigorous learning experiences, purposeful discussions, authentic interactions, and equity of participation, and of course, exposure to complex texts, just to name a few. And these are the things, as you walk through our classrooms, with our novice teachers, with our veteran's teachers, we are dedicated, and that is our mission, to provide a world class education for our learners. We are creating measurable goals with our teachers and students. We are working through the goal-setting press...process.

We are setting our purpose and the urgency. We are creating and using informative assessments to see the growth. Our students are coming alive with PBL (Project Based Learning) opportunities that can turn into a field trip, an ongoing business to fund raise for even more opportunities for our students. Our scholars, we can see, touch, hear, smell, everything; or taste our learning. We are aligning our EL strategies with our existing common core state standards and our curriculum that I definitely adore. We are demanding authentic discussion from TK all the way to our 8<sup>th</sup> graders. Our authentic discussion has academic language. We are promoting student engagement by connecting the real world to our scholars.

I hold this campus dear to us. Our families are working with us. We're working together. We have a collegiate. We work with USC campus and...

Associate Superintendent Boyd: Your time is up.

Allotey: Thank you very much.

Trustee Boyd: Tan Luong?

Bedell: Can we have the next four come up? David, do you want to...?

Trustee Boyd: Yes, that would be Andrea Perez, Andrew Crowe, Esther Morales, and Michelle Anderson.

Bedell: Thank you, David.

Long: Good morning Members of the Board, OCDE staff, and community members. My name is Tan Luong. I am a proud teacher, USD alumnus, parent of two high school students who have attended GGUSD schools since Kindergarten. One thing you will see throughout our district is that we have many homegrown employees and parents. That's simply because people come to GGUSD and stay there because of the quality of our schools and district. Whether you live in Little Saigon, East, West, Central Garden Grove, or one of the other six cities that we serve, Garden Grove is a vibrant district where families know and respect one another across language, culture and geographical boundaries. We are a large district with a small-town feel. At this time, I'd like to ask all of our Garden Grove Unified School District families to stand or raise your hand if you are already standing.

[The majority of the present audience members either stand or raise a hand as asked]

Luong: Thank you. I am concerned that the OCDE Board of Education would approve a school like this in our school district. For several reasons. First, as has been mentioned previously, while they are saying that their mission is to serve foster youth, they're not doing so. That is quite perplexing. Secondly, even with hand-picking the students they serve, they're not showing success at their current site, as our GGUSD scores soar above their scores. As a parent and school volunteer, I'm concerned, as I'm sure you are, about their lack of achievement and failure to meet their own stated mission of serving foster youth. Why should they add another location before they're held accountable for their first location?

How do they meet the criteria for a countywide charter eligible for expansion? I urge you to hold them accountable the same way our public schools in GGUSD, and all other public schools, are held accountable. In closing, I leave everybody with a reminder: to the proprietors of Scholarship Prep Elementary School, please remember that the students and families that go to your school are human beings. Whether you choose to form long-lasting bonds by building from a solid foundation, or just leave behind skid marks from hasty expansion efforts, will result in real and lasting effects on your community. Thank you.

Trustee Boyd: Thank you. John Ing.

Ing: Thank you. Good morning ladies and gentlemen, and Members of the Board. Thanks for your time. I'll try to... I know there's a lot of people behind me so I'll try to keep this short and sweet. About December 15<sup>th</sup>, that's actually in this room, I didn't have a chance to speak but I came in support of Scholarship Prep's initial application. And as we all know, that application was approved unanimously. I came in the capacity actually as the CFO of Newsong Church at that time, and at that time we were discussing with various charter schools about strategic partnerships to co-locate, and to tell you the truth, we had a number of charter schools that we were in discussions with, much more established charter schools, but just in my time in walking along with Gloria and Jason, we saw a significant mission alignment.

To make a long story short, we went with Scholarship Prep, so that was a little less than three years ago, and so it's really great that I stand here today. Actually my assignment at Newsong ended last year, so I actually stand before you today as a Board Member for Scholarship Prep. The fact that I'm a Board Member for Scholarship Prep will really kind of show you how much

belief I have in the leadership and the teachers, in the mission vision of Scholarship Prep, and most importantly, in the passion that these people have for the community. I know today you've heard a lot of statistics, right? You know what they say about statistics, right? They are lies, damn lies, and there are statistics.

So, you know, we can look at statistics all day, but what I can point to is the heart and passion that the leadership has for education. Lastly, I actually stand before you today not as a Board Member, not as an Executive. I actually stand before you today actually as the son, an immigrant son of a single mother; immigrated to the U.S. in 1980. I grew up in the Los Angeles Unified School District. My two children, fifteen and ten, are students in the Irvine Unified School District, so I'm not stranger to great schools and not so great schools. I was the first in my family to graduate from high school, from college, from graduate school. And you know what the common thread all along was?

Access to quality education. So I'm not here just to tell you what the numbers are, I'm here to tell you my personal experience. I know first-hand, and when we're talking about public schools versus charter schools, we're not talking about...to tell you the truth, and I don't know...Jason and Gloria, you like me here...like me saying this but I'm not pro-charter school, I'm not pro-public school. What I am pro on...pro-quality education.

Associate Superintendent Boyd: Your time is up.

Luong: Thank you.

Bedell: Thank you.

Trustee Boyd: Thank you. Andrea Perez?

Perez: Good morning, Members of the Board, Orange County Department of Ed staff, and all these wonderful community members that came out to support Garden Grove School District and Scholarship Prep. My name is Andrea Perez. I am the PTA Council President for Garden Grove School District. I am also a proud parent of a high school student who has attended Garden Grove schools since kindergarten. I've been involved with the PTA since my daughter has been involved in kindergarten and she's now a junior in high school. My involvement with the PTA has helped me stay involved with my daughter's education, and has also given me a voice in all of her schools.

I received a postcard in my mailbox advertising Scholarship Prep. Because I was curious the postcard, I attended the informational meeting, February 22<sup>nd</sup>. During that meeting, the presenters specifically stated they wanted to open a charter school in Garden Grove to capture foster youth in our district. As you will see on the postcard, which I brought with me, foster youth is not highlighted as a target. On the back of the card it does list Foster Youth Priority Enrollment in small font as the last of several bullets. If they were actively trying to recruit foster youth, you would think it would be more prominently featured on the postcard. If no marketing or outreach is directed to foster parents, that might explain why, as previous speakers have already mentioned.

They have three total students, less than 1% of their enrollment, who are foster youth. It appears that they have not even have been attempting to recruit foster youth, which is their whole purpose as a charter...excuse me, which is the whole purpose of their charter as proposed to OCDE. I'm nervous, sorry.

Bedell: You're doing very well.

Lindholm: You're doing great.

Perez: Thank you. The meeting I attended only had about 10 participants, and some attendees were skeptical because the presenter didn't compare Scholarship Prep's test scores or other subjective measures to Garden Grove School District. Instead, they sought to persuade parents to enroll by saying they were the Ruth's Chris Steak House of schools without providing any evidence of their claims. In reality, as people have mentioned, their scores are much lower than Garden Grove School District. As I mentioned earlier, my daughter is now in high school, but at the intermediate school that she attended, 67% of the 8<sup>th</sup> grade students met or exceeded their standards on the SBAC (Smarter Balanced Assessment Consortium) test.

Compare that to only 7% of Scholarship Prep. Please hold Scholarship Prep accountable to raise their performance and serve their target population at their existing school before expanding to other districts. Thank you.

Trustee Boyd: Thank you. Andrew Crowe. Good morning.

Crowe: Good morning. Good morning Superintendent, Board Members, staff, audience. I'm glad to be in front of you in a different role at this point, as Director of School Development for Scholarship Prep Charter Schools. This year we laid the groundwork for our expansion into Garden Grove Unified School District. All children need access to quality education, not just some students, and just to combat an earlier statement, we don't handpick our students, our students go through a lottery, so there's are no handpicking, as a gentleman said earlier.

So we're here to applaud the work that Garden Grove has done, you know, especially at schools like Patton and Barker in Sunnyside, where 65% of their students in both ELA and math are meeting or exceeding standards, and especially to highlight Allen School, 90% of students in both ELA and math are meeting or exceeding standards. But as of the Garden Grove employee who had to leave earlier, talk about putting kids first, we're just wondering what's happening at Heritage, in Clinton, at Eisenhower, where the English learner students are under 13% in both ELA and math, and especially at Russell, where the English Learners on the CASP, in ELA and math, are in single-digit achievement levels.

So there's a big dichotomy, a big gap between the schools in Garden Grove. Now to speak to some of the earlier comments, our curriculum in math is Eureka Math, and our ELA is Word Wisdom, and both are...have been created in the last five years, so these outdated curriculum comments are not valid. They're both the highest reported, or highest rated from EdReports.org, an independent analyzer, and actually, we're in training, as you saw early, with OCDE on Word and Wisdom, so the calling out of our "outdated" curriculum was also calling out what OCDE is using. In terms of our professional development, we have a number of internal and external

professional development topics, ideas, just as mentioned earlier, we do in-class coaching with demo lessons, the same as they do.

We partner with OCDE as stated earlier, and to tie a thread with another gentlemen from before who wasn't speaking on this, we hope to partner with you on the MTSS program. In terms of what we have for professional development, that's sort of my role. I have a Master's in Education, six years as a Charter School Administrator. I've been before you with other organization, so I can speak to the test scores and the achievement levels I've had at a school that was authorized by you. As we harped on before, our novice teachers outperformed the Santa Ana Unified School District despite having a higher percentage of EL's, and has been stated, you can not compare Garden Grove and Santa Ana, but you can compare what we did with our kids and where they came from, and we did outperform them in all areas.

So my final question to you is, "In what world will providing a high-quality charter school of choice no one here is required to go to, negatively or adversely affect the students of Garden Grove?" It wouldn't and I hope you can see that. Thank you for your time.

Trustee Boyd: Okay. Esther Morales.

Morales: Good morning, Members of the Board, staff, and community members. My name is Esther Morales. I am the Vice Chair of the CAC, Community Advisory Committee, which advises the Garden Grove Unified SELPA on various aspects of the local plan. I am a proud parent of two boys with disabilities within the Garden Grove Unified School District. My boys have received a full scope of services since age of three, and they are now in seventh and ninth grade. Over the past twelve years, I have experienced the wide extent to which special education students are served and represented within the district. At every IEP meeting, as a parent, I am a meeting participant of the IEP team.

Some of the special education services include speech therapy, physical therapy, occupational therapy, adopted P.E., functional and life skills, intensive intervention behavior clinics, along with extended school year. While a dual involvement include educational resources, monthly workshops, access to work closely with program supervisors and case managers, my personal experience has been a positive collaboration with teachers, school and district staff. The Garden Grove Unified School District currently serves a population of 13% of special education students. In California, special education students comprise of over 10% of the total population. Over the past two years, the Scholarship Prep special education population, at its highest point, is only 5%.

This extremely low population leads me to believe that Scholarship Prep is failing to identify and serve students with disabilities under IDEA. They have demonstrated to resolve to slay individuals with special needs from their legal right to education under IDEA. The few students that are admitted face a system that is unable to provide much needed services. Furthermore, these same students are later sent back to the public schools, impacting their academic progress, functional and life skills, generating a snowball of emotional and behavioral regression. Under IDEA and SELPA, I respectfully request for the Board to provide safeguards to ensure that the

most vulnerable students in our population receive, at minimum, the status quo. We respectfully ask that the Board not approve Scholarship Prep application to expand, thank you.

Trustee Boyd: Thank you. Next up we have Michelle Anderson, followed by Amelia Ramos, Martha Zamora, Patricia Guzman, and Demian Garcia-Monroy, I believe it is.

Anderson: Good morning, Superintendent Mijares, President Bedell, honorable Board Members, and staff. My name is Michelle Anderson. I'm the Southern California Regional Manager for Advocacy for the California Charter Schools Association. We're a member organization serving charter schools which are independent, public schools. We're free and open to all across those in California. I'm here to wholeheartedly support Scholarship Prep's material revision to their countywide charter that this Board previously approved in 2015, and I'm asking you to approve this material revision for an additional campus in Garden Grove.

Here's why: One, when you have successful leaders such as Senator Gloria Romero and Jason Watts, who are highly experienced, it makes sense. Two, a success...when you have teachers, a growing list of teachers wanting to teach at this school. We're talking credentialed, qualified, experienced teachers; it's another reason. Three, you have a successful program that's running in Santa Ana for which this school is going to be a duplicate of. Four, you have a legally compliant petition, so it's got a program that's running according to the Education Code.

And five, finally, you're going to have a choice. Choice is so important for families. Not all children learn in the same way, and not all children do well in the same schools. I have two children: my daughter does well wherever she's placed. My son, thank goodness, we had a choice. He could not go to the same schools that my daughter could go to. To the families in Garden Grove that are here, you may actually find that Scholarship in Garden Grove could be an outstanding choice for your students. So it's therefore come down to this. I think this is an easy thing to do. Please approve this material revision.

Trustee Boyd: Thank you. Ms. Ramos?

Ramos: Good morning, OCDE Board of Education Members, Educators, Education Staff, parents and community leaders. First of all I want to apologize for my pronunciation.

Bedell: That's fine.

Ramos: So I will try my best.

Trustee Boyd: It's not worse than mine.

Ramos: Believe me. My name is Amelia Ramos, and I am a very dedicated and involved parent, not only in my Garden Grove School District, which I am proud of, but also at the county level. I have three children: one in elementary, and two in high school. My middle son has Combined ADHD. For this reason, the school, and especially my husband and I, have to make sure that he doesn't fall through the cracks of the education system and its social environment. I like that fact that my school district have a variety of service and resources, such as one-on-one tutor, special accommodation, extracurricular activities – which my kids love – psychologists, therapists, social workers, counselors, parent involvement opportunities, ELAC / DELAC (English Learner



Advisory Committee / District-level English Learner Advisory Committee) school time counsel, interpreters, which we might have some here. Those are just...these are just a few to name. A couple years ago, I was invited by my friend and hair stylist to sign up for a new school. To these, I respond with, "The school my son is currently attending, him and I, we have a system that follow him into his transitions. So it sounds great, but I will wait and see how this school is performing." To my surprise, a year later, she come back to our district. Two years later, I'm still waiting...I'm still hearing the same invitations, lack of promises, and maybe I said it wrong...is v-a-g-u-e. Promises and...I'm trying to...

Bedell: You're perfect.

Ramos: I'm trying, people. And incomplete information given to the...my neighbors, but I'm still waiting to see the benefit of these new schools. I do not see the benefit of taking my children into a new system where the promises have not been fulfilled to the parents sign up for it. My district has the parental choice to accommodate us as a family and our needs. Just because it sounds great does not mean it is great. I am here today to give you my personal opinion based on experience and choices. I choose to stay in my district, and I ask you to please consider to wait and see the results of existent schools before you voting yes to open this Scholarship Prep Charter School. Thank you, I know my time is up.

[APPLAUSE]

Trustee Boyd: Martha Zamora?

Zamora: Buenos Dias. Buenos Dias. [Speaking Spanish]

Associate Superintendent Boyd: And before she starts, Board Members, in your red folder, there's a translation, just in case you want to follow.

Zamora: Buenos Dias. [Continues speaking Spanish]

Spanish Translator: Good morning, Members of the Board, Members of the Orange County Department of Education, and the members of the community.

Zamora: Mi nombre es Marta Zamora.

Translator: My name is Martha Zamora and I'm a very proud parent of the Garden Grove Unified School District and I'm co-President of the Consultant Committee for the Garden Grove Unified School District.

Zamora: [Continues in Spanish]

Translator: So I'm the co-President of our Consultant Committee for students...for English Learners for the district.

Zamora: [In Spanish]

Translator: Okay, my two sons graduated from high school...from the high school, Santiago, and they went to the university immediately after this.

Zamora: [In Spanish] Gracias

Translator: Thanks to the Avid Program, something that's not been offered with this new charter school.

Zamora: [In Spanish]

Translator: My daughter graduated from the University of Fullerton, and now she's a teacher.

Zamora: [In Spanish]

Translator: I can give faith about the compromise of her school district in supporting parents and families of students in their schools.

Zamora: [In Spanish]

Translator: I do recognize that charter schools sometimes offer parents a public education student's alternatives when the local districts are failing.

Zamora: [In Spanish]

Translator: But this alternative is not necessary here because Garden Grove Unified School District has amazing academic results, superior compared to the Scholarship Prep in each and every one of the grade levels.

Zamora: [In Spanish]

Translator: I don't think that all the visionaries of the school district need to be obligated to think that it's not important to have the charter school, Scholarship Prep, because they are moving inside of our boundaries, only to offer an inferior option to parents that can not have all the benefit of the information about the academic levels that has Scholarship Prep.

Zamora: [In Spanish]

Translator: Therefore, I'm asking the Board of Directors to vote no on the expansion. Thank you.

Trustee Boyd: Thank you. Next up is Patricia Guzman.

Bedell: How many more, David?

Guzman: Buenos Dias. [Speaking Spanish]

Translator: Good morning, Members of the Board of Directors, the Orange County Department of Education staff, and members of the community. My name is Patricia Guzman and I'm a proud parent of the Garden Grove Unified School District. I have five kids that have studied in the schools for Garden Grove Unified School District and my last child graduate this next school year. My oldest daughter is in Cal State Fullerton and she's going to graduate to be an English teacher, and she works as the coordinator of the Boys and Girls Club in Garden Grove. My second daughter is in Cal State Dominguez Hills and she also wants to be teacher, and she acts as an AVID tutor in the Santiago Hills High School.

My third daughter studied to be a cosmetologist, and my fourth son, he is attending Orange Coast College Community College, and he wants to specialize in Environmental Science. During several years, I have been very involved in schools and our district, and I have seen how many parents have been persuaded by new schools with false promises that, in the end, they never...they were never done, and they failed to their child's. I do understand that the movement in favor of charter schools is promoting innovation in their education, however, I'm very worried that it's not very clear if all of their teachers are credentialed teachers. Therefore, I'm also concerned that the salaries are going to be very low for these new teachers.

I'm also concerned that all the administrative team of Scholarship Prep, including the Executive Director, the Director, and the Special Ed Director, do not have the proper credentials for teaching and for administrative services. I'm concerned for all of those parents that do not know that Scholarship Prep is not aligned to all the regulations for traditional public schools. I, like other parents, do not want to risk the education of my child in front of the fact that Garden Grove Orange...that Garden Grove Unified School District is a very established, a very good, well-known school district with a lot of success, that has made possible that my kids have access to the American Dream. Thank you.

Trustee Boyd: Thank you. Next up will be, I believe it's Demian Garcia-Monroy? Is that close?

Garcia-Monroy: That's fine.

Trustee Boyd: Okay. To be followed by Vicki Lim, Alicia Trujillo, Arlene Contreras and I believe it's Aydee Vargas.

Garcia-Moray: Good morning, Members of the Orange County Board of Education, staff and union members. My name is Demian Garcia-Monroy and I'm a proud parent of two girls on the Autism Spectrum in the Garden Grove Unified School District. One is doing well in the dual-language English / Spanish Language Academy, the other is doing well in a special day class. I am the founder of a Special Ed Families in Garden Grove School District, which is a parent-run support group of over sixty families. And I've been an influential Special Education Advocate for the last five years in the district, so usually I'm up here talking to them, not you guys.

I'm greatly concerned that the Scholarship Prep will discriminate against Special Education Students and misinform parents as their...as to their idea rights and residual safeguards, especially when trying to enroll and recruit them. The charter does not adopt uniform compliant procedures...uniform compliant procedures or any similar process. For example, parents are only instructed to bring their special education disputes to the attention of Scholarship Prep, with no indication it will inform parents they can seek additional recourse with other compliant agencies. On another matter, parents may be reasonably confused into thinking that volunteer hours are required, even those special...law specifically prohibits them, requiring parents to volunteer.

Scholarship Prep asks families to make a commitment to the community and their child, volunteer for the school on a weekly basis. Automatically they will be enrolled in a member group to serve as volunteers for a variety of tasks. Parents of children with disabilities usually do not have a lot of time on their hand, so they may feel like they can't enroll, but then so will

single parents, or parents with low social-economic status, that both parents have to work. I would imagine the expulsion policies adopted by the charter is probably to be able to exclude children with special needs, or even children with behavioral challenges, children of...with parents of low social-economic background or single parents.

They may want just the easy to learn students. For these reasons, I believe the charter will have little benefit to our community. Our education dollars should serve everyone. I plead with you not to approve the application they have demonstrated at the current school...until the current school has strong academic performance, and they have policies and procedures in place that show they're not discriminating during both the recruitment or enrolling process, or their expulsion. Thank you very much.

Trustee Boyd: Thank you.

Bedell: Mr. Vice President, we have hit thirty-five minutes. With consent of the Board, we'll exhaust the last four cards.

Trustee Boyd: Yes, we've always had a tradition of allowing an additional five minutes for translations, so...

Bedell: Yes, we've allowed...we've done that historically.

Trustee Boyd: Okay, Vicki Lim, please.

Lin: Oh, so, in my speech I wrote down "Good morning", but I guess it's good afternoon. Good afternoon. Good afternoon Members of the Board, Orange County Department of Education staff, and community members. My name is Vicki Lim. As a proud parent in Garden Grove Unified, I appreciate having the ability to go for and know who my locally elected School Board Members are, and that according to California law, there offices exist specifically to manage our district schools in a manner consistent with the purpose of public education. I personally know our members, Board members, who are very visible in the community, and are sitting at many district events.

From my understanding, unlike school districts, Scholarship Prep and other charter schools can allow their Board members to have some personal financial interest in contracts they make in their official capacity. I disagree that personal financial gain should have any place in the position of public school decision makers. I recognize there are no guarantees that management of public education is ever perfect. But I stand by Garden Grove Unified where I have assurance of academic accountability and fiscal transparency. I know and trust the leadership in Garden Grove Unified School District and encourage you to deny the material revision. Thank you.

Trustee Boyd: Thank you. Alicia Trujillo?

Trujillo: [Speaking Spanish]

Translator: Good morning, my name is Alicia Trujillo. I am just here, please, good morning, everybody, members of the community. I just wanted to let you know that I'm here to represent Scholarship Prep school. I respect all the parents from Garden Grove Unified School District.

I'm here to support the opening of the Scholarship Prep Charter School. I'm not here to talk any bad things about any other schools. I'm the mother of three kids and I'm very happy because my kids attend Scholarship Prep and I've seen a very positive difference. They have very small clusters of classrooms and I've seen that they are teaching the Mandarin, and they have soccer, they have music, art and basketball. Thank you very much to everybody and I'm very happy that my kids are attending Scholarship Prep. Thank you.

Trustee Boyd: Okay. Arlene Contreras.

Contreras: Good afternoon, my name is Arlene Contreras, and I'm the Student Outreach Coordinator for Scholarship Prep Charter School in Santa Ana, and I will be reading a letter of support on behalf of one of our foster youth parents who was unable to attend because she's ill today. Her name is Mary Peril and she's a mother of a third and eighth grader. "My husband and I live in Santa Ana along with our three boys; all three boys whom have come to us through foster care. The boys have been with us and have attended school in Santa Ana Unified School District for the past three years. Children in foster care, as well as their care families, face unique challenges within the school district.

Like most children, they are required to finish homework, do well in school, and exhibit age appropriate behaviors with peers. However, unlike most children, they are also going through what could arguably be the worst thing that will ever happen to them, and that is a loss of family, adjusting to a new home, and attending court hearings and sometimes adopting to a new culture. I moved our boys to Scholarship Prep School the first year it opened for a few reasons: First, because they were offering electives that included sports. Our boys are incredibly gifted at sports, offering them a class they loved at school sounded like a win-win situation. And second, because at the heart of the school is a desire to support foster youth.

What we have found at Scholarship Prep is more than we could have ever hoped. Not only have our boys thoroughly enjoyed their sports electives, but they've also branched out to try different electives like art. Perhaps what has impressed me most about this school is their mission and vision statement which truly does blow out through the staff and everything they do. Scholarship Prep has done an amazing job of partnering with my husband and I to do the best that we can for these kids to help them be successful. I have received personal phone calls, words of encouragement, and understanding from both teachers and staff which has done a lot for our boys.

Finally, on a personal level, I would like to say as a parent of three boys with a history of past trauma, it is easy to feel judged or scrutinized when your kids don't behave as expected, or when you, as a parent, don't appear to be doing what you can do for your kids. Having staff and teachers who care about our kids and are trying to place extra burdens...and are not trying to place extra burdens on our family is a gift. Our kids are thriving and we're super thankful we found this school. Sincerely, Mary Peril." We hope that with the approval of Scholarship Prep in Garden Grove, we can continue to offer these services and quality education to the community, and I would like to add that we do not obligate or force any parents to do any volunteering. It's completely free. No one needs to volunteer their time.

Trustee Boyd: Thank you. Nadine Vargas. Thank you for your patience and everything.

Vargas: Good morning. Sorry for my English. I try to speak. Good morning, Board Members. My name is Aydee Vargas. I'm no teacher, I'm no employee of a school. I'm not here to talking about bad or good, any school. I'm a mother of four kids, their ages are six, nine, twelve, and I have a daughter, thirty-one. I always try to give the best education for my childs, and I researched the best schools for them. I live in Garden Grove for around twenty years, and my older daughter, I drive to the school to Fountain Valley, Los Amigos High School. On that time, I didn't know about the charter schools, so I tried to find the best education for her. Now she's graduated from Veterinaria, and she's very happy to introduce my kids to the brothers...their siblings, sorry, to the charter school, and she asked me, "Why, Mom, you don't give me that kind of school?" And I say, "I don't know before they exist, that kind of schools." Now I live in Garden Grove and I drove my kids every day to Santa Ana, to the charter school, Scholarship Prep. What I do that? Because I want the best for my kids. The public charter school is free, as the same as the other schools, but the Academy exists a little better different. I don't want to talking about that, but without parents, we try to do the best education for our kids. My kids spoke Spanish at home and they spoke English at school, and now they're learn Mandarin, and I try to practice the Mandarin different places, and sometimes at the church, The classrooms is around twenty-five to thirty students, so that's a little classroom for them. I like the dress code they have 'cause they prevent the bullying from other kids if they don't have the same shoes or the brand shoes, or the brand clothes. They have only one uniform for everybody and they teach what is the important, the code dress for everybody. The Academy's alive because they have the arts, sports, and the more important thing, they teach about the universities. Kids kindergarten to TK they know kind of universities around the country. You ask TK kids, they know Harvard, they know UCLA, they know other...the kind of universities. My daughter have in the high school and she don't know about what kind of university she want to go until twelfth grade.

Associate Superintendent Boyd: Your time is up.

Vargas: Oh, sorry, thank you so much.

Trustee Boyd: Thank you.

Associate Superintendent Boyd: Thank you.

Vargas: I have more, but...

Trustee Boyd: Mr. President, to you.

Bedell: Thank you.

Chastain: This concludes the Public Hearing for Scholarship Prep Charter School's material revision request. The Board will render a decision at the April 11<sup>th</sup> Board meeting. President Bedell, I now turn the meeting back over to you to facilitate any questions that the Board may have.

Bedell: Okay. Trustee Boyd, I believe this school is in your district. Is that correct? Do you have Garden Grove?

Gomez: I have part of Garden Grove.

Trustee Boyd: I have a good portion of...I have a portion of Garden Grove.

Bedell: Because I'll start with you two colleagues. Who wants to go first?

Gomez: I'll defer.

Trustee Boyd: Okay, okay. I don't have a lot of questions. Certainly based on the presentations and public comments, it's given us a lot of things to consider, and if I'm not mistaken, I'd like to call up Mr. Wenkart our Attorney. This is really uncharted territory for us, in that we've never been faced with a decision to expand a countywide charter.

Wenkart: Right, this is the first time.

Trustee Boyd: Is that correct? So I hope between now and the meeting, you'll give us some guidance on the standard of review on the elements we should be considering. I'm going to put you on the spot here. You may not know, so if you're not up to date, just say so, but if I recall, there have been some legal issues with respect to foster youth that have impacted both the Samueli Academy and other schools intended to focus on foster youth, but there were some legal hurdles that limited what they could do. Is that correct?

Wenkart: I'll have to look into it. I'm not aware of any but we're certainly look into it before the next Board Meeting.

Trustee Boyd: Okay, that's all I have.

Bedell: Okay. Trustee Gomez?

Gomez: I just probably want some more data before the next meeting. I'd like to get a better handle on the data because there seems to be some discrepancy between what Scholarship Prep has provided, and what Garden Grove had indicated. So if we can get that. I'd also...one of the things that when I was looking at the data, and I think someone mentioned it from Garden Grove, was how students transition from English Learning into another category. So that sometimes causes the data to fluctuate a little bit. I would also like to know the retention of students and teachers at Scholarship Prep. Also, the budget for travel and conferences. I appreciate the fact Scholarship Prep said that they were – I don't know where they went – oh, way back there, okay. I appreciate the fact that you're trying to do a lot of professional development, but it wasn't clear to me in the budget where exactly that was. I know you said you did it at the other campus so I didn't really see it in this budget, so if we could get some clarification on that. On – I'm going to see if I can't find it here – no I can't, oh boy...page. There was something in here, now I can't locate it, but it was about the ADA Inspection. And whether or not that was valid or not, I apologize, I can't locate it in the lease agreement, but if we intend to serve special needs students who may have a physical issue then we need to be sure that that building is ADA compliant, and it seemed to be something that was taken out, so I'd like a clarification on that. I guess that's it for now. If we can get those...that data, that would be very helpful.

Bedell: Trustee Williams?

Williams: Yes, I want to thank all of the two sides that came out today. I'm very impressed by each and every one of you. I appreciate the local community that came out and talked to us directly about the impact of school, whether you're for it or against it. I also do want to give the opportunity to go through some of the comments that were made, so Gloria and Jason, if you're...if you're still here in the audience, if you can come up to the podium, I want to ask a couple questions. So again, thank you all for coming, I appreciate everybody who's here. This is great community involvement and words that were exchanged. It's a very civil discussion here and I appreciate everything.

Gloria and Jason, we've known you for quite some time and there are some words that have been stated that your school is not focused upon foster youth; one-percent is all that you have. We know through the Samueli Academy a few years ago that that was their primary focus, and I think our good Trustee Boyd was trying to bring this out that they had to expand it, and that it couldn't be just kids that were from the foster youth program. Is that kind of what you see your vision of what you have to do here?

Romero: I thank you so very much, it's a very important question. We are a...we are a charter school that has a prioritization on foster youth. Currently, I think we're doing very well in comparison to the Santa Ana district in which we are located. We have recently partnered, for example, with the Orange County Juvenile Justice Commission to actually put together a strong delegation to work with the judicial branch in Orange County, which has a lot of say-so in terms of the school locations of where they put foster youth.

So to your question, yes, that is something that potentially poses a barrier to us but we, for example, we hosted the entire Juvenile Justice Commission to talk about this specific issue on basically having the judges give more...have more leeway in making decisions for the placement of youth and the awarding of foster families to bring them to a school of choice like Scholarship Prep. And then the other thing is too, of course, we did...we hosted the very first countywide foster youth summit with our resource families to begin to get the word out. I think we did a great job in Year 1 to really begin to identify, and Year 2, it's going forward as well. One thing that we find is some of our youth are also going to be adopted, so we're excited for them, we want that to happen, but likewise it brings our numbers down, but overall, we'll take the number going down.

It doesn't mean that just because they're adopted that all of the issues, especially emotional issues, past trauma that Ms. Carrows spoke about, go away. And at Scholarship Prep, we've actually expanded a new category to talk about foster youth and the foster youth experience. We continue to be there for them.

Watts: Let me just add something to that really quickly. Part of the reason why we applied for the countywide justification with foster youth is not just that focus on foster youth. It's also that continuum of support, K through Twelve for the fosters going from our school to Samueli. We don't have a formal relationship that allows them to get in "automatically". Both schools have a foster youth enrollment preference, so all intents and purposes, if we have foster youth that leave our school that want to go to Samueli Academy, they can get in, and that's very important



because as you know, it's with the Orangewood Foundation and their staffing. They provide a great deal of support, And so when we talked to Samueli in the early stages of our development, one of the conversations we had was, particularly with Samueli, how can they help find these kids earlier so when they come to them as a ninth grader, they haven't had a number of experiences that they have no control over, so that partnership with Samueli has been really important in this process in the Countywide justification.

Bedell: Trustee Williams, you still have the floor.

Williams: Thank you. So to rehabilitate again, our Scholarship Prep, the PTA President, Ms. Perez, says that they received a postcard. I didn't see this postcard. Can we get a... can we get an actual physical copy of it?

Romero: Absolutely.

Williams: So I can look at, but it was also stated that you had test scores that were bad. Can you elaborate upon that? Trustee Gomez touched upon that, but could you further open us up and teach us?

Watts: So a couple things. One of the numbers that you've heard today, more than once, is that our 8<sup>th</sup> graders were seven percent. Well they didn't tell you what that meant. So seven percent was the percentage of students in our 8<sup>th</sup> grade class that, which we had thirteen, a very small 8<sup>th</sup> grade class, which seven percent of our kids met or exceeded standards. Of course no one knows, except for us, how they came into us. What they didn't tell you is that forty-six percent met or exceeded standards in the ELA Literacy. Forty-six percent, so that's certainly an important number. In comparison to Santa Ana Unified was thirty-nine percent. So, overall data when we're looking at how our students are performing, I mean it's very difficult to see it publically, because you only see one year of data.

We have no dashboard data, all we see is one year of data. But for us, we see the data of the students coming in. We have access to that... access to that data through CalPads, and so we can that they were sixteen percent, meeting or exceeding standards, students worldwide coming in at ELA and with us, in one year, they're at thirty percent. So in one year we already surpassed the district; all students. We talked about English Learners earlier. With all students, we surpassed Santa Ana Unified and we use them because, again, the majority of our students, at least last year, from that district, so again, one year we surpassed them. We certainly have a long way to go.

We're not satisfied by any means with where we're at. Seven percent for any grade level is unacceptable, and because of that, we've instituted a number of different professional development foci, specifically in mathematics, of course. But again, we're looking at the students we receive from the local district and how they did coming in, versus what we've done with them, and they've increased school wide, particularly in some of those subgroups, English Learners being the most prominent.

Romero: And I want to add to that as well, too. I heard some discussion about cherry picking. We're a public school. We open our doors to everybody and, again, to anybody who knows my

record as a Senator knew that I was a champion on Civil Rights. So, in this sense, we opened the door. We spoke initially about whether or not we could limit our school, and just maybe grow on our own. A lot of schools do say, look, we want to have the best State at the end of the year, we're going to grow our own start from kindergarten, first and then second. Jason and I said, we believe in the urgency of now. We believe in closing stark achievement gaps wherever they exist, from T...well, TKK – Eighth grade, so we said we're going to open the doors. And we saw it. Eighth graders coming in, reading at grade levels that are painful, to be able to...when we get them for the first time in eighth grade, we wanted them in our school; we want to give them one good year before they go on to high school, that's a critical year, as you know, in terms of perseverance and the education pipeline. We were not afraid to say bring us, open the doors, bring us your children. We don't care at what grade level they are, and I think in that one year, the commitment, the passion; teachers like Ms. Allotey; the parents that you heard here, they believed in us because we believed in them. We raised the bar and we said come in, we will close the gap and accelerate growth, and I think that's what you'll find when we give you the breakdown of the data.

Williams: Okay, next question, because all words are spoken here, by the way, for the people in attendance. They are transcribed and it is a written public record, so there's a few things that were said that I just would like to get on the record. You've been accused by somebody who opposes your charter school that there are people who are personally financially gaining by selling a curriculum. Could you address that?

Romero: Again, to...this is the first time that I hear this. These are Board Members, just like you, and every single Board Member must, under California law, file with the FPPC (Fair Political Practices Commission) a Statement of Economic Interest. I file it, Jason files it, and in fact, at our school, we require anybody in our Executive team, including our two Principals, to also file public statements about economic interest. If there were a conflict I think the FPPC would have come after us. We are very im...we are very cautious about full transparency, making sure there is no conflict of interest. As a Board Member, I have not seen that, and unfortunately, whatever...you know, whatever that individual stated, it's misinformation. I invite you to come, look at the documents, they are publically reportable, just like you.

Williams: Okay, and finally my last question is, you've been accused of leaving skid marks, one comment was made. I find that to be completely dissimilar to what I know of you as a human being. Could you please give me your personal response to that?

Romero: I was saddened when I heard that. Honestly, I was saddened. I was shocked to hear that word. We are very proud to be a school that has...that is desirous and passionate about representing families from high-poverty neighborhoods, English language learner children, foster youth children; we believe in families and students making a mark in this world. I would never refer to as a skid mark and perhaps the individual didn't intend to say what was stated. I would be happy to talk with that individual. We leave marks on the world. We do not believe in any one person, whether we agree or disagree, that it's a skid mark. Thank you for...I'm glad that that...well, not that I'm glad, but I appreciate that that also, you know, caused you some concern. I know it broke my heart when I heard it.

Watts: Mind if I really quickly address that? To piggyback on that. As always, you have an open invitation, Board and Superintendent Mijares, to come to our school at any time, announced or unannounced, to see what we do. We've been having somethings called "Small Business Fridays" with our school community. Our students have an interest in going to certain field trips that, in most cases for our families, are out of reach financially. So what they've done is they've come together and created these small businesses as a way to earn money, and in doing so they've brought parents in the fold. So we'll see, at any given time, twenty, thirty, forty, fifty parents on site, helping the students.

It's pretty amazing. I've been part of a lot of different schools, some very high performing. I've never seen, number one, ELAC as passionate and parents who show up to these meetings as I've seen at Scholarship Prep. But more importantly, I've never seen such a community come together with those...their children and invest in a school such as the one that we have, and so we're very fortunate to have such a great parent community, and I would think that they would not agree with the skid mark comment either, and finally, as you probably know, USC Hybrid High will not be on our site next year.

They've been subleasing from us, and as of today, we have a wait list of over sixty, seventy kids, even with the hundred-plus vacancies that they're going to be opening up for our campus. So we're going to have a wait list, we already have one now. We're going to be at full capacity very easily, and we'll provide you the data, Trustee Gomez, that you requested in your presentation.

Bedell: Trustee Lindholm?

Lindholm: Yes, thank you, and Senator...former Senator Romero and Jason Watts, please stay at the podium. I want to thank each of you for coming. I am absolutely delighted to hear that Garden Grove School District is doing so well and that the fit for so many of the children works out for you, and you're coming back and you're happy with that. I think that's a really good thing. But I'm also happy to hear that there's a school choice because not every child thrives in the same school, you've seen that in your classrooms. Not every child's going to thrive in the same class, and for former Senator Romero, I know when you're in the legislature, you championed English language learners for so many years.

You have been passionate about this for so many years, so I wanted to share that with you for the members of the audience who may not know her background. That is where she comes from, and that I believe – please say if I'm wrong – her passion is. I wanted to have you address, and this goes to Trustee Gomez's comment, some of the data on foster children. I've been involved, not with you, but trying to help them succeed for many, many, many years, and some of the laws have changed, where the foster children, they need to be in the area where their natural parents are; they need visitation. So there's laws out there that make it difficult for schools to be in different areas, and for the foster parents to have their jobs and bring their children, so that they have parental visitation. So I think that's what you're seeing when I'm saying that this is a countywide charter, and the other thing that I wanted to say is thank God there are not that many foster children when you're saying there's a certain percentage, but those are the ones who slip through the cracks, and those are the ones that have nobody. I am very happy you're looking for

them. I don't want them to be standout and stamped and segregated and identified. I mean, that is not something any of us want. We want them to be children, and normal children. So can you address anything on the laws and how they've changed and how that relates to you?

Romero: That's a very important point and if I might just say that there are children in Scholarship Prep who, when they come to us, they do not identify as foster youth. That is a privacy issue for them and exactly from what you've spoken about, sadly there's issues of trauma; there's issues of stigma; there's pain about being separated from a natural family, no matter what the quality of that family might have been. It's actually, sometimes, during the course of the year, that a child will feel comfortable to basically say you know what? I am a foster youth, and that's how we learn about them. So it's important we seek, we encourage, we put forth, but we do not mandate you must tell us.

It really isn't in the process essentially of coming out essentially and saying I feel comfortable, I feel safe. In terms of some of the changes, each county is different. That's why we get to be partnered with the Orange County Juvenile Justice Commission, that's why we did the first annual. We're getting ready for the second one, the Foster Youth Summit, to basically talk about how it's a trend; it's not a mandate, it's a trend and it's discretionary by the presiding judge of the court, to basically say I'm going to keep foster youth only in the district of the school of origin and the family that resides in the school of origin.

The foster – the resource families as they're now referred to – have basically fought back against this, and we've supported them because of what it means is that there are many families who want to be a resource family; who want to mentor foster youth; who might live in North Orange County, but the youth coming to them is from South Orange County, and just traffic on the I-5/405, they can't get there early in the morning. So there is some pushback on that. That's why we're working with the presiding office or the judge, we've reached out; we want to talk to the judges.

It is discretionary, but those are the kinds of things that we as a foster youth priority school want to educate, even our judiciary, about what that means for the success of foster youth, and the abilities of resource families to bring them in, foster them, and give them a quality school of choice.

Lindholm: I thank you for that and excellent clarification, and just for the Board Members of why this child has to be here, and why this child has to go to this school, and why the parents are driving two or three hours a day. And so, there's that mix for me for the countywide and I want these children to succeed more than anything because they don't have anybody, except for these wonderful parents who are willing to take them in. So I'm looking for more information. Our attorney will be giving us more information on that. That's all I have.

Bedell: Thank you. I'm hoping the Superintendent can join these colleagues. I'm very willing to be corrected as usual.

Romero: Yes.

Bedell: Happens often. As I understand the original Charter School Act, one of the reason...one...of the reasons it was supported is because the charter schools were given more flexibility, could therefore theoretically be more innovative, and therefore the charter schools – and Gloria this comes to your group – the charter schools would then have all this new excitement, this new innovation because of this and that, that they could share with you, right?

Romero: Mmhmm.

Bedell: And I'm going to be real candid here; it's not in my area. This dynamic in this room today is very disconcerting to me on everybody's part. You're going to have a school go terminus with another school. The idea of the Charter Act was to have this synergy and I am concerned. I just want to get that off the top of my bald spot, okay? It is not a personal...it is not a personal attack but this is huge. We haven't had this many people here since we had the tumult by the Common Core.

Romero: We do it the Garden Grove way.

Bedell: I know

Romero: I bring a lot of people.

Bedell: I know.

Romero: Sorry.

Bedell: That said...that said. I want to share, did Trustee Gomez raised a question for me...

Romero: Yes.

Bedell: ...and some of my colleagues have looked at it. Either the data are good or the data stink. Either the data are great or the data are poor. I wonder if what's being compared here – and I'm not making an invidious comparison...

Romero: Right.

Bedell: ...is we're comparing ten eighth-graders here with four-thousand eighth-graders there and usually different demographic, relative to where the schools are to be, and that is going to give you huge, huge data differences.

Romero: Yes, and we've looked at the data of all of the neighboring schools in the surrounding area. The St. Paul's Lutheran Church, we will provide that to the Board. You will see that the data of those schools also exceeds the performance data of Scholarship Prep. As Sta...as Board Member Teri Rocco mentioned, we wish them well. We're not trying to be negative or harmful to them. We just would feel that for them to have some time to develop the school, of their new school that they've developed in Santa Ana, which isn't performing at the level of the area that they're moving into, would be, I think, in their best interest as well.

Bedell: Gloria, that leads me to a question. You didn't set it up for me because I had it, okay? I didn't want you to think it was a setup.

Romero: And can I also add...can I just add one thing?

Bedell: Of course.

Romero: I completely understand, in terms of the Charter School Act. I grew up, first generation, in South Central Los Angeles, going to LA Unified Schools.

Bedell: Oh, really?

Romero: And the fifth of six children. So I do understand that there are many struggling districts. There are districts struggling in our county, and struggling in our state, and in our nation. But one of the things that we're very known for in Garden Grove, and we'll be providing some background information, is being innovative ourselves, and we're always happy to work collaboratively with other groups.

We many times have charters or other groups come to visit the district because we've been around so long and we have the stability combined with innovation, and the student-first perspective. So I completely understand what you're saying. We're not trying to be detrimental to this program that they've started, and we want to see...we work very hard to service all of our foster youth, but in particular, this school, we feel that it...they need to continue to work at the site that they have to have a little bit more time to have it be proven.

Bedell: Thank you. Gloria, and as I understand, Ron...Ron...is Ron still here? He's having lunch. Ron? Which we need to do. This is a material revision. As Trustee Boyd indicated, this is the first we've had.

Wenkart: Right.

Bedell: As I understand parliamentary procedure, there are three components to this particular material revision, right?

Wenkart: Yes.

Bedell: Is bringing the code, the school, and with the new laws, is this reauthorize...this expansion – and there was a third one but that's not important – is it possible with the Charter Act to, which is possible under Robert's Rules but I know we don't exactly work with them, to divide the three questions, so that we can protect the original school, and Gloria...again it's, you know...I really appreciate your comments and your work. I...you have to explain to me. What would be...what would be so bad about you having another year to get ready for this?

I mean, do you have, and no, I'm not being cheeky here. You have hundreds of students who want to get into that Garden Grove site right now because I am...I must admit, having one year, two years under the belt, this is our school, and if we have trouble, it's ours. You see what I'm saying, Gloria? So as I understand it, legally we can separate those three questions to protect you with the two things you want plus delay opening this site.

Wenkart: Yes. We talked about this. You asked me this question yesterday and I responded this morning, that you could separate it. It would be up to this Board. You could partially approve the material revision that's being requested.

Bedell: Thank you. Gloria, help me with that. What would be the disaster for the kids? What about the kids? First and foremost, we're the kids. What would be the disaster of having you a year out, another year of data under your belt, and doing the outreach? Because I must admit, the one-percent doesn't impress me.

Romero: The...this Board Meeting started with a discussion about Mendez, and Brown vs. Board of Education. There's a very famous saying that came out of that: "Justice delayed is justice denied." I would...I would make that same attribution to education. A quality educational opportunity delayed is one that is denied. We have...again, I believe in all the years and the legislature; it's about acting now. This is not about manana; this is an urgency of now. We see the data. We see the concentrated numbers in Garden Grove. Fifteen percent of every English language learner student in Orange County is in Garden Grove. We have a year of data, and again, you can also look at the Oceanside data.

It's again to a different district but it's a part of our record. We're doing great things there. Mr. Watts spoke about his background and what he did before that. You can take a look at the work that I did as well. So this is not, I think, about delaying. Let's wait. If anything, I believe the mandate that we've seen and the urgency is to say let's make a difference now. If a parent says we don't want to come to Scholarship Prep, honestly thank you, but it's about parental school choice, that was the essence of the Charter Law. Giving parents a choice, and already we have had many parents who have said we want to come to Scholarship Prep.

So I would argue against saying wait another year, because I think sadly, the Civil Rights and especially looking at high-poverty kids that have been trapped in underperforming schools, because in all due respect to Garden Grove, yes, Garden Grove has great schools, but we also know and we see the data that there are some schools in certain neighborhoods with certain surnames that those numbers don't measure up. And that is where Scholarship Prep is willing to be bold, to be tenacious, to say it's about that same way in which this Board Meeting opened up. It's about education delayed is education denied. Ultimately this Board will choose to do what it, you know, what it does, but...but I would urge you at this point to not say wait another year.

With respect to the number of foster youth, and again to...I believe at some point you might get back the report of the audit, that your staff came and they sat with us and went through everything. One of last things that, in fact, Ms. Chastain spoke to us was in terms of our percentage of foster youth and actually saying we were actually doing a commendable job. I don't want to put words in your mouth, you can choose your exact language, but given also what we've done is well too. The partnership, the working with the Commission, the Foster Youth Summit. We have gone to churches to outreach. We have gone, you know, a number of places to really get the word out about foster youth.

We can not force somebody, especially with some of the judicial, you know, mandates...well not mandates, it's actually it's discretionary choices, but we are doing everything we can to provide that pipeline. What you did in Orange County with Samueli, first, and then with us. I don't think it exists anywhere in the country. You have provided a pipeline, an uninterrupted from TK through Eighth grade with a priority, not a stand in the line and wait, but a prioritization to enter

one of the top notch charter high schools, I'd say in California; Samueli. Academy. I don't want to tell those eighth graders that are ready, and come to us far behind, from whatever district they come in.

They come to us more from Santa Ana, but overwhelmingly it is from Santa Ana, to say now you gotta wait another year. We want to have the opportunity to reach every child and to provide an uninterrupted pipeline to be able to be considered for enrollment in I believe to be one of the top notch high schools in California, and that's the informal partnership that exists between Samueli and Scholarship Prep. So I would ask for you to keep it intact. I don't believe in waiting. I believe in picking up and moving forward.

Bedell: Thank you.

Romero: Thank you.

Bedell: Any other questions?

Gomez: I just have one more question for the Superintendent. Within your district, do you have the opportunity for students to go to another school, say you have a special program at once school...?

Gloria: Oh yes, very widely. So we have open enrollment, a parental choice. In fact, we're in the middle of March now, so some call it March Madness, and that's when our families come...the other type of March Madness...come in and select, so we have a great deal of choice within our district and it's quite common for parents because of employment, because of childcare, for a variety of reasons, to select, and of course we have the parental choice lottery as determined by the State of California. So we have a great deal of families who utilize the transfer process to move their children because of daycare, because of work, employment, for a variety of reasons.

Gomez: And are you able to accommodate most of those students?

Superintendent: We are able to accommodate the majority of the students, correct.

Gomez: Okay, great. Thank you.

Bedell: Okay, thank you. I am done. We have anything else on this topic? Okay, we have a special event for you so we don't...stay seated...

Trustee Boyd: Yeah, just a few...

Bedell: ...this is really...

Trustee Boyd: ...minutes.

Bedell: ...special. It's not adjournment, okay? We're going to...this is...this is one of the joys of this job. Being on a School Board is to honor people who put kids first. Right? And so, we are going to honor...wait until you hear about this. Nicole Savio, come on down. This is a presentation, I mean listen to this. Talk about the joys of public school and what goes on in our schools. This is a presentation for Gregory Gardner from Edison High School, Huntington Beach Union High School District, who has been part of the California...California, not Wyoming.



Lindhholm: Now, don't we need him up here?

Bedell: We are, but I want to build the suspense.

Lindhholm: I want to see him. Oh, build the suspense?

Bedell: California Teacher of the Year recognition, Gregy Gardner. Gregory Gardner. David, come on, let's go.

[STANDING OVATION WHILE MR. GARNDER, PRESIDENT BEDELL AND TRUSTEE BOYD POSITION THEMSELVES FOR PHOTOS]

Savio: Yes. Good morning President Bedell, Members of the Board, Superintendent Mijares. Today we are honored to recognize Gregory Gardner, a science teacher at Edison High School in Huntington Beach Union High School District, for being selected as a California Teacher of the Year. The District Representatives joining us in the audience today are Dr. Owen Crosby, Assistant Superintendent of Educational Services, and Mrs. Jennifer Graves, who is the Principal of Edison High School. Mr. Gardner was recently honored by State Superintendent of Public Instruction, Tom Torlakson at the California Teacher's of the Year Gala in Sacramento. This great honor is bestowed upon only five exemplary teachers throughout the entire state each year. Mr. Gardner has been teaching for nineteen years, but if you walk into his Innovation Lab that he created, with the help of students, you will see that he has the energy and the exuberance of a brand new teacher. His Principals shared that what makes Mr. Gardner stand out is his ability to teach students at all levels, and his never-ending passion for exciting the kids with project-based learning. He truly loves the kids and he truly loves the work. Mr. Gardner's favorite thing about teaching science is seeing the light bulb go off for students when he engages them in what he calls "Hands-on, Minds-On" learning. He says he can almost hear the synapses of his students' brains snap and crackle as they conduct experiments and figure out what went right, and what went wrong. We'd like to give you a glimpse into the treasured world of Mr. Gardner's students with a very brief video clip.

[A VIDEO CLIP IS SHOWN THAT HIGHLIGHTS MR. GARNDER SPEAKING ABOUT HIS ENJOYMENT OF TEACHING. NINE COLLEAGUES SPEAK ABOUT MR. GARDNER'S ACCOMPLISHMENTS. APPLAUSE FOLLOWS AT THE CONCLUSION OF THE VIDEO. MR. CROSBY AND MRS. GRAVES JOIN THE GROUP FOR MORE PICTURES. PRESIDENT BEDELL READS THE CERTIFICATE THAT MR. GARDNER HAS RECEIVED OUT LOUD. MORE APPLAUSE OCCURS AT THE CONCLUSION OF THE CERTIFICATE BEING READ ALOUD. MR. GARNDER IS ALSO GIVEN A GIFT THAT PRESIDENT BEDELL COMMENTS ABOUT]

Trustee Boyd: Yes. Of course, we have many fine teachers from every district in the county. The best ones are in mine, My connection with Edison goes back a long, long time. Directly or indirectly, one of my high school classmates was a basketball coach at Edison before many, many years. I have to confess my kids went to Fountain Valley. Most of my office staff, their children go to Edison, so every year, there's the debate when it comes to football time, But this is...the competition within this county for this award is amazing, and every year there's a

presentation at the Disneyland Hotel, and you'll see a dozen of these types of videos or more, and they're all outstanding to even get to that point, and to get to the State level is an incredible achievement. You know, it's the best in Public Education.

Bedell: Greg, would you like to say a few words?

Gardner: Yes, thank you very much. I love what I do. I wouldn't be in education because...I'm in it because I'm here to help students succeed and grow, all the way from the Special Abilities cluster of students to our Special Ed students.

Graves: I'm just extremely proud of Greg, it's such an honor. We've been working together now for five years. This is my second year as Principal but everything I said in the video...I'm like, I really need to get a new outfit, that's just pathetic. Regardless, everything Greg said, everything you heard, that's every day. It is non-stop energy, non-stop passion, and he is here for the kids, and that's his number one thing every single day, and every single day, when, I'm not kidding you and he'll say...he comes to me and will say "when you do something cool let me know about it." Just last week they were up in Sacramento putting together a hydrogen car and racing a hydrogen car. There's always something going on, and so, I am just honored every day to be able to work with someone like him and to be able to work with educators like you and have students and parents just like your own. So thank you so much for allowing us to do what we do. Thank you so much.

[APPLAUSE]

Bedell: We are a team for Orange County kids, and you are a vessel and a symbol of that excellence.

Gardner: Thank you.

Bedell: And I really appreciate you coming in today, I know you're missing your class. Your representative from your District is here as well. Would you like to say something?

Crosby: Certainly. I'll be quick. On behalf of our Trustees and Superintendent, we are very excited and very honored to have Greg Gardner represent our district and Orange County, and also the state of California as a Teacher of the Year. You could see by the video his passion, you've heard stories about his passion, and it is truly heartfelt, and this is truly just fine. So thank you to Superintendent Mijares for letting us be here today; to the Board for this recognition. Thank you so much.

Bedell: Thank you, thank you. We really appreciate it. Keep it up.

Gardner: Oh, I will.

[APPLAUSE]

Associate Superintendent Boyd: And while they're posing for their group photo, I just want to, for the record, mention that the Superintendent Harwick did call. He really wanted to be here today but they have a WASC Accreditation Team in their district today, so that prevented

him...oh, two, excuse me, from being here. So he did want to sincerely thank the Board for this recognition.

[APPLAUSE]

Savio: This concludes our presentation.

Trustee Boyd: We're going to take our lunch break. We'll reconvene at approximately 1:30 PM.

[MEETING BREAKS FOR LUNCH]

[MEETING CONVENES]

Bedell: Let the record show the meeting convened at 1:34 PM. We will now take a Motion to approve the Consent Calendar sans Item number eleven, which has been moved.

Trustee Boyd: I will move.

Bedell: So moved.

Gomez: Second.

Bedell: Second. All those in favor of Consent as amended, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Pass. Board Recommendations. Trustee Williams, you had a couple of items you wanted to address. I wanted to give you the opportunity.

Trustee Boyd: We were going to talk about number eleven.

Williams: Number eleven.

Bedell: Number eleven.

Trustee Boyd: The Resolution.

Bedell: Number eleven moved behind number sixteen.

Trustee Boyd: Okay.

Williams: Okay, so it would be after.

Bedell: The other one you wanted to talk about, speakers at the dais?

Williams: Yeah, I thought that may be under Informational Items.

Bedell: Okay, your pleasure. Any Board recommendations, other than...? Okay, staff recommendation. Renee Hendrick to the podium please. Motion will be to approve twenty-seven-eighteen, Second Interim Report, which has been certified as positive by the County Superintendent. Do you want to give us a brief overview, explain to the public what this is about?

Hendrick: This is our Second Interim Budget, which is an update for the budget that you approved in June of last year, and so it just updates our revenue and expenditure assumptions throughout the year, so you can see that we've made some reductions through attrition in other areas, through staffing; things like that. And so, we are submitting that budget for your update.

Bedell: Okay, so there are twenty-seven school districts in Orange County; all but Tustin and Irvine have declining enrollment. We are part of that declining enrollment.

Hendrick: We are.

Bedell: And could you explain to the public who is new to this meeting why we are in declining enrollment?

Hendrick: Well, as our districts decline, obviously we would too, because they refer their students to us, but our biggest portion is from the Juvenile Court Schools, and so we are about one-fourth of what were about five years ago, and most of that is the change in the state's policy for incar...the alternatives to incarceration. And so instead of...they have to have a more serious crime in order to be incarcerated now, so our schools in those institutions have dropped drastically.

Bedell: Right. Okay, thank you very much. We have a Motion to Approve, moved by Boyd, seconded by Williams.

Gomez: May I ask a question please?

Bedell: Of course.

Gomez: Since there's been so much conversation today about foster youth, could you explain, I'm looking at ninety-two, the Local Interagency Contracts? Where it allots money for educational support of independent youth matching foster youth services?

Hendrick: Right. So we are actually the County wide coordination, and so, we work with Social Services to help coordinate services for foster youth, and so, one of the big moves is that for those students to be served in their district or residence. And so, really the push is they do not want them to be served in some place outside of where they were going to school, and so, our staff is helping...they also see a statewide initiative that we're part of, which is helping with the technical training for that. And so what we do is we work with each individual school district and also social services to make sure that those services are being met.

Gomez: Okay, so does that involve training of staff to assure that those services are being met?

Hendrick: It's a lot of training to staff, making sure they're doing their outreach, and also trying to find ways to capture those students.

Gomez: Okay, so were doing outreach as well?

Hendrick: Yes.

Gomez: Okay.

Hendrick: With the students.

Gomez: Okay. Thank you. That was all I had.

Bedell: Renee? Following up on Trustee Gomez', what is the grand head total if you know, if you can give it to her, of our foster youth in Orange County?

Hendrick: I do not have the number but we will look that up for you.

Bedell: Would you show it to us please?

Williams: I just wanted to respond, Mr. President that it's not a mystery, you know, right now, the districts that have been designated as those needing differentiated assistance are largely due to the foster youth, and the fact that they have a high suspension rate.

Bedell: Right.

Williams: So, through CalPads, through the Department of Public Social Services, we can tell. We can get you the numbers.

Bedell: I would love to see those, especially given our earlier conversation.

Williams: Right. And you can see...

Bedell: And where they are.

Williams: ...yeah, absolutely.

Bedell: Thank you so much. Okay, all those in favor of that Motion, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Motion passes. We now go to Item Number Fifteen, the Motion to designate the Associate Superintendent.

Williams: So moved.

Bedell: Moved by Williams, Seconded by Bedell. Any conversation on Fifteen?

Trustee Boyd: No.

Bedell: All those in favor please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? This is where we designate the Associate Superintendent to negotiate on our behalf. Secondly, the Motion to designate the Associate Superintendent to again to negotiate with Scholarship Prep. Do I have a Motion?

Trustee Boyd: I'll move.

Bedell: Moved by Boyd.

Williams: Second.

Bedell: Seconded by Williams.

Trustee Boyd: I do have a question on this, though.

Bedell: All right, here we go.

Trustee Boyd: How does this differ from what we just went over with respect to Scholarship Prep? Procedurally?

Hendrick: So when Scholarship Prep opened their second schools in San Diego...

Trustee Boyd: Okay.

Hendrick: ...we wanted to make sure that our Agreement now included the language on if they become a CMO (Charter Management Organization) for some reason, you know, opening multiple sites, what we need from them in that case, and also keeping their finances separate. So putting language in our charter for that. That's language that didn't have to be in there when they were a single site.

Trustee Boyd: Okay, so this has nothing to do with the Public Hearing today?

Hendrick: It's a completely separate item.

Trustee Boyd: Okay, thank you.

Lindholm: Can I ask a question too?

Bedell: Of course.

Lindholm: I just need more clarification on this, why we are actually doing this?

Hendrick: The Agreement?

Lindholm: Yes.

Hendrick: For those reasons, because they had a change with opening up another site, we're doing a new Agreement to capture some of the language that we would put into a school with multiple sites.

Lindholm: Are they amenable to all these?

Hendrick: Yes.

Lindholm: So, we know that for sure?

Hendrick: Yes.

Lindholm: Okay, thank you.

Associate Superintendent Boyd: We've had conversations with them. This is similar to what we've found with Oxford because of Chino and then Orange County, and then our location, when we got ready to open. Now that they have opened the school in Oceanside, it's not authorized by this Board, it's authorized by San Diego, so we want to make sure there's a

separation, and that's what the Board's indicated, so that was the language we were dialoging with them in terms of ensuring and making sure that they understood the Board's concern that there would not be a comingling or that there would not be responsibilities of student resources that went to the site here were suddenly used in San Diego County. So that's what we're trying to make sure, that there was a clear segregation and would continue to be.

Lindholm: So there's a firewall. Now nobody's here to speak on it from their side, so I assume...

Hendrick: I don't see anyone here anymore, but they did bring it before their Board already at a Board Meeting.

Lindholm: And they voted on it?

Hendrick: And they were fine with it, yes.

Lindholm: Okay. Thank you. For the record.

Bedell: Sure. All those in favor, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Bedell: Opposed? Passes unanimously. Ken, we now got to your removed item.

Williams: Okay.

Bedell: This is in regard to the Resolution on Safety, which was eleven on the Consent Calendar zero-seven-eighteen. Dr. Williams.

Williams: So thank you, our good President. School safety obviously is one of those issues that has remained steadfast on my number one priority list as a Sworn Law Enforcement Officer with Orange County Sheriff's Office Reserves. The concern I have with this resolution for start, since the first year I think we've had it, in the spirit of previous discussions, if...if I can ask my Board that I can take this, look at it, and maybe with another Board Member, make it more palatable, less emotional, and more accurate. There's nothing mentioned that this was supplied to us by the PTI, I think that's important.

Bedell: The CSBA.

Williams: Oh, it's CSBA? Okay...

Bedell: I have no trouble with that.

Williams: Okay, I think the tone and the content and some of the words that they use, very emotionally driven, produces a lot of unhealthy fears we already have. I think there's some politics that has played a role in the creation of this language, so I'd like to bring it back to the Board, and again, I'd love to have another Board Member be a part of this.

Bedell: Trustee Williams is asking for help on revising this, so looking at it. Anybody?

Trustee Boyd: Sure.

Bedell: Okay, then the Motion would be to postpone this Item...

Williams: That would be my Motion, yes...

Gomez: For further review.

Williams: For further review, and then bring it back...

Bedell: Bring it back to the Board at the April meeting.

Williams: Right, right.

Bedell: Okay, you should... Motion to Postpone is debatable, so do you have any questions? I think you've said already why you would want the merits of postponing. Okay, Trustee Boyd is the Seconder?

Trustee Boyd: Yes. And if you will send me any proposed edits...

Williams: Okay.

Trustee Boyd: ...you know, we can talk about it.

Bedell: Okay.

Lindholm: Oh, and comment.

Bedell: Yes, Trustee Lindholm.

Lindholm: Yes, I'm in support of the postponement. It would be nice to have something in here positive on how we can have school safety. Most of this is not.

Williams: It's in the negative; it's fear.

Lindholm: I would be looking for how we want to have...have school safety.

Bedell: Encourage safety.

Lindholm: Encourage safety, yes.

Williams: And maybe I can ask our good Assistant Superintendent to my right, if she can help out with some of the language, to make it more positive, to articulate what we're doing here in our department to...

Associate Superintendent Boyd: Sounds good.

Williams: ...for student safety.

Bedell: Thank you for considering it, I appreciate it, and we...

Associate Superintendent Boyd: Happy to assist.

Bedell: All those in favor of postponing to April with the team of Williams and Boyd review.

Williams: And Boyd.



Gomez: Boyd squared.

Williams: Boyd squared.

Bedell: Coming back. Anybody? Anything? All those in favor, please say “Aye”.

[ALL REMAINING BOARD MEMBERS SAY “AYE”]

Bedell: Opposed? Okay now we go to seeing the next item is seventeen?

Trustee Boyd: Yes.

Bedell: And that’s Aracely Chastain, who needs no introduction, is going to talk about the Leadership Collaborative Charter School.

Chastain: All right, good afternoon now. So today the Board is going to render a decision regarding the Tomorrow’s Leadership Collaborative Charter School petition, which was submitted on appeal on January 10<sup>th</sup> at the Orange County Board of Education meeting following the January 8<sup>th</sup> denial by the Orange Unified School District. As legally required, the petition has been reviewed according to California Education Code regarding charter school petitions received on appeal by a County Office of Education. You have been provided the Orange County Department of Education Staff Report and Findings of Fact, and copies were available on the back table.

The Board has 3 options for action regarding the Tomorrow’s Leadership Collaborative Charter School petition: Option 1 grants the appeal and approves the charter school petition as written; Option 2 grants the appeal and approves the charter school petition with conditions. This action would result in the approval of the charter school 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 as specified; Option 3 denies the appeal and denies the charter school petition. Based on information gathered throughout the entire review process, which included a clarification meeting held with the petitioners on February 13<sup>th</sup>, OCDE staff recommends that the Orange County Board of Education approve with conditions the Tomorrow’s Leadership Collaborative Charter School charter petition and Agreement, which is Option 2. Prior to Board discussion, the lead petitioner for Tomorrow’s Leadership Collaborative Charter School will have 10 minutes to speak on behalf of the charter school. Then, representatives from Orange Unified School District will be given the opportunity to address the Board. I now call lead petitioner Dr. Jessica Tunney to the podium.

Tunney: Good afternoon. Thank you so much. I’d like to start by thanking the Trustees of the Board for having us and for your attention to our charter petition, and Superintendent Mijares as well. I’d also like to thank OCDE staff who have paid very close attention to the particulars of our petition and have been quite thorough in their review. They’ve been courteous and responsive in all communications throughout the process, and I feel that their thoughtfully constructed conditions are ones that we find entirely reasonable and are happy to agree to. I also would just like to mention that I very much will look forward to working with staff and meeting

conditions to maintain excellent standards of operation in the event that we are fortunate enough to be approved by the Board today.

I'm going to speak directly to the findings presented by the staff in their report and memo, and the conditions for approval proposed. I really want the Board to be fully aware of TLC's intended actions moving forward so that, in the case of approval, we can enthusiastically and positively begin our relationship with a clear understanding of our commitments and TLC's agreements with the County. So if you have, I don't know if you have the memo in front of you or not, but I'm going to follow along the four conditions...or five conditions that were put forth in the memo by staff, and it begins with Admission Requirements. And so, TLC, we agree fully to clarify language to indicate that families will indeed have three business days to confirm enrollment, and two business days to accept any waitlist offer to the school.

In terms of the educational programs for the LCAP, we will add specific goals for outreach, and for involvement of our parents of unduplicated pupils and those with exceptional needs. To that end, we have already begun working with the bilingual outreach specialist to ensure that we reach families directly, who may or may not have ready access to our website and be aware of the school, and for families that are not necessarily participating in the cultures of local blogs, and gathering information from others in the neighborhood.

We're also in the process of finalizing our translations of all materials related to the school into Spanish, including our website, much of which is already up and we're continuing that process as we create materials, we are having them translated immediately, and we're already in communication with the Orange County groups focused on disabilities and families of children with special needs to let them know about this school as a potential option. In addition, we will add the implementation of the ELD (English Language Development) standards to our outcomes as directed by county staff. Next item is the budget and finance. So I'll speak to the specific aspects of the budget that the county staff expressed concerns with in a moment, and prior to that, I would just like to say a couple things.

One is that we will certainly submit a revised budget and contingency plan addressing concerns in the staff report according to the timeline proposed by staff. We look forward to doing that and we want to make sure we have a budget that reflects on our program that is excellent and also is acceptable and is something that the county staff can embrace. So in a moment I'll speak to these three areas of concern, but prior to that I just want to offer a few relevant details that can help explain some of the assumptions that were imbedded within the budget initially submitted, as well as some recent developments that will impact the budget revisions to be prepared moving forward.

So first, I'd like to note that the submitted budget was intentionally based upon the most conservative estimations of funding, so that we could be sure our program would be viable in the absence of additional grants, fundraising, non-guaranteed loans. So that's what has been

reviewed. So that said, we're currently in the process of applying for the PCSGP Grant for \$575,000. The MTSS Grant, coming through the Orange County Department of Education, which I'm particularly personally excited about, and that's a \$25,000 grant. We do expect to be awarded both of these grants and will continue to seek actively additional grant opportunities for the school over time.

We've also already also applied for the CDE Revolving Loan in the amount of \$250,000 and we've secured a \$400,000 interest-free loan agreement with Orange County Community Foundation to ensure that we are solvent, and we're able to maintain a healthy cash flow from school open. I'd also like to note that since the time the budget was constructed last fall, the Governor's proposed budget has come out which proposes fully funding LCFF (Local Control Funding Formula) and raising SP740 by \$28 million dollars, which will result in some additional revenue for school operations. So with this in mind, I want to address each of the three areas of concern in particular to the Board.

So the first is Teacher Salaries. We will adjust teacher salaries to align with current market value of teacher salaries in the area, and in fact, we really look forward to doing so to ensure teachers at TLC are adequately compensated for their work. I intend to expect much of the teachers at TLC, and I intend to compensate them for what they are going to put into making sure that the students of this school are educated with the most innovative and effective inclusive strategies and practices. We've also already identified some sources for additional funds within our existing budget that has already been reviewed due to some cost savings related to our facilities lease that came in under budget by about \$24,000 from what the budget had initially projected.

In terms of special education costs, we're fully committed to making any adjustments necessary to ensure that students receive the special education services they're outlined in their IEPs, and that includes all necessary itinerant services and supports. So when we revise our budget, we will increase funds dedicated to special education services, so county staff can be confident that special education service will be fully financed and meet the needs of students at this school. That said, I do want to note that what we know from experience is that the inclusive approach to special education service provision is indeed far more fiscally efficient than traditional structures in many districts.

And in anticipation of the unique needs of our target population at this school, the previously submitted budget already includes generous allotment of special education staffing that goes well beyond what is typical. For example, we'll have two full-time credentialed special education teachers on staff from school opening, and the budget also includes staffing for paraprofessional supports in each classroom throughout the school day. So we'd like to note that in addition for students with low incidence disabilities who have far more significant needs, we would be able to access reimbursement funds through the El Dorado Charter School SELPA, for the materials

and particular services required to provide the more intensive levels of direct support that those students require.

In terms of legal fees, as directed by county staff, we will increase the amount budgeted for potential litigation. That said, I also want to note that we do not anticipate high legal fees because of the fully inclusive model TLC offers. Based upon the history of experiences at CHIME Charter School, we have found that families are far less inclined to go to mediation and due process when they have selected into an inclusive model of education, as this is the model that they want for their child. Further, our model benefits from being able to include the Executive Director, and the Principal, and the decision makers in IEP meetings themselves, which makes substantive collaboration with families possible to identify the supports and services that best meet the needs of each individual child.

I would like to note that in the seventeen years of operation, CHIME charter has never gone to due process. All special education complaints have been settled and resolved through mediation. That said, as members of the El Dorado County Charter SELPA, we will have access to certain resources that can support this work, such as a Program Specialist trained in alternate dispute resolution, and in the event of a due process hearing, we will also have access to legal risk pool funds that are available through the El Dorado County Charter SELPA that can help us mitigate costs. So I'd like to reiterate we're more than willing to revise our budget to address the concerns of county staff, and we very much look forward to presenting a budget that reflects and supports the reasonable and fiscally sound design of this school.

The final two items are Maintenance of Records, and one of those was that we will, yes, we will add language regarding transfer and maintenance of records as directed by county staff in the conditions for approval, and in terms of governance and operations, we've already submitted a redlined revised version of our by-laws to county staff to meet the staff's concerns, which include edits to make the by-laws consistent with the charter and clarifications on the use of funds and corporate officers. So once again I just thank you all for taking time, and for listening, and consideration of this petition, and I really look forward to the opportunity to offer a high-quality, inclusive educational option to families in Orange County. Thank you.

Chastain: I now invite representatives from Orange Unified School District to the podium.

Hansen: Well good afternoon, my name is Gunn Marie Hansen, I'm the Superintendent of Orange Unified School District, and I am here this afternoon with my team from Orange to address all of you regarding the TLC charter, and thank you very much for allowing this opportunity to the Board, as well as to Dr. Mijares. We do have some information we'd like to share. First of all, I want to apologize. We weren't here for the Public Hearing.

We submitted a very detailed resolution to the Board that did identify our issues within the charter which were specifically related to budget and finance, so we thought that spoke for itself,

but at this point we do have additional information we'd like to share with you. So before I begin, I want to submit a handout. Can I give that to you all? Oh, to you? [HANDS THE MATERIALS TO ASSOCIATE SUPERINTENDENT BOYD]

Associate Superintendent Boyd: And just to let you know, the Board takes handouts at the end of the meeting, so if you're going to reference it, just make your points.

Hansen: Okay.

Associate Superintendent Boyd: Okay.

Hansen: Thank you, okay. So our District Board adopted a Resolution of Denial setting forth specific factual findings supporting denial of this charter, including that the petitioners are demonstrably, unlikely to successfully implement the program set forth in the charter, and that the charter school presents an unsound educational program and that this charter does not contain reasonable, comprehensive descriptions of all the required elements. The district stands by those findings and I will not repeat all of the details here as they are clearly described in our Board findings. However, it is important to know that the District Board findings are based in large part on the budget in the financial inadequacies, and the OCDE staff, its own analysis resulted in the same conclusions.

Both the district and the OCDE's analysis specifically included a determination that the TLC budget is not adequate to cover costs of providing services to students with special needs which is fundamental to TLC's compliance, with its legal and educational obligations to students. Now we heard a little bit today that they're going to comply and work on that in terms of supporting the process here. However, we did not have that opportunity to engage with them in that, so I want to give you some details about our process. We're aware that at the Public Hearing before this Board, TLC representatives made the spurious argument that because TLC accepted the districts offer to negotiate revisions to this charter to address district staff's multiple concerns, and TLC did address some of them, though not all of the districts concerns.

TLC was somehow entitled to have its charter approved by the district Board. TLC alleged that the district staff had somehow wronged TLC by not recommending approval of the charter, notwithstanding their important defects that TLC adamantly, repeatedly refused to address. Their claim, quite simply, was incorrect. It's...incorrect in that Public Hearing. It's important to know that it was the district, not TLC that went out of its way in an effort to work with TLC to address the deficiencies and issues in the TLC charter. Because TLC submitted its charter at a time that resulted in the district's winter break, coinciding with the time for analyzing and reviewing the charter, the district repeatedly requested that TLC agree to a short extension of time for the district Board's action on the charter.

As explained multiple times to TLC, such an extension would allow the district time to analyze the charter, as well as time to work with TLC to address any questions or concerns. TLC steadfastly refused to grant even a week long extension. Despite this refusal, the district staff and our legal counsel worked diligently on analyzing the charter. The district analysis determined there were a number of significant issues with the charter, specifically including concerns with TLC's budget. These would need to be addressed in order for district staff to be able to recommend that the TLC charter be approved. Therefore, the district proactively reached out to TLC to arrange a meeting or a phone call, including our respective attorneys, to discuss these concerns and determine if TLC was amenable to remediating these issues.

The district sought to have this discussion as quickly as possible, particularly in light of the impending winter break. However, it took a full week of corresponding with TLC before TLC would even agree to such a telephonic meeting. After the call, the district and TLC did not...did indeed work cooperatively throughout the district's winter break in an effort to remediate the issues. TLC made a number of revisions requested by the district. One of the major areas of concern with the TLC charter continued to be the inadequacy of the budget projections, and unless mitigated, was pretty much a stopper for moving forward. The district provided to TLC a lengthy list of fiscal issues and concerns at the earliest stages of the negotiations.

This included specific requests to make changes to the budget assumptions and projections to make them more realistic and align with the actual costs and complying with the IDEA. When TLC responded to those concerns, in its defense of its initial projections, the district replied again, explaining the issues that requesting revisions to the TLC budget, but TLC ultimately declined to revise most of its budget items in response to the districts experience, assessment and request. TLC insisted on continuing to use its best case scenarios, least-expensive outcome models and budget projections, and that is not fiscally sound.

While the parties agreed to include this narrative discussion about the budget issues as an attachment to the charter, the district specifically explained to TLC that it continued to disagree with some of TLC's budgets and assumptions, and that this was a significant concern to the district. Similar issues arose with several other aspects of the charter in which the parties could not reach agreement. As has should have come as no surprise to TLC that these important areas of deficiency, which DLC...TLC declined to resolve, continued to present a barrier to the approval of the TLC charter. As a result, the district Board denied the TLC charter. TLC was not entitled to have its charter approved by the district just because they have fixed some deficiencies in the charter, but not all.

TLC's apparent position is that once parties start negotiating, they're forced to move forward with the proposal even if it didn't ultimately reach agreement on essential terms. This is not how negotiations work. Moreover, the district...only obligation was to analyze and act on the TLC charter as written, but the district went much further in the TLC case. As TLC itself

acknowledged, the district invested a great deal of time and effort, including staffing working through their vacation time, as well as extensive attorney time and expenses, to try to work with TLC on remediating the effects in the TLC charter. While TLC did cooperate to a certain degree, it chose not fix all the deficiencies.

The remaining deficiencies supported multiple factual findings and compliance with the charter school act that mandated the charter denial. We believe these deficiencies also support the Board's denying this charter. In these circumstances, we also caution the Board about the proposed conditional approval, which is conditioned upon other things, on TLC revising its budget to address real costs of providing special education services. TLC refused to make those changes when the district sought them, thus they have effectively already chosen not to comply with this condition. Therefore, we do not believe this is appropriate or productive to grant the conditional approval at this time.

I also want to bring a new piece of information, which is what I gave your Board Secretary, which we believe fundally affects the TLC charter and OCDE staff analysis of that charter. This TLC charter makes repeated references to the partnership that TLC will have with Chapman University, including its explanation that TLC is replicating the CHIME and WISH models, specifically including a university partner. The TLC charter describes this partnership in part as follows: TLC and Chapman...and Chapman University anticipate their relationship be a model as professional...as a professional development school university school partnership. TLC will offer research and classroom-based learning opportunities to pre-service teacher candidates, graduate students and faculty from Chapman.

Chapman faculty and researchers will offer professional development to teachers at TLC, and will partner with TLC leadership and make sure TLC implements best and most current practices in teaching so that TLC can support all students at the school. Similarly, TLC included with this charter a letter of support from Dr. Margaret Grogan, Dean and professor of Attallah Donna College of Educational Studies at Chapman University. Dr. Grogan made multiple references to Chapman University partnership with TLC in that letter, and during the Public Hearing before this Board, TLC representatives and supporters have made multiple references to such a partnership, thus TLC's purported partnership with Chapman University is central to the TLC charter.

The district, and apparently OCDE staff, took all these representations regarding the established and important partnership with Chapman University at face value when analyzing the charter. However, on March 7, 2018, communication from Chapman University, published on the website, entitled "A Community Update from Chapman University", which was given to your secretary, in re...this...this particular update was in response to community concerns opposing the charter. I've brought copies for the Board and hopefully you'll have a chance to see it. So it

explicitly states that there's an outside investor, and it goes on to disavow the partnership with TLC, and also goes on to explicitly state that Chapman is not a pa...a charter partner...

Associate Superintendent Boyd: Your time...

Hansen: ...the letter does not serve as an official institutional endorsement and so forth.

Associate Superintendent Boyd: Your time is up.

Hansen: Okay. Thank you very much for the opportunity to speak, and we'd be happy to answer any questions.

Chastain: Thank you. President Bedell, I now turn the meeting back over to you to facilitate deliberations and questions, and then vote on the charter school petition.

Bedell: Trustee Williams, that's your district.

Trustee Williams: I have no questions.

Trustee Boyd: May I jump in, before hand?

Bedell: I will rule if it's in order. What's your point?

Trustee Boyd: Okay. Yesterday I was provided some information that mirrors the comments made just a few minutes ago. I don't know what the ultimate distribution was, whether all of the Board Members received that or what. It was just the two us, and I think that's important too.

Bedell: What was the nature of that information?

Associate Superintendent Boyd: I sent that to each Board Member...

Trustee Boyd: Okay.

Associate Superintendent Boyd: ...after it was sent.

Trustee Boyd: It related to a number of things: the proposed budget, the impact on the neighborhood, and the Chapman relationship.

Associate Superintendent Boyd: Right. The information that was sent to us...

Trustee Boyd: Okay, so we're all dealing with the same...

Associate Superintendent Boyd: Yes.

Bedell: Do we have speakers?



Trustee Boyd: Yes we do, as a matter of fact. We have ten speakers. We don't have a formal Board Policy on limiting time, but...

Bedell: Well I'll rule for the sake that it's...

Trustee Boyd: ...given the importance...

Bedell: ...according to the same way.

Trustee Boyd: We'll do thirty minutes. First up will be Tim Surridge. Tim, and will be followed by Kelly...I believe it's, Esparaza, and Jessica Peterson.

Lindholm: Do you want to tell them they have three minutes?

Trustee Boyd: Yeah, you have three minutes. There will be a warning light, which is yellow when there's one minute to go, I guess you know how it looks.

Surridge: Hello, Dr. Bedell, Board Members. My name's Tim Surridge and I am a member of the Orange Unified School Board, and I am here to talk about denying this petition on regarding the likelihood of success in implementing it. In this petition, she, the petitioner, states that the charter's going to reflect the demographics of its location, and her limited experience is almost all based at this CHIME school. And so I went and looked at the demographics of the CHIME school. The CHIME school is white, sixty-one percent White, and nine percent Asian. English language popu...English language learner population is seven percent.

At Cambridge, where her location...where they...where she is presenting to be adjacent to, the...ethnic commu...the ethnic breakdown is Hispanic is at eighty-five percent, White is at twelve percent, and English language learners fifty-four percent of the student population. This population requires a master educator with an incredible breadth experience and specific skill sets. And in this petition...in this petitioner, we are talking about someone with no teaching, no admin, or even a CLAD (Cross-cultural Language and Academic Development) conventional, and zero experience at leading a school. Possibly there's a complete lack of understanding regarding the social-economic reality of this student population. I believe it was reflective in the statement that was made by the petitioner where she had said, in terms of translating to other students that she would get parents to help her.

This is a low social-economic area, these are the working poor. The idea that somehow the parents would be able to be the translator within the school district or within the school, I believe, again lacks an understanding of the realities that exist. The Board itself lacks diversity. They are virtually all White, all female...and I'm married to a White girl, so all...with the exact back...exact same background in the sense they're...they're highly academic, they're single-spec...they're single specialty is special education, but they...and they almost uniformly lack

practical school leadership experience. The petitioner herself represents the special education population will be fifteen percent.

I would ask the Board to consider the other eighty-five percent of her students, and I'm not certain if the Board is aware, but OUSD invests more than any other OC school district and is the most inclusive in regards to its special education practices. If the petitioner and her backers were so confident in her ability to meet the academic needs of this demographic, why not disclose the location when she was asked, and they knew, in the la...in the February Board Meeting, and why conflate and pretend the partnership with Chapman University that existed that the public...that the university itself had to come out and publicly deny. I pray you deny this charter and allow me as a Board Member. OUSD is a district.

Draft a real working partnership that serves the benefit of all students; that does not create such negative affect on the community at large. The OUSD Board is not anti-charter. Within our border is the actually oldest charter in all of OC. And I...if your last thing for you to be in middle college, stepping up for that charter, and so I pray that you consider my comments. Thank you so much.

Trustee Boyd: Okay, once again, Kelly Esparza. Okay, thank you, and that'll be followed by Jessica Peterson, if you can come up...

Esparza: Yes.

Trustee Boyd: ...this would move a little bit quicker.

Esparza: I will grab her son as soon as I'm done.

Trustee Boyd: Okay, all right. Thank you.

Esparza: Hello, my name is Kelly Esparza. I am a mom of two boys: Ace, who is nine, and Ben who is six. I get emotional, sorry. I currently serve as Secretary on our PFO Board, Room Mom, and I am on our schools site Council Committee. I am very active in my boys' education. I help in their classes three to four days each week. When I first heard of TLC and the quality of education that would be taught, I was beyond excited and here's why. My oldest son, Ace, has dyslexia. Although he may not look, I mean he...excuse me, although he may look as many as the other children look, you can not see this disability, but it is there. Dyslexia affects one in five children.

All families want their children to be accepted by their peers, and have friends, and lead normal lives. Inclusive settings can make this vision a reality for my children, or for any children with and without disabilities. As my son and I said, "This school will give me the freedom to feel like a normal kid." When a student is pulled out of class to attend RSP (Resource Specialist Program), they may feel a little bit of embarrassment, which now will affect their social-

emotional being. My son was asked this year, “Isn’t RSV...RSP for the dumb kids?” Luckily we have taught Ace to advocate for himself, so then he told that student that he had dyslexia and how it affects his reading and writing. If a student gets pulled out for RSP, they oftentimes do not take what they have learned in RSP and apply it into the General Education class.

Where as in a full-inclusion setting, they are still getting the curriculum and individualized instruction. Full inclusion wouldn’t just help the students that are struggling, it would help the gifted children excel, because the philosophy of inclusion education is aimed at helping all children learn, and everyone in the class will benefit. Children learn at their own pace and style within a nurturing learning environment. Being in the classes several days a week, I can say first-hand that inclusive learning is not taking place in our classrooms. I feel the gap in his learning is only going to grow larger. TLC will offer individualized learning for each students’ needs. To this I want to add the importance of co-teaching.

As a parent, I can not tell you how valuable it is to have your GenEd teacher and your Special Educ...Special Education Teacher working together on a daily basis. Communication is so important and each teacher can share ideas, and this will all help the students, who why is we are here. I know several other families who I’ve talked to who are very, very interested in TLC. As a committed parent of both a child with and without special needs, I can not be more excited for TLC. I believe that both of my boys will greatly benefit from this school. Thank you.

Bedell: Thank you.

Trustee Boyd: Okay, Jessica Peterson followed by Susan Tomei-Birch. Good afternoon.

Peterson: Good afternoon. Thank you for taking the time to listen to us. Like Kelly, I also have two school-aged children and my little guy, who’s been running amuck all morning. I have a nine-year-old who’s in third grade, and I have a six-year-old in kinder. My nine-year-old has ADHD. He falls in the spectrum of ADHD that’s non-traditional. He’s not bouncing all over the walls, he’s capable of sitting in his seat, and he is also very intelligent. His problem is, he can not shut his brain off, so because this form of ADHD is not as noticeable and not as easily picked up by teachers, even with me being very active and, you know, letting his teaches know at the beginning of the year, every year, he has a tendency to fall in the cracks in the education system in a traditional school setting.

He is currently doing much better, and his teacher and I have worked together to figure out some things for him, but until Christmas time, he had a forty-nine percent in math, and nothing was said to me about it until Christmastime. So, and now he already has with working together with the teacher and the RSP teacher, he has gone up to a ninety-six, but this is every year this has been an issue, and it’s taken me at least the first trimester to be able to get on board, to work things through with the teacher. He...he daydreams, and they don’t notice it because he’s not being disruptive.

With that being said, with TLC and the setting that it is, the students who have special needs will have the special needs teacher to be able to give them the extra attention they need, which will free up the traditional teacher to also have more time to work with the kids who just need a little bit of a helping hand, and the ability to have someone in the classroom who is more educated and more trained to notice the wide spectrum of needs that we're facing in our school system now. There's so many kids who have special needs, from something as simple as they just need a little extra, you know, hand with understanding, all the way to, you know, children who have severe special needs, and to have a traditional teacher and a regular teacher to be able to cooperate together, I feel, would be such a good thing for the students for their self-esteem.

The other thing that I love that TLC provides that in the current climate of all the things that are happening in our schools and with the children and with their emotional well-being, I really feel that having a full-inclusion school is a service to the community, in general, and to everyone. These kids are going to learn that they're equal with a child who might be severely handicapped, and that they all work together as a community, to make it a better place for everybody, and if they can work together and learn how to feel secure, I feel that we won't have bullying issues, and we won't have as many of the mental health problems where these children are growing up and they're feeling like they don't have a place and they don't know where to turn because we don't have the tools to deal with what our society is, forcing them to deal with at young ages.

Trustee Boyd: Okay, thank you.

Bedell: Thank you.

Peterson: So thank you.

Trustee Boyd: Okay, Susan Toma-Berge, followed by, Sandy Aims, I believe it is.

Toma-Berge: Good afternoon, my name is Susan Toma-Berge and I am on the Board of TLC charter school. I do have a BCLAD (Bilingual Crosscultural Language in Academic Development) credential in Spanish, and when I was teaching, my students were...the school I was teaching at, my classroom students, I think ninety-nine percent were English learners, and I think ninety-nine percent were on free and reduced lunch.

So that is my experience. In my current experience working with pre-service teachers, when I needed a specialist to come and speak to them about the difference between student needs based on a learning need versus based on being an English learner, we asked Dr. Tunney to come and speak to my student teachers, so that they would really be able to identify the differences and provide appropriate services. I'm also going to read a statement for Sandi Ames, she had to leave, so this is Sandy Ames' statement.

Trustee Boyd: Okay.

Toma-Berge: While I don't have a child currently enrolled in a traditional K through Twelve school, my daughter did have the opportunity to be included throughout and was able to receive her diploma in 2012. She then has attended classes at OCC, developing skills to further a career, as well as expanding her knowledge and ability, to be independent...to be an independent woman in her community. She recently was hired by the State Council Development of Disabilities as an intern. As a young woman with Down Syndrome, these successes are a direct result of her inclusive education. The other hat I wear, other than proud mother, is as a special education advocate and parent mentor.

I have been in the field of disabilities for over thirty years. I have the pleasure of working on state collaborations and with community agencies and educators with a focus on the issue of the least restrictive environment. Currently I am a part of an OC multiagency task force that is looking at identifying challenges locally with access and support of inclusive programs. A big part of my practice has been supporting educators. I offer workshops at no cost to educators, parents and the community at large on a variety of topics including universal design for learning. I have seen many great education programs over the years, but unfortunately, they seem to be more suited to students...more student to student instead of systematically based.

There are currently exciting things going on in Santa Ana, Irvine, and Orange Unified, but what I continue to see is a lack of understanding and support. These continue to be a global...there continues to be a global misunderstanding and lack of knowledge on the benefits of inclusion, even in the face of multiple studies and literature that support and provide tools for inclusion. Tomorrow's Leadership Collaborative offers a great opportunity for students to receive a fantastic education, and they will provide a model as a demonstration site to teachers, and of...to see first-hand inclusive practices.

Bedell: Thank you.

Trustee Boyd: Thank you. Next up, I believe it's Joslyn McNaught? Am I close? Okay, thank you, and then Don Cardinal, I believe it is, or Cardel.

Cardinal: Hello Board, Superintendent, staff. Well, last time I had a nice prepared statement. This time, not so much, because my job is to look at what misinformation there may be and what I could maybe do to shed some light on it. My name is Don Cardinal, I am Faculty Member of Chapman University; I'm also a resident of Orange. As a matter of fact, I'm walking distance from the temporary campus location and I've been part of the Orange city community for forty-five years. How did I start in Orange? Well, it's because I started in Special Education and started my student teaching in both Special Education and General Education in Orange Unified School District, so if you've ever done that, it has a special place in your heart.

They hired me for my very first job in the area of disability, and I tell you this sleight contentiousness between the district, and Chapman and the charter feels like a family argument,

and if you've ever had that, it's like a pit in my stomach, but that is...I find it very difficult. So, let's get onto the myths. Hopefully I can dispel some of these. Whether Chapman University is a partner or not, that's a moot issue. Chapman University is a partner. I spoke again to President Struppa, to Dean Grogan, and we've put a letter in your file that you can see. We're in full cooperation.

The letter that they're referring to is an item that came from our Community Relations office when they were asked, because they heard all these things happening and they didn't know we were doing this, and so they asked our Finance Office, "Do we have some kind of an agreement with Orange Unified for this specific thing?" And they said no, we don't, so they meant formal partnership with university. The way the university policy works is our Attala College for Educational Studies can interact and be partners with school districts, agencies at will. It really becomes a college level issue, not a university issue. In terms of using the word "investor", I spoke to the gentleman who wrote that and of course, he meant investor as in, it's a language they use, that you invest in the community, certainly not a financial one.

I hope that clarifies that one. The other...some of the other issues were...this one was really difficult. The woman that was here that spoke of the Mendez and the segregation, oh my God, I mean I don't know that she knows that Chapman is the one that...we have the largest Mendez archives in California. We hired Sandra Roby, who was the champion of the Mendez west minister. Chapman bought the dilapidated school that was the last standing segregated school in Orange County and rebuilt it to its original form, and honored that by the whole first floor. Let's see, I think one of the misunderstandings, too, is what it means to have a fully-included school. Does that mean I'm done?

Associate Superintendent Boyd: Your time is up, yeah.

Trustee Boyd: Yup.

Cardinal: I wish I could do that one because that would be great.

Trustee Boyd: Okay, Denise is it...Layvo? Okay.

Bedell: Is that it?

Trustee Boyd: No. Two more.

Layva: Good afternoon Boards, and Trustees, and Superintendent Mijares. My name's actually Audrey Gomez and I'm speaking on behalf of Denise because she had to leave because she had her kids with her. My name is Denise Olivo. I am a resident of Anaheim Hills and we belong to the Orange Unified School District. I have three boys: Gian Raud, age five, who has many physical challenges. He has Cerebral Palsy, non-verbal and is non-mobile. He is stuck in a body that does not work. Luis, who is four-years-old, near or typical, with speech delays, and Rafael,

who is a very active two-year-old. Currently, all three boys attend Blind Children's Learning Center, a private school that offers an inclusion program.

However, it is not financially accessible. Allowing TLC to open would be addressing three needs in the community: an all-inclusion school, excellent academics, and financial access to an all-inclusive school. My sons have the right to be allowed to have equal access to education. How is segregating students, based on disabilities, promoting equal education? Or what most schools are doing, taking neuro-typical children for an hour during lunch or other non-academic hours to see children who are different from them. How is that even fostering equality? I can not believe people here are discussing traffic as being an inconvenience as a reason to not allow TLC to open.

A school that will allow all children to have an equal education together. How do you expect the public to treat everyone with equality when we are segregating our children? And I'm speaking on behalf of Denise Olivo, and we had several other parents who had to leave this morning: Maryanne Sharp, Adriana Mencia, Joselyn McLaughlin, Lisa Tarlton and Dr. Asia McKey. Thank you for your time.

Trustee Boyd: Thank you. Okay, Jenny Marvin, please.

Marvin: Good afternoon. My name is Jenny Marvin. I am a mom of five, ages from eight to twenty-seven, four of whom are...have been identified as gifted; one of whom is also identified as Asperger's, so he's receiving both ends of the educational spectrum, or he has. He's now in college. My oldest daughter has very serious learning disabilities, and I'm here to speak in favor of inclusion, and tell you that it's not...it's not just a benefit for my children who have identifiable special needs, but it is a benefit to my children without special needs; to my children who are neuro-typical, as they say.

It is...my children, the ones who have identified special needs, have been in segregated classrooms, and while that segregation has a benevolent design, in other words, it is designed to be the best education for my children, it is still ultimately segregation. I mean, that...we have moved past that as a society in so many ways. I mean other parents spoke about it, before, you know, going back to 1954 Brown vs. Board of Education. No longer would we look at schools and say that it was okay to separate our children, you know, based on color or gender, in a public school, or religious tolerance, but to do so on educational ability, for the most part that's still frankly our best option, and even today, it's my best option for my middle daughter.

I wish that it wasn't. I have considered moving to areas in Los Angeles County just to give my children access to the same education. I would be thrilled if all my children could be educated in the same place. They can't. So I'm going to have to leave here soon because I've got to do my own school run, but I can tell you, you know, I'm a mom of five. I'm also a working mom; I'm a lawyer. I've been representing public agencies in Orange County and their employees for over

twenty years, and we...and I've never had any issues with any of the school districts that we've been involved in because I'm engaged, but there are so many parents who don't have my time, who don't have my education, who don't have, you know, the resources that I have, and to have a free publically available school; just let us make the choice, you know?

We're not saying that you have to send your kids there, but just to give us an opportunity of choice, I mean, for me that would be awesome. This school probably, it's not going to work for me and my kids, we're going to be, you know, aged out of it, but wow, for the people coming after me, I mean, that would just be awesome. So, thank you guys and thank you for the opportunity to participate in this. This is like democracy at its finest. Super excited. Thank you.

Trustee Boyd: Thank you. Last up, Kathy Moffat, please.

Moffat: Good afternoon Dr. Mijares, Board Members. My name is Kathy Moffat, I'm a Board Member in Orange Unified School District. I come to talk to you today about some of the concerns that we had when we thoroughly, in a lengthy process, analyzed the charter petition from the TLC charter school. You've heard about the budgetary concerns. We felt that they were insufficient to support and sustain the educational program that was described in their pro...in their petition, and in particular, the necessity for an adequate budget in a school that serves special needs children is even more critical. I want to talk about that in a minu...in a little bit more detail.

We all know as educators that special education teachers are in short supply. The special education teachers highly qualify on the staff of such a school would be critical to its success. We know that the TLC charter is based to a large part on the CHIME charter schools, and they are known for their low salaries, they are also known...it's also known that they employ their teachers on an at-will basis, and therefore, if you are a highly qualified special education teacher, and basically you could work at any school district at many different settings, it just makes it more difficult for a charter school that pays low, that has no job security, to attract the kind of teachers that they will need to present their program.

We also presented some concerns about governance. There school has a very small Charter Board when it was presented to us. No parent representation. We asked that there be two parents slotted to be on the Board and that they be elected by their peers, the other parents in the school. Well, the charter...the charter petitioners allowed a position for one parent, but that parent would be appointed by the rest of the charter members, which is not the same thing. I also want to emphasize that we do do and have done, since 2010, full inclusion in our Orange Unified schools. We did this before the county even began to provide training, co-teaching, and that kind of thing.

We were already in the vanguard doing that, and so there are options for full inclusion in our Orange Unified schools right now. So we believe that for these reasons, and also the clarity



consistency in the charter petition is really important. Trust is essential between a charter school and its authorizing agency. You have to be able to believe what you are told, and there is confusion, there is contradiction, and there is a lack of clarity in this charter petition and what we are hearing about in certain very important aspects of it. Thank you.

Trustee Boyd: That concludes Public Comments.

Bedell: Okay. Trustee Lindholm?

Lindholm: Like to start with me? Thank you. Just for the public's benefit, we also had quite a lengthy presentation on this school at our last meeting, where our audience was filled with many, many Ph.D.'s; we have a few up here, who are in support of this school. We heard how the educational process was going to go forward. I am very excited to hear about the inclusion, I mean, no matter what, when you pull a child from a class, there's a stigma. There is...the child wants to have equality, and I know you want to attain that. That's what I'm hearing from the parents. I'm sorry, that kind of chokes me up, because I've worked with many with physical disabilities and learning disabilities.

Some of the quotes I've heard, especially, I think, touching was the one from the parent who said, "This school for the child. This school will help me be a normal kid." That's what they all want. "My child falls through the cracks in a traditional school setting." And inclusion has the benefit of making a better place for everybody. If you work with somebody in a wheelchair. If you work with somebody with a physical disability, they just want to be normal, and I think that's what this school is going to do. Okay, on a different, non-emotional note, I'm very excited for this school. A non-emotional note is that I'm hearing the finances; I'm hearing the Director who does have her Ph.D., will do a great job with finances.

Staff is recommending this approval. I don't have questions on the finances. I know this school will do great. I'm sorry, I've worked with many patients and students, and they just want to have a good life, and I think keeping them together is a good thing. Of the Chapman issue, I think we've heard that resolved. I think this is going to be a great training ground to have teachers come and see this model, and be able to learn and be part of it, so I'm very supportive of this school, and that's from going over all the books, that's from going over the facts, and I just think it's going to be great for the students in the community, and I will be voting to support this, and I will make that motion, for Item Number Two.

Bedell: Trustee Boyd?

Trustee Boyd: Yes, sir. As Trustee Lindholm pointed out, last month we had a lengthy Public Hearing, and the purpose of the Public Hearing was to express both concerns and positive comments regarding the school. This is a little different for me because a number of people reached out to me with concerns regarding this charter, who have demonstrated record of

supporting charter schools, and it was kind of different from what we normally hear. And I tried to point out a number of things with respect to the traffic issues, yes, that's something I hope that the charter will work with the community to mitigate any inconvenience. There appears to be hostility within the community to our Chapman that I wasn't aware of in the past, but that's beyond the scope of what we do. There's essentially a checklist, and you go down the checklist and they either comply, or they don't comply. With respect to the local Board's resolution that we saw last month, I beg to disagree that it didn't have a lot of detail in it. It had a lot of boiler plate language about, you know, you're not going to be able to do this, you're not going to be able to do that, but it didn't really go into the details as to why; how they arrived at that conclusion. The budget is always a concern. Every appeal and every direct application we look at for a charter, the budget is always almost number one in my mind as a CPA, but the practical reality of it is they do have experience with CHIME, which may not be a mirror image of what they're trying to do, but nevertheless is... it is a good starting point. And I have a great deal of confidence in our staff who looks at the budget on a line-by-line basis with a fine-toothed comb, and if they're satisfied that the budget's adequate to meet the standard, then based on that I will support the school.

Bedell: Trustee Gomez?

Gomez: Thank you. I also had some concerns about the budget and I was looking at the opening enrollment was one-hundred-and-twenty students, but the budget only indicates it'll be five teachers, which would be, about you know, twenty-four per class, but then you've got TKK through, what was it? Fifth grade or Eighth grade? I'm not... this was really hard to do because there was no page numbers on any of this stuff. So right there, just that simple math, that has me concerned a little bit. We do have the budget for the special ed teachers, I think there were two that we in there, which unfortunately, I can't locate that exact page now, so the budget concerns me that we don't have adequate resources.

I know that there's parents here that, you know, believe that full inclusion will work, but we haven't really seen it. I mean, this is a brand new school, so I like the idea of full inclusion but whether or not we overpromise and under deliver, that might be a problem. So I am a little bit concerned about that, and I really didn't get a good answer on the legal fees issue. There was a question whether or not adequate funds were budgeted for legal fees. For the partnership with Chapman; still seems fuzzy to me. And also, you know, well I like the idea of using the school as a way to do, I think it says, a lab or a demonstration school. Who benefits from that? I kind of feel that the more they talked about that, I kind of felt that the students were being used as specimens, almost, which didn't make me feel very good.

So there was a comparison with Orange and LA Unified. That doesn't mean a whole lot to me because of what I know about LA Unified. This was just... I just had a lot of trouble with some parts of this and again, the big focus was on the budget, and whether or not we could support the

program the way that it's being promised to our students, so...and our families. I think everybody wants to have the greatest education for their students, and I agree with that, but again, I don't want to have a school overpromise and under deliver, and then we've got students who, you now, have their education impacted for a year or two until parents might decide to change schools. So, I have some concerns.

Bedell: I wonder if the Superintendent could come to the dais please? Thank you for coming today.

Hansen: Thank you.

Bedell: I wonder if you would address...I've probably gotten more concerned about this school than any school in the Board outside of my district since I've been on the Board fourteen years. From people...from something like traffic to the credentials of the people involved, so it's raised a lot of red flags for me.

Gomez: Can I make just one more comment?

Bedell: Sure.

Gomez: Just for clarity. I did receive some emails from one of the Orange Unified Board Members who gave me some information. We did not have a direct conversation but there were some emails that were exchanged, and I also got a phone message from one of the supporters of the charter schools as well. So I just want to be clear that I did get that information.

Bedell: I got basically the same thing. Okay, yes, as you presented, and unfortunately the timer went off, as someone who's affiliated with a university that has partnerships, there are a lot of real partnerships, and then there are a lot of people in the community who say they have partnerships because they want to tag on to the university name. I'm not impugning anything here. Tell me what, as the Superintendent, your understanding at 2:43 today, is the relationship between this school and Chapman University?

Hansen: My understanding is that the services they will provide will be the services that they have agreements with all Orange County districts, which is the student-teacher agreements. The bottom line is, Chapman University is on record as saying that Chapman is not a partner. So the reality...

Bedell: You have a direct quote of that in writing?

Hansen: That's what's on the paper you just got.

Bedell: Okay, thank you.

Hansen: They're on record. What the School of Education does independently of the university is what's called the student-teacher agreements, where all the districts in Orange County benefit from those great agreements because we get student-teachers that we can eventually hire in our districts. This whole idea about the lab school, and the demonstration school, and all those pieces are not part of an official partnership agreement, which I assume there would need to be an MOU and that's probably why the finance office asked the direct question, because that involves working with students, there's a release of directory information, it is a legal document; it would need to be a formal agreement. Students are not specimens, they're our children that we serve in public schools, and we have to safeguard their rights.

Bedell: Okay, I'd like...I have a question for the proposer, please? Thank you, by the way. I'm not done yet. Thank you. Could you just...the qualifications of the teachers and yourself and others. Are you a credentialed teacher?

Tunney: I'm currently not a credentialed teacher.

Bedell: Okay, are you a credentialed administrator?

Tunney: No. Can I tell you what I am?

Bedell: I...my pleasure. Twice, tell me twice.

Tunney: I am a formerly credentialed teacher in both New York State and California.

Bedell: How does one not be current?

Tunney: I...that's where I'm going with this. So I taught in New...I have a Master's in Special Education from Bank Street College. I taught at PS321 in Parksville, Brooklyn. I then was younger then and decided to move to California before my credential had moved to permanent licensure, which is the way New York State works it. So you're initially issued a temporary license and then after five years, you're get permanent. I had gone to a part-time. I was a Reading Specialist for two years. That didn't count in those years, so I taught as full-time teacher for three years and I did push in reading and literacy support for two years in New York. I moved to California.

I was initialed and preliminary credentialed based upon having had my credential in New York State. I taught within license at CHIME charter for three years when I came here form 2006-2009. Life happened again, I started a family, I moved to Orange County. I decided to go back and get a Ph.D. in Education as opposed to going...returning to become a classroom teacher. Now, looking back, I should have cleared my credential, but I didn't, and instead I pursued a Doctorate in Education and continued to educate teachers in inclusive practices; differentiated instruction using the knowledge that I had from being a classroom teacher all those years.

The teachers at this school will of course be fully credentialed teachers as is required by law. In a charter school, the administrator of a charter school is not required by law to an administrative credential, which I do not hold, but I do hold the special knowledge of the collaborative structures, and the teaching structures necessary to make co-teaching go.

Bedell: Right, right. Okay, now is...my question's a derivative of Trustee Gomez I think.

Tunney: Okay.

Bedell: Under full inclusion...

Tunney: Yes.

Bedell: ...my understanding, if we were to walk into a classroom, we'd see a nice group of children...

Tunney: Yes.

Bedell: ...and we'd see a general teacher...

Tunney: Yes.

Bedell: ...and a special ed teacher.

Tunney: Often, yes.

Bedell: Right. Often, but not all the time?

Tunney: So the way it works, is...

Bedell: Yeah, that's what I really...

Tunney: I'm happy to...

Bedell: ...I'm going back...if you add a class, you're adding two teachers, you're just not adding...

Tunney: You're adding...so the way it works is the special education teacher may share multiple classrooms. So for example, I taught Fourth grade at CHIME charter elementary. I shared a special education teacher with the other Fourth grade classroom and I believe that year or one of the...it was a little different, like a couple years of changes as things do in school, there was two Third grade classes she shared and two Fourth grade classes she shared. We do all planning together, so that the general education teachers, the two teachers on a grade level, and the special education teacher know all of the lessons that are going to be taught, and all share the

responsibilities of modifying the lessons in the ways it needs to happen for the students with disabilities.

And then the special education teacher has a schedule. So she may not be in the room physically with me the entire day, however, I'll know, okay, she's going to be in here today for math and social studies. Therefore, we're able to enact the co-teaching structure of dividing the class in two parts, and teaching the same thing to two...to two groups of students. We're able to end math, perhaps we could do like a full kind of have a two teachers teaching in the front of the room to do a model demonstration. So we can plan very systematically and thoughtfully for the ways that the two teachers are working together when they're in the same room.

Bedell: Right.

Tunney: Those teachers need no more communications...

Bedell: If I could just go right there, I get that now, but going back to Trustee Gomez. If that...maybe I heard wrong...

Tunney: That's fine.

Bedell: ...that one special ed teacher is going to be in five different general classes?

Tunney: Well, our proposal is for...next year we will have five classrooms and two special education teachers, and one...

Bedell: Seven instructors for...

Tunney: One-hundred-and-twenty.

Trustee Boyd: One-hundred-and-twenty.

Bedell: Okay, I didn't pick that up. Okay, now, Superintendent, thank you again. Don't...don't walk...I'm not done...

Tunney: I'll just stand here.

Bedell: I'm trying to make sense of this, you know, I'm just a simple sociologist. Emphasis on the simple, accurately. Do you do what she just described?

Hansen: We do something very similar. Cal State Northridge was actually, is it CHIME that's affiliated, we actually in Orange Unified had Wendy Suma...Surmavsky, who is a Ph.D. in Co-Teaching Collaboration. She's one of the national experts. She trained in Orange Unified with a deimus with about...oh, let's see...2010...about eight years; it's very similar. We started it in our high schools.

So we do sections, and we most recently, the last four years, started our elementary schools, so we have the same co-teaching collaboration process going on, on a larger scale, in the K-Twelve district and a large SELPA, but we started at the high schools because our RSP teachers pushed into the general education classrooms, and assisted with the students in the classroom into the co-teaching part. And in the elementary schools, we started about three years ago starting with kindergarten up through, you know, K-One-Two. We're at Fourth grade now. So yes, very similar model, same research, it's...

Bedell: So in other words, if I were a parent in Orange, I couldn't look at two basically equivalent programs for my Third grader? Would you proceed?

Hansen: Is your question about what...it depends on your disabilities. So, because we're a single-district SELPA, we provide a wide array of services. If you're fully included in the classroom, which is really based on the IEP, 'cause we go based on what's best services for students, then their students could be fully included with whatever disability they have. In addition to that, all students that are mild-moderate are currently starting in a full inclusion classroom; all students are fully included.

Now depending on the IEP, a student with whatever disability they may be identified with, they may be fully included but not the full day; partial day, pulled out for additional occupational therapy, other services that they might need. We're about tailoring our special ed services to exactly what the IEP team identifies as the services that are going to meet their needs, with the full inclusion model being the base core level of instruction.

Bedell: Now going back to the site that's being chosen, what is the district viewpoint of the relationship of the two programs? You're in school there and we're in this school's going.

Hansen: We were not told what site they're going to so we don't have a location. What we understand is that they have identified a potential location. They will start with, I think, kindergarten –TKK, they'll start one grade level at a time, so they'll start very small. We've already done that. We start with kindergarten, first, second, third, all the way up to fourth grade now. So there's really no difference in the services in terms of inclusion philosophy that we operate with.

Bedell: All right. Could you comment on her comments, please?

Tunney: There's a couple things in that. So, first of all, I don't know if you heard, but respectfully, Dr. Hansen said we include the children fully except when we don't, except for the times when we pull them out; except for the kids for whom that decision is made, that that's not in their best interests. We're a full inclusion school. We do not pull the students from their classroom.

Bedell: Period.

Tunney: Period.

Bedell: You do not pull that.

Tunney: Correct, we do not pull students from the classroom. We, yes, we bring OT's into the classroom and then it actually gives the OT often opportunities to support students who are not identified as having a disability, but it turns out, could use some support and modification for things like pencil grip or things like using soothing strategies when they get stressed and are unable to focus. There's lots of dimensions of occupational therapy that serve all students. It turns out it's useful for kindergarteners to all think about like, how is your engine running? Is it running in a way right now where you're available for learning? Are you lethargic? Are you too excited?

Things like that, so that, I think, is actually a key difference. I would suggest, at least from my experiences, speaking to parents of students in Orange Unified School District, currently some of whom are here today to speak; some are able to speak, some had to go, that has not been their experience that their students are fully included. When you hear Kelly Esparza say that her son is going to RSP room, that is not full inclusion for a student with dyslexia. That is a student that is pulled out of the general setting for certain services, for academic needs, and that is not what we will do at TLC. So that's just a very different model. If it's possible, I would like to clarify one thing that I've heard a bunch of times about the facility in particular, which is that that facility that we've identified can hold only up to one-hundred-and-fifty students.

So the discussions of traffic problems coming from seven-hundred students is just not something that will be arising because that is not the facility we would be in when we're able to expand to that many. The facility we're in has a ZP for one-hundred-and-fifty students and that is what we intend to maximize there. We certainly wouldn't be trying to fit kids in a place where there's not space for them.

Bedell: So you're saying then that the argument about traffic, which is not one of the reasons we can deny, but you're saying that it's really spurious because it ain't gonna' happen, 'cause you're not going to get that big to have that many cars.

Tunney: Correct, it's one of many pieces of misinformation that I think has been promoted and has...

Bedell: Sure.

Tunney: ...emerged recently.

Bedell: Thank you both very much. Trustee Williams?



Williams: My comments will be brief as it is now almost three o'clock. I want to thank Kelly and our great staff for what you have done in the analysis. I want to thank the Chapman professor for clearing up a lot of concern we had regarding the relationship with Chapman. I heard very clear that there is a relationship. It may not be an official document yet but it's an ongoing relationship that'll be there. And I concur with Trustees Boyd and Lindholm and will support this charter. That's it.

Bedell: Thank you. Trustee Boyd?

Trustee Boyd: One follow-up comment. I wish we had the opportunity to analyze in greater detail the relationship between Chapman and the proposed school, but that's an issue that should've been brought up a month ago during the Public Hearing, so staff could've had the opportunity to research exactly what that relationship would be. So at this point in time, we don't know and we have diff...and partnerships can mean different things to different people. I mean if you're an attorney, a partnership means one thing. If you're a layperson. As long as it's a relationship, so it's not going to change my vo...we have to vote today, under the statute. We don't have the option of asking for another thirty days to clarify this, but based on the information before me, I, again, will support this school.

Lindholm: Yeah, and Mr. Chair, I have made the Motion on this. It does meet all the State Law requirements for a charter school, and actually, from all the charters that we have reviewed, this is one...this is going to be an excellent charter school, especially with our wonderful staff who follow you along all the way, and we have now workshops and...I'm so impressed with our staff, that they are there, and they will be supporting of you, and I'm happy to make this Motion. I believe you seconded it?

Trustee Boyd: I'll second.

Bedell: Ms. Lindholm is having anxiety about not sharing the Motion, or...

Lindholm: That's right.

Bedell: ...needing...jet lag.

Lindholm: I do have jet lag.

Bedell: Okay, so we have a Motion to Approve. Now does your Motion include developing...option number two...

Lindholm: Option number two...

Bedell: ...does that include developing an MOU?

Lindholm: That will with staff. I think that's pretty wise, and that...

Trustee Boyd: Yes.

Lindholm: ...becomes...for the benefit of the audience, that's an Agreement between the two parties, between us, as the Board and the Department, and the school, and it kind of protects both of us, so, yes. I'm quite agreeable to that.

Associate Superintendent Boyd: For clarification, are...were you suggesting that it be Amended, so that we can negotiate the Agreement on the Board's behalf, and not have to bring that back as a second item? Or were you...

Lindholm: No, I'd like it brought back.

Trustee Boyd: Yeah, yeah. It should be brought back, I mean we should see it.

Associate Superintendent Boyd: Well you would see the Agreement. I'm just asking can we negotiate the Agreement?

Lindholm: Yes, you should.

Trustee Boyd: Sure.

Bedell: That was my intent.

Lindholm: Yes.

Bedell: It saves a step.

Lindholm: Yes.

Associate Superintendent Boyd: Thank you.

Bedell: All those...I'm going to want a division here. I'm going to want a roll call vote, please.

Gomez: Can I qualify the vote? Are we voting on Option Two?

Trustee Boyd: Yes.

Bedell: We're voting on Option Two that will include the development of an MOU.

Gomez: Okay, so that will come back to us.

Trustee Boyd: Yes.

Associate Superintendent Boyd: Correct.

Sisavath: Trustee Lindholm.

Lindholm: Yes.

Sisavath: Trustee Boyd.

Trustee Boyd: Yes.

Sisavath: Trustee Bedell.

Bedell: Yes.

Sisavath: Trustee Gomez

Gomez: Yes.

Sisavath: Trustee Williams.

Williams: Yes.

[APPLAUSE]

Bedell: Okay, thank you very much.

Lindholm: Thank you.

Bedell: We now go to our next Agenda Item.

Associate Superintendent Boyd: Item Eighteen has been withdrawn by the petitioner. We received an email notification at 2:40 PM that they were withdrawing their Appeal.

Trustee Boyd: Okay.

Bedell: Number Eighteen is withdrawn. The record shall show it. We now go to Closed Session. Do we have a Closed Session?

Wenkart: There's no need for a Closed Session today.

Bedell: And there's a timeline running?

Wenkart: Our Attorney will file a Brief in response, but it has not been filed yet.

Bedell: Okay. Board Discussion Item. We're going to lead off with the venerable, distinguished Dr. Gomez.

Lindholm: What are we doing?

Bedell: Trustee Williams. I hear she talks about me on her campus, and much of it isn't flattering.

Gomez: I think it's only been once.

Bedell: Once?

Williams: Dr. Bedell, if I can defer to our good Superintendent who has been with us since ten o'clock. He has so much to do. I will defer to him because he has some things, I'm sure he wants to say, and get off to his business, so...

Mijares: Well...

Lindholm: Briefly, he'd like to say them briefly.

Mijares: Thank you, Dr. Williams, and is it okay? Should I go ahead and speak?

Bedell: It's all yours.

Mijares: Thank you. I'm going to be very brief because we're exhausted. Just want to let you know that I want to commend Christine Laehle, you heard her earlier regarding the Active Shooter Drill at Canyon High School, and we did that in concert with the Orange County Sheriff. Sandra Hutchins, the Under Sheriff represented her, but it was an excellent day for us, actually, or event, and Dr. Hansen, who you saw and heard earlier, also was assisting because we did it in concert with that school district, the Orange Unified School District. And I also wanted to commend the Board of Supervisors, and in this particular case, this was in the area of Todd Spitzer.

He was there and made some very encouraging comments, so kudos to the staff and others who made it a successful event. And we're hearing from other people, other districts that they may probably do the same thing, and by the way, we planned this months before the Parkland, you know, incident in Florida. Then I wanted to let you know that I attended, again, the Ron Simon Foundation Dinner for Students, so that's an opportunity to take high-propensity students who are going to get into the university but need a lot of help, back in grades nine, and they do a great job, so I wanted to thank Ron Simon and his family, for all the foundation for all that they do for many of our students who...all of them are at the poverty level and they're first generation college-going students.

Then I had an opportunity to speak at the United States Hispanic Leadership Institute. They do a National conference that literally brings in about three-thousand-plus students, and in this case, we were in Chicago, and I talked about college and career readiness and success. Then I wanted

to also acknowledge to you the...just a quick shout-out to some of our districts. We have five Orange County districts that were placed on the College Board's AP Honor Roll for expanding advanced placement opportunities for students, not only getting them into the classes, but helping them to pass the AP Exam, which is a very rigorous exam as you know, and students get college credit for that.

Bedell: Which districts were...?

Mijares: The districts are Capistrano, Garden Grove, Placentia/Yorba Linda, Santa Ana and Tustin, and the Honor Roll has an indicator where we...they look at students who are at the poverty level. Those are the students they really want to recognize. It makes a difference to have to deal with elements of poverty and still be able to get through and ascend up to the highest ranks in a school system. And I think that's all I'm going to say, but for one more thing.

The Orange County had seven schools that were recognized by the California court system for, you know, meritorious civic learning opportunities for students, so they received a civic learning award. And the schools were South High School in Anaheim; Dale Jr. High School in Anaheim; The Oxford Academy in Cypress; El Dorado High School in Placentia; Laguna Beach High School; and Santiago Charter Middle School in Orange. They all received awards. So that's all I have in my reports. I have five more Items but...

Bedell: Any Board Members, Superintendent? You have any more Items for us?

Associate Superintendent Boyd: A reminder that the next Board Meeting is April 11<sup>th</sup>, submission deadline is March 28<sup>th</sup>. The Charter School's Conference will be held in San Diego, March 26<sup>th</sup> through 28<sup>th</sup>. We have a couple of Board Members attending that, and then the NSBA (National School Boards Association) Annual Conference in San Antonio. Jack will be representing the Board there April 7<sup>th</sup> through 9<sup>th</sup>. You had asked a question earlier in the meeting with regards to the number of foster youth in Orange County. We received that information. It's one-thousand-five-hundred-and-thirty, and we will email you a breakdown by district and charter school in the morning.

Bedell: Thank you very much. Anything else, my good colleagues?

Gomez: I just have a couple of notes. Okay, quickly, I, as a representative of this Board, I attended the Fourth District PTA Meeting on February 15<sup>th</sup>. I did a Learning Walk on March 1<sup>st</sup> at Cypress High School. On March 4<sup>th</sup>, I participated in the WASC meeting at Tustin High School. I also, on March 7<sup>th</sup>, did a mentoring breakfast with Cypress and Oxford High School students. I attended the Climate Change Summit at West Tustin Middle School in Tustin, and on March 10<sup>th</sup>, I went to the National History Day, which is turning into one of my favorite days of the year. So kudos to all the folks that participated. One just...note, a young lady came up and introduced herself to me from Tustin Unified, who is the only student in Tustin who participated,

which is another issue for me, but it turned out in talking with her, her mother used to work for me many years ago, so I was able to reconnect with her mom, so that was kind of a special thing, and this young lady, very bright and looking forward to seeing what she's going to do. Thank you.

Bedell: Thank you. Trustee Boyd, anything?

Trustee Boyd: I also enjoyed the National History Day, which I understand, going back a few years, Dr. Williams was instrumental in developing that program locally, and it's a lot of fun, it really is. I mean there are some very, very diverse subjects, I mean the things that you would normally expect to see: the Jesse Owen Olympics, the Pearl Harbor, but there are also some really, nuances to little things that I had no idea took place, so if you're a history buff at all, it's worth a couple hours on a Saturday morning.

Bedell: Sounds good.

Gomez: Yeah, very fun.

Bedell: Trustee Williams. Trustee Lindholm. Are you done?

Lindholm: I didn't say anything. No, you didn't call me.

Williams: I gave my time kindly away...

Bedell: I've been lost since 3 o'clock...

Lindholm: Mine is quick. Mine is quick just to say, in terms of crossing guards, we heard about an accident that had happened in regards to the school. Our city has always paid for the crossing guards within our city, so that is our contribution to the community, so I hope that if there are issues in other cities that the parents bring that up to their City Councils and say, "We know that other cities are paying for the crossing guards. Are you, and why not?" That's all.

Gomez: Tustin does too.

Bedell: Trustee Williams, the floor is yours.

Williams: Okay, our last Board Meeting we had obviously a very spirited discussion regarding the Adrian Hands Petition Appeal to us, and my question as I observed all this, and I want to throw it out to all of the Board to get their thought input, but my question is, how do we define a Public Comment? I specifically asked the Capistrano Unified Superintendent if she had paid staff here, and was coordinating the Public Comments, and she affirmed that, and so I just sort of sat on that, and just began to think about it and thought, well, that's not really...

Associate Superintendent Boyd: That was Saddleback.

Lindholm: Thank you.

Williams: Saddleback. The record is corrected, it was Saddleback.

Lindholm: Thank you.

Williams: Okay. So to get to my point is, that kind of ran afoul of what I thought was the spirit of the Public Comment. My entire thought was everything was very spontaneous. There may have been some coordination but a lot of it was appeal by parents who had a lot of interest in the particular side, whichever side they chose. So, you know, do we make it something written in our Board Policy that coordinated Public Comment really count towards the one side...

Trustee Boyd: The fifteen minutes.

Williams: ...the district's fifteen minutes. And so that's what I was kind of pondering and I'd like to get the input of my Board Members. Do we need to do anything about it? That's the first time it's ever happened in my twenty-two-plus years here.

Trustee Boyd: Maybe because it was the first time, we let it go for now, but if it becomes a persistent item for discussion...;I personally think it should be included in the fifteen minutes, or whatever time we allocate, because otherwise, you could really stack it, you know, one way or another. If it's a district employee who's on the clock perhaps that should be included in the fifteen minutes. If it's, say, if it's an employee who's taking vacation time or whatever, perhaps it should not. It's a little complicated drafting a policy along those lines, so at first thought.

Williams: But you do see that the spirit of what a Public Comment is could be construed between...

Bedell: You know, I...we had paid charter employees speaking today in tandem with each other. I'm sure that was coordinated.

Williams: There's a free speech issue here?

Bedell: Well there is for me. I think...we had for me, I was frankly, and I don't care who hears it, I was appalled at the personal attack on my receivers on a Board Member today. I was appalled by that. I'm behind the gavel, we never, you know, stopped carrying something or stopped moving something, but I just like, one of the things about this organization is we just have the free flow of ideas, and you know, somebody comes in, I agree with you, if they're on the clock they get...that's the clock, that the Superintendent has decided to use three of those minutes to hear a person or a Vice President. I get that, but I'm really nervous about going to policies and what you can...you know what I'm saying?

Lindholm: I think one thing they can do is clarify. How did you get here? I think we had some experience this morning on, you know, was transportation provided free? How did you all...in that case, I think there were three Principals, which was kind of interesting to me that we had three Principals that were not covering their schools. But I think you can ask the question as to the speaker. I think you should ask that. I think that's one way to handle it is were you asked to be here by your...by a person who supervises you? Because to me, that's almost a job threat, but the...will you come and speak, and you're employed by this person, so I think if you ask and have it on the record, that's a start.

Trustee Boyd: It does get a little dicey because under the Brown Act we're required to receive Public Comments, you know, within the Board's jurisdiction. So if we start, for lack of a better term, censoring or limiting comments, there could be some criticism there.

Lindholm: Yeah, I wouldn't do that.

Bedell: Trustee Lindholm, you have piqued my interest. P-i-q-u-e-d. What would you do with somebody who said, "I'm here, and the district wrote my remarks", and it's apparent? I think candidly, I bet we had some.

Lindholm: Yes, clearly, many of the comments we had today were...

Trustee Boyd: Scripted.

Lindholm: ...scripted and they were not written by the individuals. I...so what I do, I value that the parent came, but in terms of if it was written by somebody else, then I think it's up to us to kind of...

Bedell: Judge if...

Lindholm: ...recognize that...that this individual...you can tell the heartfelt ones that came from the individuals. If it's pre-written, kind of interesting.

Gomez: Well I think that for some of these folks, who maybe English is not their first language, they have certain ideas of things that they want to say, but maybe someone helped them write it, but it was generally their thoughts. We don't know that and, but also, you know, I'm a Principal, I'm a Superintendent, I'm probably going to bring folks with me that might be able to answer questions that might be posed by us, and so you're bringing your expertise. We saw that with a couple of Superintendents where they asked other people to...

Lindholm: But they're on the payroll, which is kind of...

Gomez: Absolutely. So are the charter folks too.



Lindholm: But the parents...I guess I give the most weight to the parents.

Gomez: And I would agree with you, and I agree with you, but the expertise is needed from the school community to answer some of those issues. I mean, parents are responding to their own experience and perhaps experiences of their friends, but, you know, do they have a broader understanding of the educational system? Maybe not. We don't know.

Lindholm: But, generally, I would never limit free speech except if it has to do with pornography, threats, any of those kind of categories...

Bedell: I agree.

Lindholm: ...otherwise, it's America, and we are blessed that it is America.

Bedell: I would rather err on the side of openness.

Lindholm: Yes, I think you could certainly ask them questions.

Bedell: Trustee Williams, what would be your desired outcome of this conversation?

Williams: I just want to, number one, get the opinion of my colleagues and peers on this. I like what David said, because it's not a recurring issue and it's not really something that is abused. Maybe just sort of keep an eye on it and see what happens. I do think when you start...begin to coordinate your response in these charter appeals, and you're the Superintendent and start having paid staff to go beyond the fifteen minutes that's allotted, that there's...the spirit of Public Comments that's broken, so...

Gomez: I could see if that impacted our ability to hear everyone. You know, in other words, they kind of pack the room with people so that you didn't get to all the comments. So I would like to hear more than less, but you know, it does make the meeting very lengthy...

Lindholm: So are we, speaking of lengthy, are we adjourned?

Bedell: You said 3:30 PM.

Lindholm: Close. 3:15 PM.

Bedell: I'll move that we adjourn.

Lindholm: Thank you.

Bedell: All those in favor, please say "Aye".

[ALL REMAINING BOARD MEMBERS SAY "AYE"]

Associate Superintendent Boyd: I can sign for him.

Trustee Boyd: Great job.

[BOARD MEETING CONCLUDES]