

Board Meeting Transcription 12-12-18

[DR. WILLIAMS BEGINS THE MEETING BY STRIKING THE GAVEL FIVE TIMES]

Williams: Okay, so we'll begin. Good morning. It's always a pleasure to have you here and I have a few issues and concerns and declarations that I have to make. Again, Merry Christmas to all and we wish you, from the Board and the staff, a very wonderful New Year's and a very healthy and joy-filled 2019. As we begin our meeting here, we of course, want to have decorum and respect and honor for everybody who's here. We have a holiday treat with us. We have a wonderful school from the Fullerton Unified School District that will give us some music early on. We do have protocol regarding Public Comments. If you do want to address the Board you have 3 minutes to do such and the cards are in the back. We do ask for decorum and respect. No excessive clapping, snapping of fingers; whatever would be deemed a public nuisance and taking away from the...the full focus of this Board to do our duties and responsibilities. You will be removed if you do such. We don't expect such but we do have a wonderful law enforcement officer from the sheriff to make sure that that law is obeyed and followed. Is there anything else? Normally I read from a document so it's a little bit more polished, but I can't find it in my drawer. So, it was all very spontaneous...

Boyd: In your red folder.

Williams: Okay...is very spontaneous dialogue today. So, we're going to begin our meeting and for the benefit of the record, this Regular Meeting of the Orange County Board of Education is called to order and we begin our meeting typically by Invocation. We have good Trustee Sparks who will lead us in the Invocation and that will be followed by the Pledge of Allegiance by Mr. Greg Rolen.

Sparks: Welcome. Dear heavenly father, we thank you for giving us this beautiful day and bringing us all here today to gather and to work through the issues that you put before us. Please provide us leadership and vision, and kindness and compassion as we talk through the various issues that are on our Agenda today. Please also help all of us to have an open mind to the various issues that confront us here in the Orange County Board of Education. In Jesus name, we pray. Amen.

Williams: Mr. Rolen. Will you lead us in Invocation...excuse me, the Flag salute?

Rolen: Right hand over heart. Say with me.

[ALL IN ATTENDANCE SAY THE PLEDGE OF ALLEGIANCE]

Audience: I pledge allegiance to the flag of the United States of America. And, to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.

Williams: Very good. We have roll call. Darou.

Sisavath: Trustee Sparks.

Sparks: Here.

Sisavath: Trustee Barke.

Barke: Here.

Sisavath: Trustee Williams.

Williams: Present.

Sisavath: Trustee Gomez.

Gomez: Present.

Sisavath: Trustee Bedell.

Bedell: Here.

Williams: Very good. Moving on with the Agenda, Introductions, our good Associate Superintendent, Ms. Boyd.

Boyd: I'd like to acknowledge one of our ACCESS teachers who is with us today. Her name is Marsha Gardner, and she is...Marsha, would you stand? Marsha is studying for her Administrative Credential and she is attending the Board meeting to do an observation, so...

Bedell: Oh dear.

Boyd: ...we wanted to thank her for choosing our program and the Board Meeting to do that observation. That, for the record, I wanted to make sure that we had that.

Williams: Sure. Welcome, Martha, and hopefully we get good marks by you. Moving on with Introductions, we have Marilyn Buchi. Is she here from the...good. Hello, Marilyn. Good morning. This is Ms. Buchi from the Fullerton Unified School District. She's a good friend and colleague. Come on up front, Marilyn. We honor you and thank you for doing good service to the good folk up there in Fullerton. We also want to recognize Ms. Laura Rubio, high school Principal from the same high school there. Moving on with...with the Agenda. May I have an Adoption of today's Agenda?

Bedell: So Moved.

Williams: And a Second?

Sparks: Second.

Williams: Adoption moval by Trustee Bedell and Second by Ms. Sparks. Any conversation, dialogue, questions about it? Being that there's none, all those in favor say, "Aye".

[ALL REMAINING BOARD MEMBERS SAY, "AYE"]

Williams: All those Against? None. Abstained? None. Moving on to the Approval of the Minutes from our November 7th meeting, may I have a Motion to do such?

Barke: So Moved.

Williams: And I need a Second. I'll Second it since no one wants to Second it. Any questions?

Bedell: Mr. Chairman?

Williams: Yes, sir?

Bedell: I greatly appreciated under the Introduction of that page. Remember, we honored Tom Froehlich and Jan Mackey? And upon rereading the Minutes, and I'm sorry I did not get this to you, the way it reads now is acknowledgement of service by Dr. Bedell and I didn't do anything.

Gomez: Yeah.

Bedell: So, I should get no credit for service. Okay, so a literalist, I'm sorry, that poor visitor. If it would read, "Acknowledgement of service by Mr. Froehlich and Ms. Mackey was made by Dr. Bedell." That would be a little bit clearer for history.

Williams: Okay. So, any thoughts are any other concerns? Otherwise we'll separately...

Bedell: Friendly Amendment.

Williams: A friendly Amendment will set that as is. Any other questions, comments on the correction of the Minutes?

Bedell: And I want to apologize to the staff for not getting that earlier; was rereading that got it.

Williams: Okay.

Gomez: I do have 1 other correction. Under Item 15, Page 7, the vote should be recorded where it says Trustee Barke reported the Board voted to Deny the Appeal. The vote should be recorded as to what it was, whether it was 4-0 or whatever it was.

Williams: Absolutely.

Gomez: If we can make that correction.

Williams: I think it was 4-0 from my recollection.

Gomez: Yeah. You weren't...you weren't here. So yeah, so it should be 4-0 I believe, but I don't recall that. So...

Boyd: Yes. We have 4-0 with Williams out.

Gomez: Okay. Thank you.

Williams: Excellent. Okay, any other corrections? Barring that there are none, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: All those opposed? Abstain? Motion passes, 5-0. Okay. So, at this point we get to have a little bit of fun and...and Merry Christmas feelings and joy and happiness at this wonderful time of year. Again, from my Board and from all the wonderful staff here, we thank you for being a part of this. So, without any further...

Bedell: Mr. Chairman, before you ado...

Williams: Yes, sir?

Bedell: I would just like to read something into the record. It's Mr. Scott Hedgecock at Fullerton Union High School. This is his last year of teaching. He is going to retire at the end of the year. He's been there for many years and built an outstanding choral music program for the students at Fullerton. For those of you who were there will remember that 4 years ago, they performed at the County holiday luncheon and they received a standing ovation. So, I would like to thank Mr. Hedgecock for all he has done to enrich the students in my Trustee area. Thank you.

[THE AUDIENCE APPLAUDS]

Williams: Is he here? Thank you, Scott. Okay, moving on without any further delay, Mr. Venz from our Visual and Performing Arts Coordination. Sir, you have the dais.

Venz: Good morning, everybody. So yes, I'm Steve Venz. I'm the Visual and Performing Arts Coordinator here at Orange County Department of Education, and I am thrilled...thrilled and honored to be introducing this group to you. The students, every time I hear them perform, they're unbelievable. They're unbelievable musicians and when you hear them, they're professional. I mean, there's no other way to put that and with that being said, it takes a teacher who is demanding and yet understands the various things that they...they encounter at high school; all of the various demands that they...they...that come to them, those students.

So, as was mentioned, Mr. Hedgecock has taught at the school for 29 years...29 years and he taught before that at a few other schools, and I did the math and it looks like he taught almost 4,600 students here in Orange County. And, that's the difference that he's made in those lives and before I ask them to perform, I would like to just mention like...I'd like to say thank you to Laura Rubio, the Principal at Fullerton Union High School. By the way, Al, she was a student in...in your District when you were Superintendent.

So, anyway, so, thank you, Laura, for bringing them out and thank you again, Maryland, for coming out. Did you want to come around and watch before the students to come and perform? So, and by the way, if you're standing around the edges, I recommend that you find a seat inside here because the students are going to be coming out and around so if you want to find a seat, that'd be great.

[THE KEYBOARDIST BEGINS PLAYING MUSIC AND MULTIPLE STUDENTS ENTER THE BOARD ROOM FROM THE LEFT AND RIGHT ENTRANCES SINGING, "IT'S THE MOST WONDERFUL TIME OF THE YEAR". THE BOARD MEETING ATTENDEES APPLAUD WHEN THE SINGING CONCLUDES]

Venz: Thank you, thank you. We're very pleased to be able to be here and have our program highlighted and it sort of seems like it wasn't very long ago that I was sitting in an interview in the Principal's office in high school. So...so, the story is that while you may think, oh way in the future, decades go by real fast and you start...start to wonder how...how...how did that happen? Okay, and so about 4,600 or so students, huh? All right. So anyway, thank you, again. This is the Vocal Ensemble which is...represents the end of the pinnacle of our local music and local studies program at Fullerton Union High School. We are also an Academy of the Arts, so, it is all of the arts discipline in the Visual and Performing Arts that are part of our program and you'll hear a little bit later about kind of how students do more than just take an arts class.

They are part of a pathway. They are part of a larger group of things. So, we'll share a little bit of that as we go. So, obviously our opening number, "Most Wonderful Time of the Year." It was kind of funny. As we were waiting out there, several people walked in and a couple of them were kind of just singing that song. Maybe it was just on the radio in their offices or something. Glad we could make that connection. We're going to continue on with a piece, very well-known. You've heard it in many, many, many different formations probably on elevators a lot at the holiday time. This is Carol of the Bells.

[THE VOCAL ENSEMBLE SINGS "CAROL OF THE BELLS". UPON CONCLUDING, THE AUDIENCE MEMBERS APPLAUD]

Venz: I wanted to have one of our students just share a little bit about what it is...what the experience at Fullerton has been, and we had a campaign last year where we were...we were publicized in the, "I chose Fullerton because". We know school of choice is out there, so this is Abigail Lang. She is a senior.

Lang: Hello. I'm a Senior, like he said, and Fullerton High School is not my home school. A lot of my friends transferred out of District to actually come to Fullerton High School because of the many opportunities that this school offers in comparison to the other schools in my city. For me

personally, my passion is performing. Obviously, I'm up here today, but not only am I involved in choir, I'm also involved in theater and the dance department. I'm actually classified as a triple threat Academy student, which means for all 4 years I've taken all 3 of those performing arts classes. And so, that means at graduation, I get a nice little cord and some awesome stuff on my resume once I get done there, because all the many opportunities that I've experienced at this school.

So, I've performed in main stage productions. I've gone to competitions and festivals with this choir and people on stage with me have also been in leading roles in our musicals that we've had. We have a musical coming up in the spring, Cabaret. We have a choir concert this Friday. So, we're always doing something. We're always working and throughout the year I have so many amazing opportunities that I get to take part of and that's part of the reason why I chose Fullerton, because of the phenomenal experiences that I definitely think I'd be experiencing at age 17 here and now at Fullerton, and I've been exposed to so much. So many professional critics and critiques and I've had adjudicators come and critique my work and critique my performances and so that's something that I don't really think a lot of schools get a chance to have.

And so, because of my mentors and because of the people who I'm surrounded with on stage, I get a chance to improve my skills and my skill sets to further go on into higher education, which means colleges and colleges that I've already auditioned for, and actually have already been accepted to with scholarship monies. And, a lot of people on stage with me actually went to the International Thespian Conference last...this past summer where we auditioned for hundreds of colleges; where we all got callbacks and scholarship offers and scholarship money and some of us were actually already accepted into the program's there that summer.

So, as soon as we are accepted into the school, we already kind of know where we're going at this point, which is an amazing opportunity that not many schools get a chance to have, so I'm extremely grateful that I went to Fullerton. I'm extremely grateful that I've had the opportunities that I've been able to be blessed to have.

[THE AUDIENCE APPLAUDS AT THE CONCLUSION OF MS. LANG'S MONOLOGUE]

Venz: The Arts are not an extracurricular thing. They are not something that only some students do, right? If that were the case, only some students should have to do Math because we know that an infusion of Arts education all the way through preschool to career is what makes the type of people that we need in our world, being our leaders and making the decisions for the future generations would be even better. And Abigail is just one of the many here who can, on the spot, get up and speak very articulately, very passionately because of that infusion of the Arts. So...so glad that we have events here for Orange County to really be helping to promote the Arts throughout our County. So, just a little bit about who we are.

Our next piece is entitled, "Singing Noel" and it is a fast, rip-roaring piece where sometimes you may only catch the Sing Noel parts, but it's got the gold, frankincense, myrrh, and all of that parts of the story in it. It is one of the pieces that is part of the traditional Disneyland Candlelight ceremony, which this group performed in 2 weekends ago now. And...and with that the full orchestra and the fanfare, trumpets and handbells and all of that, so our collaborative artist at Fullerton Union High School is Mr. Anthony Lopez.

[MR. LOPEZ STANDS AND BOWS WHILE THE AUDIENCE APPLAUDS]

Venz: And again, in a Choral program, it is not just 1 person, it is a team. And so, he is with us in all of our rehearsals, and coaches students, provides accompaniment for competitions and scholarship auditions and all that, not just for our Choral students, but our students that are in theater doing musical theater for our instrumental students. I'm...he will be the Disneyland Orchestra fanfare, trumpets and handbells for our choir on this piece by Brent Pierce, former faculty member at Fullerton College entitled, "Singing Noel".

[THE AUDIENCE MEMBERS GIVE THE CHORAL GROUP A STANDING OVATION WHEN THEY CONCLUDE]

Venz: Thank you. We're going to conclude with this piece. It is an arrangement of a very familiar English carol, "Deck The Halls". So, you need to be thinking that you are maybe in an old English manor. You've been invited to something like a feast of the holidays, all of that, which will have all sorts of proper entertainment and the traditional boars heads, and the wassail. And in this arrangement, the entertainment has been stored in a room where the wassail is also kept so...not that any of them would understand what that means, but we might be able to presume a few things as we take you through "Deck The Halls".

[THE AUDIENCE MEMBERS APPLAUD AS THE CHORAL GROUP CONCLUDES THEIR SHOW]

Williams: We're they great? Weren't they just a joy just to listen to? I love that last request of Deck The Halls. I can imagine myself being in that castle or that English college. So again, we wish you the best...the best of this year. We wish you in 2019 to have great joy and health. We wish to those of differing face and values, Happy Hanukkah. We're going to take pictures of the staff and...and Maryland and Principal, come on up, let's get together, take some photos and we're going to take about a 5-minute break, so you're welcome to hangout. Parents if you have your kids up here, get your cameras out and take some photos also. So, anything else. Scott?

Hedgecock: Thank you so much.

[ANOTHER ROUND OF APPLAUSE FROM THOSE IN ATTENDANCE]

[PRESIDENT WILLIAMS STRIKES THE GAVEL 4 TIMES TO SIGNAL THE CONTINUATION OF THE BOARD MEETING]

Williams: Okay, we're going to be calling the Board Meeting back into order and at this point on the Agenda, we have Public Comments, and I believe we have 7 Public Comments, so Darou, if you can direct us and get us going.

Boyd: So, I'm going to call the names and you're correct, we have 7. For individuals who are coming up to make Public Comments. We have a light indicator. It is green, yellow, and then red, and once it gets to red, it will also beep and I will ask you to close your comments if you have not stopped talking. Cindie Borcoman is our first speaker, followed by Catherine Creely-Hodges. Yes, great.

Borcoman: Hello, Board and Superintendent. My name is Cyndie Borcoma. I'm a retired teacher. I retired this year and I'm here to support juvenile court schools. Our juvenile court

schools are the last chance our communities' most challenged children can remake their lives. I've been honored with many awards during my career and so, I'm not here as a disgruntled employee. I'm here to advocate for the kids. I'm addressing the following issues: Orange County Department of Ed's plan to downsize juvenile court schools by not promoting enrollment with Local School Districts; having a plan to put all the students in 3-pod schools, reducing from 20 schools and criticizing our program to other school Districts so that they will not enroll students.

In June 2018, Laura Strachan, the Assistant Superintendent, sent a letter to all ACCESS students and parents that students would be transferred to 3-pod schools. The problem was that the leases for these schools were not in place; very bad planning. Also, the Probation Department wasn't behind this plan because you know, you cannot put rival gangs in the same building for safety issues. I did a Master's thesis at UCLA on Orange County gangs. They are territorial and they go back generationally. There are some areas gang members cannot go in. The Probation Department knows that, the student families know that, and the students know that. The result was enrollment went down. The parents did not want their kids in the school.

They did not stay in the schools. The pods are not in place now. 2 years ago, Katie Ramezani, Principal, now Director, went to the teachers and requested 18-year old students to be dropped. This is well-documented at all of our schools. This also decreased the juvenile court school population. In addition, a golden handshake was given to teachers like me, so 50 teachers left and some substitute teachers were in place that could not handle the class. To make matters worse, Laura Strachan continually puts our ACCESS program down to other school Districts in our County. These juvenile court schools students come from chaotic family backgrounds. Many have not gone to school regularly and have been abused in a lot of different ways.

Their reading levels tested at 5th or 6th grade level. College Prep curriculum does not work for them. Laura Strachan has implemented college prep materials for all our students. She went to all the sites and took books that...that they...that were beneficial to them, away. I want to emphasize. These books were bought on taxpayer dollars. They're now a warehouse, I am retired but I can't let this go. My dad taught me to stand up for what I believe in. I believe in these juvenile court schools and the...presently...there's fear with the teachers because the reduction of staff makes them worry about their jobs, and I would...I just am here on behalf of a lot of teachers that are very worried about their jobs, and we need to have a plan to bring back the enrollment in the school; don't juvenile court schools. Thank you.

Boyd: Thank you. Catherine Creely-Hodges.

Hodges: Hi, I'm Catherine Hodges. I support the Board of Education and Superintendent of school honoring the hard work and of Orange County Department of education's teachers by making a fair settlement of their salaries. The Governor has provided a cost-of-living COLA of 2.7%. The Department of Education has stockpiled funding meant for program students and classrooms.

Teachers are facing their highest health care costs and the County is going to quadruple those costs. People in this community like me stand behind the hard work of our teachers. Providing them their cost of living, raise and bringing more resources in opportunities to County schools,

educators and most importantly, their students. And also, I'd like to thank Cindy for all her hard work and dedication through the year. So, thank you. Thanks for your time.

Boyd: Virginia Carrillo.

Carrillo: Good morning, President Williams, members of the OCDE Board and Superintendent Mijares. My name is Virginia Carrillo, and I'm currently an administrator in the Santa Ana Unified School District. I'm also lead petitioner for Achievers Global Academy. On September 18th, we presented our charter school petition to the Garden Grove Unified School District for consideration. However, we feel that it was never their intent to approve our charter. This District's response and findings tell us more about its aversion to charters and competition than it does about this particular charter. Furthermore, the Garden Grove Unified School District used methods that any would consider intimidation, beginning with the initial contact we had with the District.

On September 4, 2018 Garden Grove Unified School District Board Meeting, we spoke to the Board during their Public Comments about our intent to submit a charter school petition. On September 7th, a Facebook post message was posted on a private and a teacher's association website about our Charter School petition. Our petition had not yet been received or got... by Garden Grove, but somehow the person who posted on Facebook knew many details including my name, position, school and called Santa Ana Unified School teachers to action. So, this was pretty intimidating for me to go back to my site and know that this was going around.

This set off a litany of other questionable interactions and demonstrated that we not only had to contend with GGUSD, but they were working in tandem with Santa Ana in order to prevent our petition from being approved. In addition to the Facebook post, the way Garden Grove Unified contacted the teachers who had signed intents directly impacted their decisions to be associated with our charter school, to the point that I emailed the Superintendent and asked for the Associate Superintendent to cease contacting the teachers during their work hours, during their place of work, and asking them if they plan to quit their current assignment. And, I was extremely concerned for the teachers and the repercussions that they might experience that I said, please just remove them from the petition.

I do not want them going through all of that. The findings provided by the Garden Grove Unified School District show that the teacher intents portion of our petition as being the greatest flaw. Somehow, the Garden Grove Unified School District also was provided with a previous outdated version of a petition we had submitted to Santa Ana Unified years ago. And, it's apparent that when Garden Grove Unified reviewed our petition, it somehow mixed up both petitions because some of their findings were completely incorrect. The day prior to the Garden Grove Unified School District Board Meeting, I received a letter from Superintendent Mafi, stating that I was being irresponsible for proceeding with the petition and that I should withdraw the petition.

Furthermore, Garden Grove Unified missed the deadline that was set by law that we should have received our findings by...because of the Board, we did everything. We should have received our decision by November 17th. However, it wasn't until December 4 that they met and gave us our decision which is way past when they should have...

Boyd: Your time is up.

Castillo: Okay, so, thank you. I will be back and hopefully we'll be able to resubmit the appeal. Thank you.

Boyd: Dennis Ashendorf?

Ashendorf: Good morning, Miss Gomez, Vice-President Barke, President Williams, Dr. Bedell and Dr. Sparks. My name is Dennis Ashendorf. I speak as a citizen of Costa Mesa without any prompting through any organization. I'm also a teacher ruining my perfect attendance today. I'm addressing a future appeal by the Isaac Charter of its rejection by Newport-Mesa. Law precludes school Trustees from considering District finances when weighing Charter applications. The law is wise but it hamstring Basic Aid Districts because taxpayers in a Basic Aid District partially subsidized charter students hailing from other Districts.

Elected Trustees, consciously or not, must reconcile their legal obligations with uneasy taxpayers. To earn approval, basically, a charter should be asked to offer something sustainably and strongly different; something local schools won't offer or what parents may desire. I urge you to accept sustainability, excuse me, sustainability and strongly different as sensible criteria for evaluating charters in a Basic Aid District. My expertise covers curriculum, particularly math. Over a decade ago, I spent my own money to learn Singapore Math. Isaac's Elementary math and focus textbooks are bloated. Other charters such as Hillsdale Classical employ real Singapore Math. Isaac chose mediocrity.

For Middle School, Isaac chose Go Math, which our teachers found is fat and dull over 2 years ago. When you resume...when you review the Isaac petition, see if it can present...prevent yourselves from just saying, meh; blah, as I did. Still, you may want to approve a charter in Newport-Mesa because the District has rejected charters in the past. Instead, leverage your denial of Isaac with expectations that Newport-Mesa will change direction and invite applicants that increase sustainable choice. The new Board Members are open to proposals. Please give them the opportunity to prove what fits; what isn't already being offered. The District would never approve a classical school, therefore, interests for my Hillsdale Charter would be eye-opening.

A school could be dedicated to trades, not college. The Administration may deplore it, but a charter may champion it. Perhaps a competency-based school using Summit or AltSchool software will distinguish a charter from the District's offerings. In summary, the Basic A District, a charter must not sparkle but provide a sustainable strong difference. For example, Newport-Mesa has plenty of STEM programs. Our charter STEM school provides little added value. Reject Isaac but require Newport-Mesa to entice applicants as a quid pro quo for its higher bar of approval. Thank you.

Boyd: Time is up. Joyce McNabb.

McNabb: Thank you for the chance to talk with you this morning. I'm Joyce McNabb, former teacher, daughter of teachers. Yes, there was a time that a certain 4th grade teacher caught the eye of the handsome young Manual Arts teacher. I'm the niece of teachers, the cousin of teachers, and so, I come to you on behalf of all of them; all of them who believe as fervently in public education as they believe in anything. They knew it to be the key of making a better life and they believed education...educated citizens were the bedrock of our Democracy. Although I live in

Costa Mesa, I haven't always lived in California. I never expected to end up here and I certainly never expected to like it so much. For most of my life, I lived in Michigan. Just a moment.

I want to get my map. [**MS. McNABB RETRIEVES A BLUE OVEN MITT THAT HAS THE STATE OF MICHIGAN MAP SEWN UPON IT**] Here's my town, Muskegon, on the shore of Lake Michigan. About 45 minutes away, so, down the shoreline, is Holland, Michigan, the childhood home of our current Secretary of Education, Betsy DeVos. Completing the triangle is Grand Rapids where she attended Calvin College after completing Christian schools in Holland.

Our Secretary of Education has never attended a public school. Grand Rapids is also important in this story because it's the home of the DeVos family. The DeVos' were the founders of Amway. Amway is the contraction of the American way and the DeVos version of the American way was a giant pyramid scheme, selling household cleaning products. Betsy DeVos wasn't always Betsy DeVos, she was Elizabeth Prince...

Boyd: Your time is up.

McNabb: ...sister of Erik Prince.

Boyd: Randy Karstin.

Karstin: Good morning. Thank you for letting me speak. I got a 2-part question: first is, what is the Board going to do for the kids, the young kids nowadays? Everybody's into computers and, you know, the "A" students and all that are all educated well. What I'm worried about is the younger, the generation that doesn't allow Auto Body, you know, that doesn't do electrical. All the unions are begging for kids now because you don't supply that at school, and that's sad. What...what are you going to do for those kids? What are you going to do for the juveniles that...that can't make it nowadays? You know, we have to support the ones that are the neediest.

And then second is, I know that there's cost-cutting in all cycles of business and this is what you guys are. You're a business and you're trying to cost cut. You're...you're caught...you're cutting costs with the Educators that have been here for years, that have dedicated their lives and have done everything that you've asked them to do. What are you going to do to protect them when they're getting older, that you're not shaving their jobs to allow 2.5 employees instead of the ones that now earn the money that you're trying to cut? That's my question. Thank you.

Boyd: Linda Cone, and...and this will be our last speaker.

Cone: Merry Christmas, everyone. Thanks for the opportunity to speak and I want to thank you again for the forum that you held on CHYA. I benefited greatly from that experience. I'm trying to build on that. We didn't hear much from the other side except outside and we need to hear that other side and particularly on the issue of the Gender Spectrum. I have spent a lot of time with members of that other side. I spent 2 hours with the Youth Director of the LGBT Center in Orange County. I met 3 times with the head...Cal State Fullerton Head of a Women's Gender Studies in the career minor program. I attended her seminar class on Feminist History. I have read entirely her book, which is really a roadmap for the future when it comes to the treatment of LGBT kids.

I've attended an extensive workshop taught by an expert on Transgenderism. Last weekend I spent the entire weekend at a CTA (California Teachers Association) conference on GLBT issues. I heard Eric Heins, President of the CTA, state that we are no longer locked in gender boxes. You can be whatever you want, and I think this is the heart and soul of...of CHYA's teaching on the issue of gender. Please understand something. All of the people I've referred to, including the people I met out at this conference, totally reject the male / female gender binary concept. And, I think we need to delve into that and find out exactly what's going on here, and the significance of that when it comes to teaching the Gender Spectrum.

I just want to give you a snapshot of what that means to me. Growing up in the 1950's, I was a classic tomboy, and I was in this stage for a...between about age 5 or 6, to probably about 12, and I rejected dolls and anything dealing with boys or anything dealing with girls. I wanted cowboy outfits. I grew out of it, married, had family; the whole thing. I want to read to you what I consider be a modern-day tomboy. In fact, the picture shows her with the word, "Tomboy" over her head. Her name is Anneke. "I'm just Anneke" is a film by Jonathan Skurnik, which I met at this conference. It tells the story of a gender-fluid 12-year-old girl who's taking hormone blockers that delay puberty and...so that she can decide and have more time whether or not she wants to be male, female, or somewhere in-between when she grows up.

And, I'm asking myself, ladies and gentlemen, could I have been Anneke when I was growing up? I wasn't, but Anneke is the reality that we face and I am...I am really, really asking you...imploring you to get some information on how this is going to be taught to our kids. I saw a 12-minute film. I want you to get. It's called, "Creating Gender Inclusive Schools." It's already being taught to our children and I want you to see how it's being taught. Thank you so much. I've got a lot more to say but I've run out of time.

Williams: Thank you, Linda. Okay, moving on with our Agenda, that is the Public Comments. Is that correct?

Boyd: That's correct.

Williams: Very good. So, at this time, the Board will be in recess. We have a Closed Session and we will be coming out of that Closed Session approximately 30 minutes from now. So, Board, let's dismiss to our room.

[THE BOARD MEMBERS DISMISS TO THE ROOM DESIGNATED FOR THE BOARD MEMBERS TO CONDUCT DISCUSSIONS. ONCE SAID DISCUSSIONS CONCLUDE, THE BOARD MEMBERS RETURN TO THE BOARD ROOM TO CONTINUE THE PUBLIC BOARD MEETING. PRESIDENT WILLIAMS STRIKES THE GAVEL THREE TIMES]

Williams: Okay, the County Board of Education is back in session. I...I will report out as Board President on the decision for Closed Session 2, and that was no affirmative decision. However, direction was given to Counsel regarding the case. On Closed Session #1, we have Mr. Jonathan Brenner, who will report out on that.

Brenner: Mr. President, the Board and Counsel discussed the currently pending litigation with the Superintendent, and no Resolutions were made in that Closed Session.

Williams: Very good.

Brenner: That's it.

Williams: Thank you very much, sir. Moving on with Consent Calendar. May I have a Motion?

Bedell: Move.

Williams: And 2? Second by...

Sparks: Second.

Williams: Sparks. Discussion? Being that there's none, all those in favor say, "aye."

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? Abstain? Motion passes, 5-0. Moving on with Board Recommendations:
Item #3: Resolution 22-18. I have a Motion?

Barke: I'll make a Motion.

Williams: Okay, Motion by Barke, Second by

Sparks: Second.

Williams: ...by Sparks. Okay. The Motion before us is to have the bills paid for our good Greg Rolan from the law firm Haight Brown and Bonesteel. We have a Motion and a Second. Any conversation or dialogue regarding this Resolution? Barring that there's none, it is a individual vote that we're going to be taking on this.

Sisavath: Oh, okay. You want me to call...do a call?

Williams: Yeah, yeah.

Sisavath: Trustee Sparks.

Sparks: Yes.

Sisavath: Trustee Barke.

Barke: Yes.

Sisavath: Trustee Williams.

Williams: Yes.

Sisavath: Trustee Gomez.

Gomez: No.

Sisavath: Trustee Bedell.

Bedell: No.

Williams: Very good. Moving on, Item passes 3-2. Moving on with Item #4, I'm going to call Aracely Chastain to the podium regarding Charter Submissions.

Chastain: Today the Board will be accepting 3 submissions. 2 Charter Petitions on Appeal and one Material Revision. I now call representatives from Sycamore Creek Community Charter School to the podium to introduce their Charter Submission.

Bosinoff: Good afternoon, now, Superintendent Mijares, President Williams, Board and staff. My name is Amy Green-Bosinoff and I am the President of Sycamore Creek Community Charter School. I hold a degree and a teaching credential but since becoming a parent 7 years ago, my passion for learning and education has grown. I've been an active leader and participant when my son attended a parent participation preschool located in Ocean View School District, and I have continued my own professional development by engaging Early Childhood classes and Waldorf teacher training. SCCCS is a 501C3 non-profit public benefit corporation proposing to open a brick and mortar full-time public charter school in Ocean View School District, serving students from TK through 8th grade.

We seek to bring a free public option guided by the core principles of public Waldorf education to serve the diverse student population in OVSD. Our charter petition has been thoroughly vetted by the California Charter Schools Association, our back-of-house provider, EDTech, as well as our attorneys at Young Minney Corr, LLP. We aim to provide a free public option currently not available in OVSD or anywhere in North Orange County. Alongside our co-aligned rigorous academic approach, students will engage in other specialty subjects such as Handwork, Spanish as a World Language, Art and Music. Through our looping model, students will have the opportunity to learn and grow in a caring and well-rounded environment.

Known as the Head Heart and Hands approach, and public Waldorf education, it is attuned to students intellectual, social-emotional, and physical development. We know that Orange County and OVSD have some great schools and caring teachers and we wish to add to the variety of choices available, because public Waldorf education is a specific pedagogy; one highly sought after that we are passionate about. Exemplified by the full classes and long wait lists at the nearest comparable schools like Journey School in Aliso Viejo or Ocean Charter in LA, it is clear that this educational choice is a choice families are seeking.

We are excited to be here and share our program goals and strategies for achieving them and we look forward to our public hearing next month when members of our grassroots community will come to express their desire for Sycamore Creek. We believe you will be convinced by our hard work, effort and passion evidenced by our strong petition and community of support, that families deserve this school option OVSD too, and approve our Charter. Thank you, Amy Green-Bosinoff on behalf of the founders of Sycamore Creek.

Chastain: Next we have representatives from the International School for Science and Culture who will introduce their charter petition on Appeal.

Gould: Good afternoon. My name is Patricia Gould and I will be the lead petitioner for International School for Science and Culture, or ISAAC. I have 25 years in education. I have 18 years as a public and charter school Principal. The last 6 years I work for new Academy Canoga Park and I was involved with 2 charter petition renewals as well as 4 annual LAUSD oversight reviews. I want to assure you that my years and experience has prepared me to be the founding Principal of this charter school. I am here this afternoon to share with you how thrilled we are to be submitting our petition. Our innovative curriculum and program will provide parents a choice in their child's educational investment in the Newport-Mesa Unified School District.

As a parent, excuse me, we have developed a program where we respect language and culture and we will use it as a vehicle to teach global citizenship. At ISAAC we will also value diversity and encourage risk-taking. We will address the needs of all students including our English Language Learners and we will ensure immediate and adequate benchmarks and assessments to be administered throughout the year. We will share student progress with parents as often and as necessary to ensure student success and accountability. All students will learn Chinese-Mandarin and Spanish, and not just a selected few. Learning experiences will be hands-on, inquiry-based and collaborative. Our school environment will be loving, caring, respectful and energetic.

Students, teachers, staff and parents will focus on students and the well-being of their success. Anyone that steps onto our campus will feel the sense of safety and comfort which is what a

child needs to be successful. Through our instructional program of Science, Technology, Reading and Writing, Engineering, Arts and Math, learning in 3 languages, which is this Chinese-Mandarin, Spanish and English and social-emotional learning, our students will become better equipped for the 21st century. Thank you.

Chastain: You will also be receiving a Material Revision Request from Scholarship Prep Charter School. They will be presenting on their Material Revision at the Public Hearing on January 16th. You'll receive supporting documentation for all 3 submissions following today's Board Hearing. Public Hearings on the 2 charter appeals will take place on January 16th and the Board will render the decision on the February 13th Board Meeting. For Scholarship Prep's Material Revision request, the school has requested to have the Public Hearing and Board action at the January 16th Board Meeting. Staff has no issue with that request and we will Agendize that Action Item for next month. Thank you.

Williams: Very good. Okay, moving on, I'm going to invite our good friend, Dr. Erin Craig, to the podium to assist us with understanding the current situation with Unity School.

Craig: Good afternoon, President Williams, members of the Board, Superintendent Mijares. My name is Erin Craig from Unity Middle College and I have Roy Kim beside me from ICON School Management. I'm here today to share the story, the challenges, and the steps taken of Unity Middle College from a very challenging summer to an even more challenging month of September, into moving into stabilization to date. So, for those of you who I've not personally met and shared about Unity, the mission of Unity is to prepare all students, especially those who are at risk and underserved, for 4-year university success through a blended college and high school curriculum. Currently, we have 83 students ranging in grades 9-11.

We're 37% men and 63% young women. Right now, 18% of our students are currently taking college at Santiago Canyon College and 49% are enrolled to take college next semester at Santiago Canyon College. We currently have 17% of our student population with IEPs, 5% with 504 plans and 19% with...who are English Learners, and 62% who qualify for free or reduced lunch. And, our current average daily attendance is at 94%. So, we are the only charter high school in the City of Orange, and as I mentioned, we have a partnership with Santiago Canyon College that has a differentiated meeting...meeting the diverse needs of the students' dual enrollment. So, a specialized blend of high school and college to each student.

Students are exploring and choosing driven career pathways in areas that they're interested in, that they're talented in, and a nurturing family-like atmosphere. And, because of our diverse student population, the ongoing identification, support and intervention at the student level is really what supports each Unity student finding success right now, sometimes many of them for the first time in their life, and to prepare for the future. And, the goal of Unity is that students will graduate with both their high school diploma and significant college units. So, let's talk about the challenges during the summer. So, this started from an error in P2 attendance reporting that did result in overpayment from the state.

When we realized that that happened, I reported to Orange County Department of Ed and the CDE immediately in early 2018, but the big challenge was a back-office server provides...service provider, Unity schools from northern California, that we do not have an

official sort of structured relationship with. We are standalone 501C3's. There were errors in their reporting and lack of communication that did result in broken trust, and I was very grateful during the summer when Orange County Department of Ed staff brought me in to let me know this and I confirmed immediately that yes, a change did need to be made in back-office service. But, our goal first was to get into the building and to get our students learning and then change our back-office service provider.

During the summer with the fires that were occurring in Northern California, there were many shifts and changes in the Fire Marshal position in the City of Orange. And so, after going out to what we believed was our final bid coming back with \$564,000 for our tenant improvement, the changes in leadership, the changes in expectation; that's where the difference of cost came from the end of August through the middle of September. And, working with the City of Orange, knowing that this was a large construction project, we really targeted and we believed we were in agreement that a temporary occupancy would occur after we met certain criteria. I believe it was on September 11th; was the date.

Unfortunately, when that date came the expectations changed about a certificate of occupancy and we were given different direction from the City, which we continue to meet on the fast as we possibly could. So, student safety is obviously our #1 priority, and the end of September was extremely difficult. We were not getting clear expectations from the City, and we understand that we were running field trips, and running field trips looked like college tours for the first week of school. And then, it also looked like going to Golden West College where students were focused on Common Core and their learning every single day, not just overall with diverse student populations, including receiving their special education service minutes every single day.

So, here we were at the end of September and we were operating next door on a field trip basis that we understand was not a long-term solution. And, we received a letter from the Fire Marshal and the City of Orange saying Unity cannot operate in the temporary facility next door, and Unity cannot operate in the long-term facility. And, in that moment, as most challenging as it was, we held an emergency Board Meeting on that night of Monday, October 1st. The vote...the Board, my Board, did not vote to close the school that night. They said Erin, you need 1 more day, 1 more day to push as hard as you can with the City with our legal counsel and their legal counsel to see if we could come up with a resolution so we can operate and the students can learn.

And, by end of day on October 2nd, from legal counsel to legal counsel, and I was definitely part of this conversation, it was confirmed from the City officials that there was no possible pathway forward for Unity. Unity could not move into the building where the tenant improvements, with the exception of a few items, were completed. We could not be there and we could not be in a short-term facility. So, that night is when Unity School Southern California Board voted to close the school, not based on want, based on necessity without a lack of another place to go. That next morning before the Board Meeting, I put in writing, per the request of my Board, to Orange County Department of Ed that Unity had been closed; that we had closed the school because of lack of facility.

And, it's my understanding that it was then reported to you during that meeting. 2 hours later, we received a formal letter from the City of Orange creating the pathway forward for us to move

into our long-term facility that we had been begging for. And so, I stand before you not to make an excuse, not to share an interesting story; to tell you the reality of Unity Middle College that there has not been a charter school in California that had been – to date – that had been forced to close for this reason, and then less than 2 hours later, created a pathway forward and majorly with the help and support of Dr. Williams and other people in the community committing, saying, Erin, you need to stay open.

You need to reopen and of course, I agreed because I did not think when the Board voted to close the school that it would even be possible. And so, when the pathway was open and when the communication with Dr. Williams and others and myself occurred that same day, we ran and we mobilized. And so, to be very direct, that's exactly what happened between that day and the next day. Then we held a parent meeting and communicated to our families and the school was not in session, and before we started school again, the Unity Board re-voted to reopen the school. So, what we've done today from that moment, the City of Orange gave us occupancy in our long-term home.

Not just a temporary home, our long-term forever home and direction to complete the small amount of construction that we had been begging for that direction for over a month and a half. We changed back-office service providers the moment that we were stable in our building and hired ICON School Management, in particular Roy Kim, who stands beside me. He's created a revised, conservative and accurate budget that is fiscally responsible with a payment plan to the General Contractor. And, of course, the best money fundraising that we can do is our student enrollment increasing and moving towards stability. So, I'd like to turn it over to Roy Kim for just a moment to share the actions fiscally that have been taken to date since hiring ICON School management.

Kim: Thank you and good evening, Board Members. My name is Roy Kim. I'm the CEO of ICON School Management. We have been in business for about 4 years now. We are helping back offices...providing back-office services for a few schools under Orange County Vista Charter Schools, now Unity, and also Palm Lane Elementary Charter School. Overall in California, we work with about 23 schools and it's growing about 4 or 5 schools every year. I just want to give you a quick update on the progress that we've made in the last couple of months. We've been engaged with Unity beginning October 1st. So, we did...the main thing that we did was we created a revised budget that reflected the latest version of the FCML.

You have the calculator. All the state revenues that has been allocated for by CDE; make sure that the title funds, the lottery one-time discretion funds have been captured accurately. But more importantly, we put in...we've reflected all the loans and debts that the Unity Middle College has been engaged with, notably the state aid and illegal property tax overpayments, construction TI costs which has been very huge, CD revolving loan which are...which we are still paying, OCCF loan and the...and now the receivable sales. We've also, for multi-year projection purposes, we've engaged in conservative estimates for student growth. We've also put in conservative estimates for found...fundraising and donations and for future revenues.

For expenses we used inflation rates that are higher than COLA to ensure that we have a conservative...conservative budget estimate. We also included a minimum of 3% salary increases every year and for some of the other things that we did was we revised a Fiscal Control

Policy. We want to make sure that there was segregation of duties in the fiscal control policies and also the internal controls. And, one of the last things that we have done, which we are continuing to do, is to create a monthly Board financial statement that includes the balance sheet, income statements, check registers, and also the cash flows for the Board to approve on a monthly basis.

So, our goal has been to ensure that we create transparency among...among all stakeholders for Unity Middle College and to, you know, engage in fiscal solvency, so that the Board can now engage in strategic planning for the next 5 years to ensure continued success for Unity College. Thank you.

Craig: So, where we are today, our students are learning Monday through Friday at our long-term home at 1937 West Chapman. We've doubled our student population. We are WASC Accredited in grades 9, 10 and 11. So, for the...all the grades that we serve. I mentioned our attendance earlier and last week we had our Orange County Department of Education oversight visit on Thursday, which went very well. Our diverse student population reading...ranging from students reading on a 2nd grade level to students functioning at a college level, has really propelled the differentiation that we are offering on campus in every class and to every student.

And finally, our dual enrollment program in the City of Orange has impacted every other high school within the School District, that now every high school within the City of Orange is offering dual enrollment in some capacity to the students. So, the chart up here currently 26% not...it's not percent. Excuse me, 26 of our students have taken and passed 1 college course. 13 out of our 83 students have taken and passed 2 college courses. 9 of our students have taken and successfully passed 3 college courses and 1 student has successfully passed 4 college courses, and I show you this not to brag, not for that reason; to share through the hardship of our...our challenge, of our facility challenge that we have had since January or February 10th, 2015 when Unity was approved.

Our families and our students have stuck by us. They believe in the effectiveness and the mission of the school and are seeing the outcomes with their students, and even without, last year, a roof or a...doors and building schools out of partitions every week, we were still able to get this success with our students. So, our continued steps to stability. We're going to continue to pay the General Contractor as we agreed upon with the schedule. We just paid a large chunk, \$200,000, last week. Myself, ever since we've started, fund development has been one of my major areas. I've raised \$200,000 since July 1st, and I will continue to tirelessly raise to not build...not raise money to meet the agreed-upon schedule, to raise money to accelerate the payment schedule and to pay off the General Contractor much quicker.

Myself and Roy and the team at ICON will continue to work with Orange County Department of Education now that we have moved through this large challenge to build trust in our relationship. I mentioned increasing our student enrollment with a goal next year of 150 students. We will continue to refine our operational and financial policies and accelerate our educational program and the biggest word is stabilized stabilization. So, I've looked forward to this day to share the story and the steps and the challenge that we've made it, and we have made it that I'm standing here in front of you. So, we look forward to answering any of your questions that you have.

Williams: Very, very good. Let me just first say for myself, I'm doggone proud of you. What you have been through and there's been a deeper conversation than what you presented with all the hardships. We've cried together on the phone. You have been through hell and back, if I can say that. You are a remarkable person, Erin. I respect you tremendously for what you've done. Your leadership and the skills to get where you are today, thank you for what you've done. Now, pass it through to my colleagues. Jack any...any thoughts?

Bedell: Yeah. I have just a few questions. Mr. Kim?

Kim: Yes.

Bedell: So, various numbers flew around this room the past year, actually, even the past 6 months. Right now, what is owed in big numbers? To whom?

Kim: Definitely. So, we currently have...the biggest one is the construction; the contractors. So, that was owed, initially \$812,000 at the beginning of the school year. Of that, we made an initial payment in July of \$77,000 and since then, we have made another payment of \$200,000 last week, as Erin mentioned. So, we have roughly a little bit over \$400,000 that we have financed with the contractors, so they've accepted a payment plan of about \$16,000 per month, and we will be paying that off in the next 2 ½ years, but as Erin mentioned, you know, we also let them know that any fundraising donations that we get, they will be the first ones that we payoff to make sure that they're paid in whole.

Bedell: But...so, that means any fundraising you do will not be for academic purposes. It will be to retire a debt. So, in other words, it will not be curricular enrichment which I've supported in your program. It will be to retire a debt. Is that the...am I summarizing that correctly?

Kim: Well, we...we are trying to pay them off as soon as possible but we do have, you know, revenues coming in from state and federal government that will help the operational end of the school.

Bedell: And, is the Orange School District paid off?

Kim: The...we are also paying off the state aid and the integral property taxes, so, I...my understanding is that our integral property taxes are being held for that purposes of paying off the debt.

Bedell: Is there somebody from the County Office who can tell me what that dollar amount is? Renee?

Kim: It's \$231,000.

Bedell: Okay. So, that's \$400,000 left to the contractor, 200-and...I'm sorry...

Kim: \$231,000.

Bedell: \$231,000 to the School District of Orange, correct?

Kim: Yes.

Bedell: Now, what else is outstanding, Mr. Kim?

Kim: We have a state aid...the overpayment of state aid. That's \$160,000.

Bedell: Okay.

Kim: And the final amount, well, the CD Revolving Loan, that's a 5-year payment plan...4 year, I'm sorry, 4-year payment plan. So, we have about \$187,000 remaining which we're making monthly payments on.

Bedell: So, can you...do you have a grand total over there? I lost it.

Kim: I have a paper formats. Unfortunately, I don't have the...the total amount, but...

Bedell: It's about 800? The reason I'm asking that is that I'm always, you know, I'm fiscally

conservative on these things and I just don't want to put good money after bad and I'm not making that...sounds awful and I don't mean it that way.

Kim: Sure.

Bedell: But I just...I'm just nervous about that piece because I've never had questions at all – and people from the Charter Association can tell you – I've never had questions about curriculum. It's always been the back-office thing and the budget thing. And, if you look statewide, a lot of charters that have trouble it's the back-office issue, right? Money. So, tell me...so now, you are an Accountant. Is that your firm? Is that what it is, an Accounting Firm?

Kim: We have members in our...in our firm that has been previous Auditors...Charter School Auditors. We have 3 members. Also, we have about 4 staff Accountants who have...who hold CPA licenses.

Bedell: Right. Erin, what went wrong with the previous – and I'm not interested in the name is – but what went wrong with the back-office before?

Craig: So, the back-office service provider oversees school in Oakland Unified School District, and this...my understanding is the level of accuracy and attention to detail and this was not my understanding until the Orange County Department of Education staff communicated this to me during the summer. So, let me just be clear on that statement, but the level of accuracy and attention to detail that Oakland Unified requires of their charter schools in Alameda County that back-office service provider has provided to them, but that's very different than the...the level of, you know, accountability which I am happy with and, you know, welcome in Orange County Department of Education.

And so, that's, I mean, they've been in operation working with, you know, schools in Oakland for...since 2004. So, it's not like they were new, but I believe that's really the core issue. I don't believe that they were criminals or crooks or anything like that. But, I believe it was really just like lack of attention to detail and transparency, and I mean, for me, I'm a perfectionist by heart, and so to find this out, not from them but to find it out from Orange County Department of Education staff, for me was a wake-up call of yes, this is not okay. We need to do something and that's right. When I brought it to my Board I said, we need to do something. They said Erin, yes, we agree. We are going to do something but we need to get into this space first.

Bedell: So, tell me how you got that firm initially.

Craig: How I got...

Bedell: The Oakland firm initially.

Craig: So, when I first decided that I was going to open Unity down here, that is Unity up there and my career started in Unity up there back, but when I was 22 years old as a teacher and I worked in that environment and for that organization for many years. So, at a teacher level and as an emerging administrator level from 2004 to 2009, I had a level of trust and with having no red flags or being through charter approvals and renewals with them in that space for many years, I did not have any sort of signals of hey, Erin, they might be making some grave errors and you know, putting your own organization in some jeopardy. But, the moment that I found out that they were not, that there were errors and that, you know, it changed my perspective immediately.

Bedell: What is your student enrollment in A through G?

Craig: What do you mean, A through G?

Bedell: The University courses.

Craig: 100%. Our high school graduation requirements are directly aligned to A through G requirements, and so, 83 of our students that are currently enrolled, 83 of the 100% of those 83 students are on track to meet A through G requirements.

Bedell: Okay, the county average is about 54, I believe. Statewide is 52, so that's good if you keep that up. I wonder if I got somebody from the County Office address this?

Boyd: Which...which question?

Bedell: Well, I...in general about their report in their NIFA.

Craig: Well, Teresa might be able to...

Bedell: Teresa. Can you give us your overall assessment of what you heard today? And, what I as a Board member should conclude?

Johnson: We have worked with Unity Middle College all through this process throughout the summer and we continue to work with them in terms of some of the concerns that we've had regarding financial decisions that have been made, and their... the current state of their finances.

Bedell: So, what you heard today is accurate, correct?

Johnson: Correct, yes.

Bedell: Thank you. I have no further questions at this time.

Williams: Very good. Trustee Gomez?

Gomez: Well, my questions also revolved around the finances and you hit on most of the things that...that I was concerned about.

Bedell: So, there's no need for you to say anything.

Gomez: Well, there's no need for you to say anything more. How's that?

Bedell: Very good.

Gomez: Yeah, there you go, but what concerns me, obviously, is we've got these huge numbers out there and to my good friend over here, you know, you're doing a lot of fundraising and it's to attack the debt. And, you're talking about some accelerated payments, but what's the plan? I mean, what...what are you planning to do as far as, you know, you're going to pay off the debt, you're trying to do that. But, at what point are monies going to go back into your school to help support your curriculum? If you could answer that and then I have 1 more question after that.

Craig: Sure. So, this large amount of Tenant Improvement Costs, this is not just for a 2-year existing in this place and move. And it was...this is for an investment long-term, and so, I want to be clear on that. This is not just a tenant improvement to move from 1 year to the other. The amount of upgrades that they made us do, Beckie, not at the beginning or 2nd round, not on the 3rd round when we went up to final bid, but when school was already in session, you know, second week of September, adding on \$250,000 of things from the City. My Board had to make a decision. Are we going to shut down the school and send these children back to their home?

Or, are we going to hit the gas and work together and make it work? And so, the fundraising is yes, to bridge that gap but based in, I mean, Roy can speak to this, is having a general operational budget funding coming in from the state, that will support our ongoing educational program. And, another thing that I would like to note, too, is those amounts from the overpayment. We're in December right now and we have not collected money from in lieu of property taxes or from the County for the month that we've been open. So, I just want to be very

transparent on that. It's not like it's the first day of school and we're looking at those numbers. Right now, we are at the end of semester 1.

Gomez: So, is that the intention, is...that's how you're intending to pay that back, by not taking those...not receiving those property taxes? Is that...is that the intent?

Kim: Yeah, I mean currently, you know, we have the property tax schedules. 8% in July, 12% in September and so on and so forth, but those revenues are not coming into the school because they're going into the County. And...so, as soon as the \$231,000 is paid in full, we will start to have property tax payment coming to the school for the rest of the amount.

Gomez: Okay. You also mentioned the monthly fiscal statements. I'm not sure if that's a word you use, that were going to the Board. How much Board education have you done to assure that they know what they're looking at, so you don't end up in the same situation where you don't know until someone brings it to your attention?

Kim: So, our office, we do a Board education training for all of our clients on an annual basis. We do go over how charter school funding works, how to read the different financial statements including balance sheets and income statements, but part of my job in attending the Board Meetings on a monthly basis is to present the finances so that, you know, any layman who is not an accountant can understand where the financial situation.

Gomez: Yes, okay.

Craig: And, I'll add 1 thing. The level of detail that is now provided to our Board from Roy and ICON as compared to before not just through the first interview, but the last Board Meeting, my Board felt liberated and thankful, so that's just there for subject.

Gomez: And I guess one last is a process question. We got the information that your school closed. That was the information and then I hear a rumor through other means that the school is open again, and that was a little disconcerting to me because there was no official communication that the school...that your Board had said let's reopen, and that was a little disconcerting to me because I assume the school was closed. But yet, then we hear other things and hear, you know, that was in October. And now, we're in December. So, that was a list...a little bit difficult to hear those rumors that you're operating when we heard you had closed and I know you addressed a little bit of it, but I think that goes back to the transparency, that a little bit more communication would have significantly helped.

Craig: Sure, and just to be extremely clear, after the Board voted to reopen the school, I did put it in writing to Kelly Gaughran specifically on the date and time, you know, right up, I think, a few days after. So, I hear you. I agree. It was hands down the most tumultuous and stressful and really challenging situation I've ever encountered in the last 15 years of work in public charter schools in California, but point definitely taken.

Gomez: That's all I have.

Williams: Very good. Trustee Barke?

Barke: I would just say congratulations for surviving it all and prevailing amongst, just, a lot of schools would have closed down if any one of those things have happened, but not them all combined. And, to be where you are today, I say congratulations and I hope that you will continue to work hard and be successful, because I think you worked very hard and I congratulate you for that.

Sparks: I would add, I really admire your grit and your perseverance and...and everyone who's connected to you should be really grateful and proud of what you've been able to accomplish here. And, I do have just 1 question just for...so I can have a better understanding, and maybe these guys already know it. But, in terms of the model of enrolling in college classes at Santiago or...and wherever else they're enrolling, you have a projection in the spring of 41 students, almost 50%. Now, 2 parts to that. 1, are they already enrolled?

Craig: Yes.

Sparks: Okay, and 2, how does that work in terms of payment?

Craig: Sure. So, there are no fees for these high school students because they're a special admin high school and that goes for all high school students, not just charter schools, and so, what we do is we identify and track the progress report once so that the 2.75 GPA, no "F"s. We don't even have delinquencies, so, to go to your point of how many students are in A through G, it's ABC non-passing, so it eliminates that group of G's. So, progress report 1, there's a tendency to turn in the paperwork. First, part one. Progress Report 2 and if they make them those to, you know, they show that consistency and they turn in the forms. They jump through the hoops to be a college student. That's when we enroll them in the college courses.

So, this 49 or the 41 students that are enrolled for next semester, they have met that criteria throughout the 1st semester. Some of them will be taking Counseling 101, which is an Intro to College and how to write a college paper and figure out who I am as a learner. Some students will be taking Calc 3. Some will be taking college Algebra, American Sign Language. And so, the idea is instead of having 6 full classes, 1 of their college courses is that we try to put it in the morning or the beginning or the end of the day. We need to make sure that we comply with SB 379, the instructional minute requirement for charter, middle, and early college students.

And then, they get college credit for it and the Statewide Middle College Conversion, 1 unit of college equals 3.3 credits of high school. And so, as a small school, you can really figure out exactly what courses meet the students' needs as compared to a large school that offers dual enrollment; offers kind of like a menu and appetizer; an entree and a dessert of dual enrollment courses for the students.

Sparks: And then my final questions, 2-part as well is, what is your recruitment strategy, #1, to increase your numbers? And #2, what is your capacity?

Craig: Sure. So, recruitment strategy for the first 4 years, we've been going door to door. The low-income housing that has been our #1 way to get students because he did not have a facility, or we thought we did. And, the CUP didn't clear or then, you know, and I could...a different day and time I could share you the timeline of grit, but it was really about building relationships at the beginning and really go. I mean, I would say 75% of our students, we went to their house to enroll them. That was then. Many parents have said Dr. Craig, you call me back when you have the building. You call me back when you have a roof and you actually have classrooms. And so, I know it sounds pathetic, but it's true. This is, I mean, but this is what it has taken to do it.

It's never been this hard for me in any other capacity, but this is what it's taken to open this school. So, now what we do is every single Tuesday from 1 to 2 P.M., we open our doors and

we're doing incoming student tours. We've enrolled 14 students so far for next year and we continue to enroll. We also have been presenting and having conversations, passing out flyers with other charter feeder schools, both within Orange and also with the surrounding communities.

And, now is the time. The fact that we're even...we're alive right now, the resurrection, okay? I mean, the fact that we now have the building and the roof and the walls, that is what...that has been the 1 thing that we've needed for students to say, yes, I will send my child here because it is a positive physical environment that aligns with the educational vision.

Sparks: Thank you.

Williams: So, we started 3 years ago, I think, down this path when you came in and you shared with us your vision. We got approval. You went through, is this the 3rd site? Could you kind of give us...

Mijares: Please step a little closer to the mics. You can speak right into both of them.

Craig: I'm sorry. 47 buildings, I've gone through.

Williams: 47...

Craig: 47.

Williams: And...and they were...those 47 buildings were all within the City of Orange...

Craig: All within Orange Unified School District boundaries.

Williams: Yeah, and you had some reason or another why you couldn't occupy that, and then all the hoops and hurdles, you finally got to this site. Now they increase your cost. You went through a lot and you made it. What do you...where do you see yourself a year from now? How many students?

Craig: A year from now? 150. We don't want to grow too quick and I want to make sure that I answer the second part of your question. I'm sorry. I just sometimes...I get off track. So, 150 students to 250 students. We can exist on the bottom floor of the building that we're currently in and then as we grow after that, we have a plan and it's in our draft lease that we are in final negotiations long-term with the landlord to take over the second floor. So, we don't want to grow too quickly because we're not trying to borrow any more against receivables than we absolutely have to. So, it's stabilization. 150 next year; 250, and then we'll grow to the maximum capacity of 400.

And, a year from now what I hope how I am is I'm well slept, I'm less old looking, less gray and you know, move saying, oh, remember a year ago because when I think now, I think oh remember a year ago, and I look forward to that. I remember a year ago that we actually got through it because not one student left our school. Not one teacher resigned. Not one person left us even when we told our staff that we were closed.

Williams: Amazing story. Roy, just real quickly here. So, in projecting the future, I see an optimistic future, you have debt, unfortunately. That was somewhat not the responsibility of the...the initial plans in July by Dr. Craig, here. Being that we're going to maybe go up to 150, where does that put the school financially? Does it pay off debt?

Kim: That's a great...that's a great question. So, our...the projection currently is that we'll end the year with the \$43,000 as...of net income. Next year the...one of the reasons why we picked the number 150, you know, we kind of...it was a strategic move because I know she had the

capacity to bring in more students the next year, but you know, I'm sure you all know that charter schools get funded from July to January based on prior P2. So, if we grow by more than 150, our revenue for the first 6 months is going to be based on last year's revenue bar. Expenses are going to be based on 200...350 students, so, that means we're going to sell our receivables to meet our expenses, which is going to create a bigger hole for the school.

So, we've strategically picked the 150 and with that number for next year, we're looking to end the school year with about \$103,000 of net income. And, that's going to bring our fund balance to \$147,00...\$147,000. In the Year 3 with 250 students, we're looking to end the school year with \$3...430,000 of net income, and that's going to bring our schools fund balance to \$578,000. So, we'll be at ...after 3 years fiscal of...fiscal would be very strong. We'll have enough reserves for the school to, you know, meet any deferrals or state, you know, which we're all kind of anticipating every session for the state.

Williams: Very good. That's all my questions. Any other questions? Yes, sir?

Bedell: Yes, very briefly. Erin, I really appreciate your energy. I'm old. I'm going to be 76 next week, and I can't take much more of this drama, right? We have had more drama with this site, this program, than all of the other programs that we have, in my opinion. And, even our own school with our very own kids with our high-risk students. I'm just saying there's a limit to patience and I understand and I scope with the grid piece. However, enough already.

And, I'm sure you feel the same way. I just want...I want to be honest and transparent here. You know, this is...this is a lot of tumult and I don't think it helps charters and I love charters. So, I just want to begin...I, again, I...you know, I've been a strong supporter of your curriculum, but this has got to stop and I appreciate that you have people. You're comfortable and...but this well...can forever be open and accepting that this constant, constant, constant. Academic water torture.

Craig: I agree.

Bedell: Thank you.

Boyd: Dr. Williams? If I could just add. Our team in the Charter Schools Unit, as well as myself and Renee Hendrick, met with Erin, and with regards to where they are and you ask the question in terms of information, and I just want to make sure because we sent a letter on behalf...they were having difficulty getting documents and data from their previous back-office provider. And so, we thought we might be able to help them in that area, which they said they received everything, they hope, from the back-office provider, but they just received all of that. So, there's still some documents that have to be reconciled.

So, I just want to make sure for full disclosures if something comes up next month or the following month regarding the financials, it's not because they didn't give us the information. It's because there is some new information that they're going to still have to go through in the upcoming weeks because that information just came in. That could change the picture. We're hoping if it does, it will change it positively to benefit the Charter but we don't know and so, I want to make sure the Board is clear on that point so that it speaks to some of the concerns that you're raising.

Sparks: What information is that?

Boyd: It's the detail and the data related to position control and the financials from last year that the previous back-office provider provided, so he's doing projections but he's doing projections based on best case scenario with the information he has, but not necessarily all the actuals is my understanding when we met.

Kim: Sure, and I can provide some additional details. So, we took over as I mentioned, October 1st, and so, we needed prior year financial statements, general ledgers, and also this year's, up to October, we needed the year-to-date information. So, the balance sheet income statement, trial balance. So, we requested that a while back but, you know, with the help of Ms...Ms. Boyd, we finally received that yesterday.

So, you know, we have to prepare the first interim report and send it to OCDE by Monday, which we have most of it done because we've done a budget revision, but we have to now put in the actuals that happened in the beginning of the first 4 months of the school. We looked...I looked at it last night, just kind of scanned over it. I don't...I didn't see anything that was too concerning for me, so, in terms of the budget projections, I don't see it going negative... negatively too much.

Gomez: Perhaps maybe that we can get an update maybe in a month or 2 so that everybody's feeling confident that...that things are kind of back on track to address, you know, any concerns that we might have. I don't think it's an issue of the curriculum. I think it's just an issue of finances and just making sure that we're able to meet the needs of the students that you do have enrolled.

Craig: I agree.

Gomez: Thank you.

Williams: Very good. Barring no further questions, thank you very much, Dr. Craig. Thank you very much.

Craig: Thank you all.

Kim: Thank you.

Williams: Okay, Ms. Chastain. Item #6, National University agreement.

Boyd: Actually, that's me.

Williams: Oh, okay.

Boyd: I wanted to update the Board. Last month there was conversation and there was a Board Item directing...not directing, approving me to sign the agreement on behalf of the Board for National University agreement, provided they submitted all the documents that were requested, and I wanted to let you know, based on the questions that came from the Board. I said that if there was anything that we weren't clear on, I wouldn't sign the document. I'd report out at this meeting and so, that's what I wanted to do. And, Kimberly is here, also from National, so if their Board does have questions and, you know, both parties can answer those, but they have substantially complied with everything that we've requested.

But through that request, there was some information that's been provided that we need some more clarity on, and it has to do with their organizational structure because they are trying to maintain the previous organizational structure to some degree that they had when they were operating prior to the Board's approval. They have a new governance team and there's some

question with regards to members of the Governing Board for the school and the relationship in terms of how they direct what this school that you have authorized can or cannot do. And so, we want to make sure that there's clarity there at...to ensure that there's not another party that the Board's not aware of, involved in directing decision-making and so forth. The charter school has been very open to all the requests. They've met with us.

We've had continuous dialogue and we're confident that we can get there. But, we need some more time. They have indicated that they're open to making amendments. They understand why the language appears one way and they're consulting with their attorneys with regards to that as well. So, I just wanted to make sure the Board knew what was occurring and answered the questions that were asked last month.

Gomez: So, will we get an update then next month?

Boyd: Yes. Hopefully by then, we will have a signed agreement. I'll be reporting that we have a signed agreement, all questions have been answered and I can give you that information and level of detail.

Gomez: Okay, thank you.

Williams: Very good. Moving on with the Agenda, Staff Recommendations, Item #7. I will need a Motion and a Second.

Barke: I'll make a Motion. So Moved.

Williams: So Moved.

Sparks: Second.

Williams: Trustee Barke, Seconded by Trustee Sparks. And, I'll throw it and start to the right with Dr. Bedell. Any questions?

Bedell: Yeah. I just thank you very much, Mr. Chairman, and again, thank you for your patience earlier today. I would like to know how this, if at all, impacts ACCESS. If any effect...if it was going to impact any program?

Boyd: Dave Connor, who's the Principal of the Charter will be able to answer that. So, can you rephrase the question because I'm not sure when you say impact, all of the school's impact ACCESS.

Bedell: I thought it was perfectly clear. I would like to know do you think this will hurt your enrollment or hurt enrollment of any of our programs?

Connor: It'll support enrollment in both ACCESS and our program.

Bedell: Because?

Connor: It's an option for students that...the charter deals with 18 to 25-year-old young adults. So, this would be a pathway for an ACCESS student who comes in later in his high school career, very behind in credits, and this is a pathway into a job with the Conservation Corps and possibility of a high school diploma or the ability to have high school diploma on site. So, it's been a positive partnership so far and there's a lot of things in the works that as you can make it better, I believe.

Bedell: Any issues with ROP and the Fullerton Joint Union High School District with this?

Connor: Not at this time, no.

Bedell: Okay, great. I would like to say publicly going to be transferring, this is one of my favorite programs because of how it reaches the students who were so much older in many cases and some of them are a 3rd grade reading level. I know working with the California Conservation Corps, 3rd grade level and to move them on, and so my impact was spiritual that I wanted to see

how it would give you a chance here because I'm covering myself because I made a mistake; I rarely admit. And seriously, again, I think I, you know, love your graduation, when I can get there, and I just think it's a unique program that many people would not think...cast him aside, he's got a 3rd grade reading level. She's got a 3rd grade level. She can't do 4th grade math, and then you get them through and they're career ready. I mean, very appropriate title.

Connor: Yeah.

Bedell: Congratulations.

Connor: Thank you. Any other question?

Williams: So...I'm sorry. Trustee Gomez.

Gomez: No. I would be in support of this. I've looked at this and the way you're looking to what to close, what to expand, as long as we can continue to meet the needs of these students and not in that those adult years where they've fallen behind or got into trouble or whatever. But, you know, I applaud these...these students for coming back to school and as long as we can continue to give them opportunities to succeed and find something that floats their boat so that they will be motivated to finish, I think is wonderful. So, thank you.

Williams: Very good. So, it is a GED that the student gets or is it the diploma like this?

Connor: It's a diploma like that. Currently, I believe we're at like 85 students is from July until now that have graduated from that's...we graduated 238 last, over half of those students are enrolled in a AA degree or CTE program at this time within the junior college. So, they went from high school dropout to a career pathway, so...and the Conservation Corps. is when they wrote the Ed Code, it's ideal for us because we are on the facility with the workforce partner and they're there every day, Monday through Thursday, 6:30 AM – 2:30 PM, and then they come in the classroom with us in the afternoons in our independent study model, but I get them every day. I don't just get them 1 day a week, so we're seeing attendance rates and work completion rates skyrocket. So, this is a model that we can expand on and try to build and repeat. So...

Williams: Trustees Barke and Sparks?

Barke: Sounds like a terrific program.

Connor: Thank you.

Sparks: Congrats.

Connor: Thank you very much.

Bedell: Trustee Williams, if I might, while he's still there. I'd like to acknowledge the work that Nina Boyd and her staff did and working with you partnering with the California Conservation Corps. I attended their commencement. It's in my District; a couple weeks ago. There were hundreds of young people their working on careers and looking forward to moving and you had your first graduate, I believe.

Connor: Yes.

Bedell: Right? So, I'd just like to acknowledge Nina, you and Renee and others who work and Laura and whoever, working together with that because that was the program. They had a relationship in LA and some sort of relationship, and LA dumped them and like they had nowhere to go. These kids are not going to get classes or anything and our department stepped up

with this gentleman, Nina and others, making it and it's a...it's a life-saving program. It's...an epiphany program, if you will.

Connor: And currently, we're about 65 students in the Conservation Corps that enrolled in Charter School at this time.

Williams: Very good. Baring no further questions. We have a Motion and a Second. All those in favor say, "aye."

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Oppose? None. Abstain? None. Motion passes 5-0. Okay, moving on to Item #8, the 2018-2019 First Interim Report. I have a Motion for this to begin the Discussion?

Bedell: Is the Motion to Receive or Approve?

Williams: To Approve. So, we're going to review it. So...

Bedell: So Moved. Motion, and a Second by...

Gomez: Second.

Williams: ...by Trustee Gomez. Okay, questions. So, I'll start to my left. Trustee Sparks.

Sparks: Well, I have a lot of questions but it's the Interim Report, so I'm not going to go into too much detail today, but, if we go to page 41, I'm just wondering...I'm wondering from, I guess, you, Renee, you're the expert on all this stuff. In terms of Retirement Benefits, why are they increasing from 1.8...the STRS from 1.85 to 16% and the PRS from 15 to 18? What's the rationale behind that?

Hendrick: It's actually a State Legislation. And so, the state passed some guidance or some bills on STERS. So, they have...it goes up by 1.85% every single year until 2020. They could decide to continue raising that and then PERS is set annually by the PERS Board and so PERS was actually increasing theirs before STERS did...

Sparks: Oh, wait a minute. So, that...so the first number, 1.85 to 16.28, that's projected through 2020 or something?

Hendrick: Yes, ours will increase...it'll continue increasing by 1.85%...

Sparks: Every year until that time.

Hendrick: ...until that time period. We think that that will be extended through legislation. But, that is really based on the legislature...

Sparks: Okay.

Hendrick: ...guidance. We don't have a choice.

Sparks: No, I get it. In that sentence, it said for 2018-19, so I was like, whoa, that's kind of an increase. Okay.

Hendrick: Okay.

Sparks: Okay, and then just as we...as we move forward to the...the...this is the Interim Budget, so normally, I would be used to seeing what percentages have been spent at this time. I saw the numbers minus and plus, so I kind of was able to follow it.

Hendrick: Right.

Sparks: But that would be easier to follow if we knew what percentages were already spent at this time and what we have left in each of those line items.

Hendrick: And you do have that in your packet. If you...so, when you look at the actual state forms, you'll see original budget. So, if you go to say page number, we'll use 57 to kind of give

an example. That's Revenue, but Expenditures might be easier for you. Page 60.

Sparks: 6...0?

Hendrick: Yes, 6...0. Under the first one it says, "Certificated Salaries." It'll say, you know, the object code and so...so, you know, that under California guidelines for budgets, we have a very prescriptive guideline, Masala by the state, and they have their account code system. So, it's very numbers driven and that's why we try to give you supplementary materials with it because it's a little difficult to read. But, the first column, column A, is our original budget. And then, Column B is the Board Approved Budget, and then you use Actuals To Date, is \$9.9 million. So, that First Interim is actual through October 31st. That must be Board approved by December 15th.

And then, your next one you will see is a Second Interim, which is going to be actuals through January 31st, which must be Board approved by March 15th. So, those are actually all in statute. And so, then it gives you the difference. Now these Interim Reports are a little confusing because when you see for expenditures, if you see a positive number, it means an increase in expenditures, right?

Sparks: Right.

Hendrick: Where as the Revenue is opposite and so, that's why these are not as user friendly as we'd like them, but they are required by the state for you to see them.

Sparks: Yeah, yeah. No, I want to see all of it.

Hendrick: Yeah.

Sparks: ...I want to see all of it.

Hendrick: And so, you have the first section is a summary level and then there's more detail behind that.

Sparks: Okay, and then I just think in the future, I'd like to be able to see more line item instead of just the bulk numbers, like for Travel and Conference Fees, for example. We, you know, we need more specifics to see kind of what's happening there in terms of like, each Department Head and...

Hendrick: And if you look at page...and so...and I...and just to let you know also...that that we had a Board Committee that actually worked on this packet, and so, Trustee Lindholm and Trustee Boyd at that time had actually designed the information you're seeing. It...and said this is a result of those meetings. I think it was over 6 months' worth of working together to try and put that way. So, I think if you want to have another Committee to talk about that, would be helpful. But, if you look on Page 43, it actually shows you by Division where your actual to-date are on travel, and so, that is your actual to-date through this time period for each Division. So, this example, my Division's Administrative Services, we've spent \$27,000 on travel during that time period.

Sparks: Right, I know, but that's the bulk of Administration, not each...

Hendrick: This is for just my division, right? And so, the Superintendent's office for instance. These are major divisions which are showing that this, and so, that's expenditures to date. The overall is travel, is in your...your whole package.

Sparks: Yeah. So anyway, I just...maybe we should have a continuation of that Budget Committee because this is pretty good for...but it could be, I think, parsed out even more than what I'm seeing.

Williams: So, you're looking for more detail? Is that right? Okay.

Sparks: And, I'd like to be able to see 5 years prior. So, I did see some projection as well.

Hendrick: The state mandates 2 prior years. So, the criteria and standards. I'm not sure if you saw it goes 2 years back and then 2 years forward. You're required to look at the current year and 2 subsequent years. And so, that's how we're budgeting. For School Districts, it's very difficult to go 5 years out because you're very state-driven and mandate driven. So, we can't raise our own money...

Sparks: Right.

Hendrick: ...you know, it's really based on that. So, we kind of stay within that time period, but a lot of our structure is really mandated by our state codes, and so...and I think, you know, the Board had went through a lot of conversations about more detail, less detail, how to understand it, so we've really tried to fashion it based on the Board's request in the past of what they want to see, you know, travel is an expense. It's not one of our major expenses, but it is obviously expense in the budget.

Williams: So then, regards to your needs, Dr. Sparks, you'd like to see a little bit more detail regarding that. Would that be any problem?

Hendrick: Well, I think that's a little unclear. I need to talk with Superintendent, but more detail about...

Sparks: Line items.

Hendrick: Okay, so I can give you a lot of detail, and it would be like this and yeah, that may not be useful to you. So, it's really trying to figure out what would be useful as a whole...

Sparks: Well, that is useful to me because I manage budgets myself, so to look at that would be really useful. I'd have these details to know exactly what's happening. It's a big responsibility to approve 250 million dollar budget.

Hendrick: The detail on just travel, the detail on the entire budget...

Sparks: The entire budget.

Hendrick: Is that the wish of the Board?

Mijares: Can I jump in?

Williams: Sure. Please, do.

Mijares: Renee mentioned criteria and standards, which is a...that's in a way, phraseology that's used at the state level because if you follow whether it's the County or a District, you're going to see a similar process which is state approved. And, what we do is populate the template, if you will, that's given to us and expected by the state with our data. When our Auditors come in, and you will hear from the Auditor, I believe, it's next month. Right, Renee? From Vavrinek, Trine and Day. That's the auditing firm that will be making a presentation to the Board. They're accustomed to this format and so, if you want additional information, you could...we could get together as we did with Linda Lindholm and Mr. Boyd to figure out what it is you want.

What does the full Board want? And then, that way we get unanimity on the Board and you're all in agreement with that. What we prefer not to do is to create reports that may not be helpful and we don't know that unless we talk with you. You know, we can just...nobody wants reports where we push buttons and it's...it's minutiae now and so...but if there's something like, for example, you mentioned, Dr. Sparks, the matter of travel and want to know more about that.

Well, then we can dig deeper so you can see, you know, who's traveling and where we're going. That's all in the spirit of transparency.

Hendrick: Right. So, to give you just an example, though, is because we have a state account code structure. It...if you savor to look at my travel, you're not going to see just my travel. It will be coded based on resource codes, goals, functions. There's like a 28-digit account code behind my information, right? Just for myself, I may be split a couple different ways because part of me comes out of the Administration, but maybe I'm working as part of a grant and part of that comes out of the grant, and so, you'll see my travel listed of 2 or 3 times because I'm charged 25% here, 25% there.

And so, if you imagine a couple thousand employees all having multiple accounts, it just becomes very voluminous. And so, School Districts because that account code structure and it's kind of like if you ever done any type of federal accounting, how you do cost accounting for each one. It's very verbose and so...I guess it...I understand wanting detail. My concern is that it's a lot of information and is it usable to be able to help you make decisions? Is there other things that we can provide instead?

Sparks: I understand. I mean, it's the same thing for federal grants that, you know, the budgets...

Hendrick: Yes, but our city...but our entire funding is that way it...so I think that's what's a little unusual not to apportion. It's like everything we have is that way and so, it's just a lot of data.

Sparks: I mean, that's very typical. That's...that's not unusual.

Bedell: I would like to follow up on Trustee Sparks' comment. I'm interested in how much we spend on buses. I'm not interested in how much we spend on transmission fluid. That would add nothing to my understanding. So, I think there are ways to identify areas of interest that you would have this report that might trigger interest in, okay? I'm interested in going into the whatever on Transportation where I may get transmission fluid. That would not be my case. Textbooks, maybe. So, I'm...see what I'm saying? I don't...I don't have a need for this at all.

Hendrick: That's why I'm asking is to clarify that scope because yes, we can give you a lot of detail. The question is...is that...does that meet your needs as a Board as a whole?

Sparks: And, we're just trying to understand...we're taking our job very seriously here...

Hendrick: And I appreciate that.

Sparks: ...and the experience we're bringing here. And so, we want to make sure that we're doing what the people who elected us to do, you know, elects us to do. So, that's...that's the purpose of all the questions.

Hendrick: And I'm not discounting that, Dr. Sparks. I'm just...I'm also trying to help you understand that there's other ways to give you data you would like to see without giving you all the detail because it's...it would be...it wouldn't be usable for you, necessarily, because it would just be a lot of numbers and a lot of paper that wouldn't be telling you what you'd like to see, I think.

Sparks: I think...once we decide what we think is really important; I think, to me, more detail is always better than less detail, because I then...I can discard the detail that's not of use and I can retain the...the stuff that, I think, is of use. So, that's kind of what I'm getting at.

Williams: Okay.

Sparks: All right, that's enough on my question.

Williams: Okay, so I...I want to interject here because I see a consensus that is evolving. Are you interested in being on this Committee?

Sparks: I guess so.

Williams: There's going to be a Committee because of 2 that's going to go to Renee and try to get this information, but I want to get the thought of my other Board members on this. Would anybody have any interest in being on this Committee to look further?

Gomez: I will do it. I will do it.

Williams: Okay.

Gomez: Because I think that there are some detail that I think is important and others, you know, this is weird because everything you're talking about is already on my list, and it's strange.

Bedell: You didn't use the word, seeking a clarification, today, and I've been timing you. You're into 3 hours already.

Gomez: I know.

Bedell: You want a clarification?

Gomez: My interest also was Transportation, Technology, like a technology plan so that we know how we're going to be spending our money over the course of time. Like we mentioned, Chromebooks. We're spending money on Chromebooks. What is our plan? How often do we buy them? Technology changes so quickly. Those kinds of things. That's...and...and Professional Development some of that going into travel as well. So, you know, if we say we're interested in a particular topic and this is part of our strategic plan, have we budgeted enough money for our teachers to become experts...

Hendrick: Right.

Gomez: ...in whatever that vision is so that...those are the kinds of things that I would like to...to see.

Hendrick: And since you do tend to ask a lot of those questions, Miss Gomez...

Gomez: You just happen to have my answers.

Hendrick: Yes. And so, would you like the addressable to it now...

Gomez: Sure.

Hendrick: ...turn or do you want me to address it now?

Gomez: You can do it now. Just real quickly.

Hendrick: So, she...Miss Gomez, just asked a question about transportation. I didn't think we did that. We only do that for severely disabled students, and so, that we contract out for those services. And so, the majority of our Districts are either using us or they provide their own transportation so that is specifically for that program, that is an additional cost for each District who's participating in that. The technology. We do it a couple different ways and so, the last few years, you've seen large expenditures on Chromebooks and things like that. We anticipate the life cycle to be 3 years, which is optimistic in some cases, and so we actually do have replenishment plans set aside to be able to actually recycle every 3 to 5-year period on not only just the Chromebooks, but any technology we purchase.

Okay? And then, as far as Professional Development, there are a lot of different...so, the majority of our travel at the UC is due to our Professional Development on a statewide level and so, say for the Superintendent, for example, who is going to be traveling to statewide meetings is one, but we have a lot of our people who are going to statewide meetings for either training or

getting information to come back and do training. So, that's the majority of our travel. I think I missed one in there.

Gomez: You know what, in honest, I can't see my notes because I spilled on my notes. So, my notes are like a blur. So...

Hendrick: I do have 1 more of your question. Would you like me to address that now, that you had asked, regarding the settlement for CSEA.

Gomez: Oh, yes. Yes.

Hendrick: For CSEA, we had settled...for our Class, we actually had settled negotiations with them about a month and a half ago, and so, they received a salary increase of 3.5%. Management received the same but, since we are still in negotiations with the teachers and that is unsettled and not included in this budget. The other costs are included.

Gomez: Okay, thank you.

Sparks: So, the state decides any merit increases? The Superintendent doesn't decide those?

Hendrick: No.

Sparks: The state decides it? Who decides it for merit increases?

Hendrick: No, we're not a merit District, so, it's negotiated. And so, that's the Superintendent and so, those are negotiated between our 2 bargaining units. So, we have 1 for Classified staff and 1 for Teachers.

Sparks: Okay.

Hendrick: And so, that is the Superintendent's as he decides, right? And so, that's collectively bargained between those 2 units.

Sparks: Got it.

Mijares: Okay, so I just want to say 1 other thing, and I'm looking at Dean West over there who is...has a responsibility to keep an eye, an eagle's eye, on the 27 Districts that we serve; all of the Districts in this County. We help monitor their fiscal habits and responsibilities under law. It's all pursuant to law. I think that's one of the things that is important to understand. This is a very legalistic process that's driven largely by the state and the Auditor-General and those people in Sacramento that want to see certain things, and want to see it a certain way, and there's money where you can't necessarily. If this were the Al Mijares School. I could probably commingle money and use money here and forget about reserve.

We...we just...we live wild, you know, but that's they won't let you do that. And, that's 1 of the reasons why we make these proclamations twice a year, these Interim Reports, because we're basically attesting publicly to the fiscal integrity of this organization. So, I make that point just to state that a lot of what you see here is driven by the state. There is some discretion that we have over how the money is used, but a lot of it is spoken for including, you know, you mentioned the Chromebooks. You know, we may be...we may have a plan that calls for X number of Chromebooks and we're not going to use that money even in a reckless way, and suddenly turn around and give it out in salaries or so.

Sparks: I think teasing out those differences, though, would be for us important thing for us to understand...

Mijares: Right, and I think, exactly...I think that's why perhaps sitting down and going over it and that way we can understand what you want and we want to do everything we can as stewards to give you that information.

Sparks: Like, for example, reserve. Is that mandated by the state or is that...is there flexibility? Reserve the 9...98 million reserve. What is that used for?

Mijares: Minimum levels are mandated by the state.

Sparks: Right. So, teasing out that stuff would be important for us to understand it.

Hendrick: And that's why I think...with Ms. Barke, that's kind of stuff we tried to go over, so I do think that is part of wanting to help educate all of you on the budget. We do want you to have the information to make good decisions.

Williams: So, out of the conversation, we're going to create an Ad Hoc Committee. I have 2 volunteers, Trustee Gomez and Trustee Sparks. They're going to get together and talk about things to improve the Budget Adoption Process. Would that be a consensus amongst my Board members? Very good. Okay, very good. Are you done with your questions?

Gomez: Yes, I am. Thank you.

Williams: I'll go Trustee Barke.

Barke: You know, I think I'm good. We met last week. I asked a few additional questions this morning and I think my colleagues have covered everything else at the moment.

Williams: Very good.

Barke: Thank you.

Williams: So, my question is in...I would like to see a little bit more detail as Trustee Sparks expressed, just so I can understand, so the Unrestricted Fund, General Fund is now at 98 million. Is that correct? That's on page 52.

Hendrick: That sounds correct, yes.

Williams: Okay, and we have some legal bills that are going. The meter is running.

Hendrick: Yes.

Williams: What funds in this budget would they come from?

Hendrick: They will come from that 98 million.

Williams: From that 98 million. Okay, so, for instance, the Resolution that we passed to pay Mr. Rolen, that would come from that Unrestricted?

Hendrick: Correct.

Williams: Okay. So, question. I think we can designate specific payment for the next 6 months from that?

Hendrick: What?

Williams: In this budget, correct?

Hendrick: Well, you do the budget as a whole. You're reviewing the budget as a whole...

Williams: Right.

Hendrick: And so, you would approve the budget as is. As part of our budgetary responsibility. We would...if we know that that is committed for a certain amount of time based on the Superintendent's direction, we would, yes, budget those. So, normally, that's what I am going to do once I know that that is a continuum. Superintendent talks to me, we would include that in our budget.

Williams: But...

Hendrick: You're approving the budget as a whole, not necessarily an individual line item.

Sparks: Could we create a line item for that?

Hendrick: The guidelines by the state is really the...but, you're reviewing the budget as a whole, it's not for individual line items. That's the Superintendent.

Williams: But, we had an opinion 3 years ago by Cotto Cole, on that issue, that says the Board does have that ability to do that. Since we've adopted, we control it. We don't have to accept

things as is. We can add or remove line item. We've done that in the past. That's...that's by precedence.

Hendrick: No, it has not been done in the past. The Board has never had the authority to do that nor have...in my years that I've been here, Dr. Williams, the Board has never done a line item removal or deduction from the budget.

Williams: So, do you remember that Grant we had about...Jack, help me out here, 4-5 years ago when I had to do with the Wi-Fi upgrade and we had the group that came in, that exposure troll's high frequency radiation would harm our kids and we're going to put the...the Grant funds in the schools. The staff can help me out here.

Bedell: I remember we did technology on Common Core.

Williams: No, it was an actual Grant that we did that came in before us and this group came in and they presented all this information, and the...it was kind of a knee-jerk reaction by the Board that said, okay, let's take this particular aspect of the Grant out of it and we did that.

Bedell: I remember that.

Williams: Yeah, about 4 or 5 years ago. And so, the issue is, you know, we could deny the budget, correct? Then it goes through a budget...the process after that.

Hendrick: Then it would go to the state's public...Superintendent of Public Instruction, who has the authority over our budget, just like if a District had...didn't have their budget approved, then a County has authority to come in and for us, it would be the Superintendent of Public Instruction,.

Williams: Right.

Hendrick: So, having a new one in January, I don't know what the guidelines would be from there.

Sparks: There's Code 1621C that states the budget may have a line item for a specific purpose that we could vote on.

Williams: That's the Education Code...

Sparks: 1621C.

Williams: 1621C.

Sparks: That's my understanding.

Williams: Yeah, that's...

Hendrick: I would have to have a legal opinion.

Williams: We do have a legal opinion on this. It was done 3 years ago by Cotto Cole, and we were able to make a line item veto or addition to the budget.

Hendrick: Under...I'm sorry, Dr. Williams, I don't remember that. I have been doing the budget for quite a few years. From my understanding, the Board has never, while I've been here, has never line itemed anything in the budget.

Williams: You're absolutely right, we've never done it, but that doesn't mean it cannot be done.

Boyd: Well, you have 2 opinions though. You do have the Cotta-Cola opinion, but you also have the previous General Counsel's opinion, and that's why I think it was never acted. You...the information was presented to the Board by both attorneys, but there was never any action on that. So, from the standpoint, you're correct that the...that was received by the Board, but it was an opinion received. We haven't done anything in terms of...nor has there been a direction from the Board or a request from the Board to do something.

Sparks: Well, we also haven't had a situation where we have Counsel, who's counseling us, who's not getting paid, which we feel is important. So, we're kind of in a new time.

Boyd: Irregardless of what you would do in the budget. The...that decision really lies with where you are with the Superintendent. So, the fact that you have initiated something to request that, it still falls on the Superintendent to...to act upon that because even if you did what you're talking about doing now, the Superintendent still has to direct staff to do something. So, I understand what you're saying. It's like we're in a Catch 22.

Sparks: If we approve this Code 1621C that the budget may have a line item for specific purpose, and that sort of take care...takes care of that.

Williams: It's already a law.

Sparks: Even though it's new.

Williams: It's already a law.

Sparks: Just because things have been done the way they've been done doesn't mean that they can't be done.

Boyd: We're not disputing.

Mijares: You do have the authority to approve or disapprove the budget. Right? That's clear. In a disciplined...

Williams: And a line item veto?

Mijares: Well, let me get to that in just a second. So, the disapproval of the budget. What would happen? Because we have covenants with our employees, we have to make payment payroll. We have a lot of people that are expecting us, including your attorney, as you mentioned, expecting payment. So, what I would do is go to the State Superintendent of Public Instruction, who is Tom Torlakson, and it'll now be Tony Thurmond, and tell them that we have a stalemated situation, and he has the authority to overrule the Board. And, I don't think you want to ever see that happen, frankly, if I were in your shoes.

Sparks: Well, if we just approve paying the guy then we're done with this.

Mijares: Well, what do you mean, paying the guy?

Sparks: Paying Greg Rolen.

Mijares: Well, that's pending. That's a pending Action Item. I mean, even in a normal...the waters rolling as they should, we don't pay instantaneously. We go through a process. So, that is a Pending Item at this point, and the reason it is pending since, you know, we're on the topic, is because we have an opinion that was issued by Ron Wenkart, said it was not permissible or legal to retain two General Counsels. So, there is a...that is in legal dispute right now and I know you have a disagreement with me in terms of how the law is interpreted, but it's clear that if you have a General Counsel in a School District, this is out of the code, this isn't just an Attorney General opinion. You cannot have two General Counsels, one for you and one for me.

Williams: Well, that's debatable and we have Legal Counsel...

Mijares: Right

Williams: ...to go over that.

Mijares: That's why I'm saying, that is a stalemate at situation. But, absent that, going back to the budget itself, if you're saying, Dr. Williams, that you can go to a line item here and challenge that and potentially say unless you remove that, I'm not going to approve the budget.

Williams: Right, and that's what typically Boards do. They have the veto power to say we don't like this or we want to include this. Otherwise, why would we even be here voting on this? Because it is...there's no mandate that says we have to accept what you give to us, and therefore, if we want to...and take out of these Unrestricted Funds and declare for Mr. Rolen, there is certainly nothing that prohibits it, but in fact is the state codes allow us to do such.

Mijares: Well, you could...you could do that for the sake of an organizational strategy in the minds of the Board, but the fact is that it's Unrestricted and yes, you're right, they could be used for. So, if you wanted to, just for the sake of determining how this might look over a year, period of a year, you could do that. You could say, well, we want to put \$100,000 into this thing. For us, it just simply means we can take \$100,000 out of the Unrestricted.

Williams: Right.

Mijares: So, you know, what I'm saying in other words, we both get to the same place. We're not going to create another manipulation for us other than to process what the Board has requested. So, I think that's where, you know, we...and like, let's say you don't like something on the Agenda. You don't like that Item for whatever reason it may be, then I think it's important for us to talk about it. And, I may agree with you. Like, I don't...I wasn't here when you had that situation involving the radioactivity or whatever. It may have been that somebody said hey, you know, this is causing cancer and we shouldn't be doing it and the Board, I don't know, Jack, you may have been here, but I don't remember where the Board would say, you know what, I don't think we'd like that.

Let's...let's take that out. I probably would agree with you. Let's start. Why did we even put it on there? I don't know why we did. We should probably take it out. So, I think there's a lot of things in this thing that like, for example, let's say you don't like this or don't like that. I think we should talk about it because probably 9 out of 10 times, I'll agree and when we don't agree, then we have to figure out how to get out of that.

Williams: Well, for now, the Board would like Mr. Rolen to be paid and we'd like to include that as a separate budgetary line item, just...just so it's in there and documented as such and yeah.

Mijares: And by the way, I have nothing personal against Mr. Rolen. I kind of like him. He seems like a nice guy and he seems like a competent attorney, and I like all of you. I look, matter-of-fact, so we just may agree to disagree. Right now, we have 2...2 different opinions. So, I don't think his law firm is going to claim bankruptcy tomorrow if he doesn't get his check by Monday. What I am doing right now is the Board took action tonight, so, I will now share that with my attorney who's telling me something different, and then I'll report back to the Board. Okay?

Williams: So, may I ask you a question? What does 1042...excuse, me, 1040, Paragraph A, mean to you?

Mijares: Can you read that?

Williams: Yeah, 1040A, paragraph A, allows County Boards of Education to adopt rules and regulations governing the administration of the office of the County Superintendent of Schools. Further, State Education Code 1042, Paragraph D, says that it allows the County Board of

Education to pay from any available funds the compensation that it deems proper for the services are rendered, such as for Mr. Rolen. What does that mean to you?

Mijares: It means that you have to look at that statute in light of all the other statutes out there. You can't just cherry-pick something and immediately apply it. In the case of what you just read, there are a lot of systems, counties, that operate a very tiny budget. They may have 1,000 students; that's in the entire County. Here, we have 500,000. So, their, a County Superintendent may need the support of the Board in establishing rules as to how things should be governed.

And so, I...that often happens and when the Board talks to me about how you think something should be done, I want to listen to you so we can figure out how to do it together. But, for me to be sort of extracted from the process and allow the Board to create all of the rules is in contra to other statute that holds me, just as you're held, holds me responsible for the public. So, that's what it means to me.

Sparks: Well, I think that Code 1042, Paragraph D's, talking about the Board and the Superintendent duty...joint duty to pay fees for service regarding the...

Mijares: And Rol...the problem with Rolen is he isn't just a Counsel that's been retained, because we've had a conflict of interest and there's a specific task he's doing. You are trying to install him as the General Counsel.

Williams: That's not true.

Mijares: And well...

Williams: ...that's...that's not true.

Mijares: That's how the Item was written...

Williams: My dear Superintendent, we never said that he was going to be installed in as our General Counsel. That was never part of the discussion.

Mijares: Okay, what we first...

Williams: That was not our intention, either.

Mijares: ...we first tried it with Maggie Chidester in August and then in September with Mr. Rolen. Maggie Chidester chose not to accept the responsibility.

Williams: If I can put it in public record, she was intimidated to not accept it.

Bedell: Mr. Chairman, point of parliamentary inquiry.

Williams: Yes, sir.

Bedell: My memory is that we have Item #8 to Approve the First Interim Report, which has been certified as positive. Now, I have been party to all these conversations in a different venue and I am nervous that we are in areas that are not totally within line of approving the Interim Report. It may be...be in the substance of the...the structure of the Interim Report, not the substance of the Interim Report. Does that make sense?

Williams: Yeah, I think the Interim Report's going to be approved. I just think we need a Subsidiary Motion to...to put an Item to pay for Mr. Rolen.

Hendrick: I can just clarify a little bit that for the Interim Report, you are approving that the Superintendent has a positive certification for the interim budget, which is saying that we have subsequent funding for this year and 2 years out. It's a little bit different than the budget that you see in June where you're approving the budget as a whole. The interim is really just approving

that the Superintendent's in agreeing that he has a positive certification. I'm not sure if that helps you in your discussion, also a little bit different because it's not...you're not approving the whole budget, you're...you're approving what he is saying is, he's deeming this to be a positive certification, which means we have sufficient funds for this year and in 2 years out.

Mijares: And I affixed my signature to this before the state. So, if there is a problem...

Sparks: So, could we do a Conditional Approval with adding this line item?

Mijares: You can't.

Sparks: 1621C?

Williams: I wish Mr. Rolan was here. I have no idea where he went. We've talked about this previously because...

Mijares: State Judicial approval will not apply to this Item.

Hendrick: So, during the interim, you can only do Positive, Qualified or Negative. The only time you can do a Conditional or an ongoing concern is during the June budget; the budget you see in June. Interims are just Positive, Qualified, or Negative.

Sparks: What's Qualified?

Hendrick: Qualified means that you may not...you may have promised meeting your financial status either the current year or 1 or 2 years out.

Bedell: So, this says we're in budget and we're solvent.

Williams: Yep.

Hendrick: Yes.

Bedell: That's what I understand. This...what I'm hearing is way beyond for someone to amend the format, right?

Williams: To include payment to Mr. Rolan.

Bedell: Right. I think you're going to need an additional met...Motion because I don't think that's...yeah germane right now to that piece. I think it may be germane to a subsequent...restructuring of the budget. Does that make sense?

Williams: Well.

Mijares: Well, if you approve this, you're basically doing as she stated. You're approving it as a Positive budget, not Qualified, certainly not Negative.

Bedell: Right.

Mijares: If it...if it were any one of those other 2, there would be bells and whistles including FCMAT that would be down here tomorrow.

Bedell: Right.

Mijares: So, it's a positive budget and that's...that's...that's a good thing to do, to Approve that. So, your notion on Rolan, excuse me, Mr. President. If that one you could do another Motion and bring it before your colleagues and decide to set aside...

Bedell: Yes, because that's a separate issue.

Mijares: They are 2 separate issues.

Boyd: It can be Agendized. To Jack's point is, it can come up again, but what's on the Agenda is related to approving the first...or certifying that.

Sparks: It's a little murky because he would be paid out of that Unrestricted Fund, the 98 million reserve. So, it seems like it's connected but...

Bedell: But there'll still be Unrestricted Funds next month.

Sparks: Yeah.

Bedell: My recommendation, Mr. Chairman, would be we Approve this and we have a Subsidiary most...a Subsequent Motion that we address this issue to the Executive Committee

for the January meeting because I don't think it's...that...you know what I'm saying?

Williams: And maybe that's what we do, but I'd like a little bit more clarification because of what we were told in...in private Counsel is 16...what was it again?

Sparks: 1621C.

Williams: Yeah, that particular code...

Sparks: 1621C.

Williams: ...allows us to do that and we've never really...because there's been so much collegiality and agreement on the same mission for this department over the past 23 years, we really haven't had any problems with the budget. I think everyone has been on the same page, but now we're heading towards some rocky water; Class 2...3 rapids, if are doing river rafting. And, we just needed to provide a little bit more clarity for the process that we've retained Mr. Rolen for special services, not for permanent services, and that Mr. Rolen provides an ongoing vital and integral need to our Board. Again, without him being here, where we could not operate as a Board, and hopefully you'd benefit. You voted against the Resolution.

Bedell: I want to be consistent with my previous position...

Williams: But...but...but you know, we've been provided Professional Services that have been very important to us until we resolve the issue of General Counsel. So, you know, just to not pay him or to have a consensus as a Board to pay him, that's troubling and disturbing.

Bedell: But Mr. Williams, with all due respect, that's not what this report does. If we, whenever there is \$40,000 or something, that's different. They did not certify that. This is, as I understand it, is certified as clean. That was not part of it. To now put it back in to me is doing something to the document that it's not...

Williams: It's not doing anything because the funds would come out of the Unrestricted Funds there. We're just making a line item addition. We're not taking funds away from the budget. We're not changing the balance of the budget. We're just putting a line item into it.

Gomez: But I think what we're doing here is, we've been presented with the budget and I think we need to address and Approve this budget, and maybe that's 1 of the items that we discuss when we're doing the budget. If there are special line items that we want to see.

Williams: I want to make sure that we're doing this right because I messed up.

Gomez: Well, we're trying to vote on something that we have ungendered, really, but I...

Williams: But it's a part of the budget approval process, though.

Gomez: Well it...okay, it would be like if the roof caved in, okay, we'd have to pay the construction company. We wouldn't necessarily need a line item to say the roof caved in and we have to pay that person. It would still come out of the legal fees, our professional fees or whatever the line item is, I don't recall off the top of my head, so, it would still come out of there if that was the decision to pay Mr. Rolen, whatever his fees are, they would be put into that professional fees or whatever. And, it would...that money would be transferred from the Unrestricted into the Legal and Professional Fees.

Williams: Which doesn't change the bottom line to the budget.

Gomez: It doesn't. That's why I think we're kind of spinning our wheels here. We're, you know, we meet, we need to, you know, Approve this budget so it can move forward, and then perhaps when we look at this going forward, we can pull out certain things if we feel we need to; not just this legal issue.

Mijares: Yeah, I see that we may need to have a little bit more input from...

Gomez: Right.

Williams: ...lawyers on this particular issue, because...

Gomez: No more lawyers, but...

Williams: Unfortunately, they rule us.

Gomez: But maybe what we need to do is look at that Education Code so that we're all on the same page, because some of us are hearing it, some of us are reading it. But, if we can move along and try to Approve this and then maybe get some more feedback on it.

Williams: Okay, I like...I like your idea and concept so as an evolving concept then for next meeting, we'll make this clean and simple. What about asking for a special opinion on line item...veto...Addition or Removal, as well as the meaning of the State Education Code on this issue?

Barke: 1621C.

Williams: 1621C, yeah. Would there be any objection to that?

Bedell: No, Ken. I don't have objections to that because it, to me, this honors the document as it was presented, which is they're certifying what is that...we're in clean shape. Then, I think exactly what we were talking about, you could implement. This is, to me, that's history, almost; up to date history, is we're in good fiscal shape. That's all this, what we had here and so, I don't see...I think we need to move on and get it done for the sake of what's required.

Williams: But, this is an important conversation that...that's taken place here because of the unusual circumstances and times that we are in.

Gomez: And, to give it...and to give it due respect then let's move it to like, January.

Williams: With City Council, can you change a budget mid-year?

Gomez: We usually don't but we might want some clarification.

Williams: Can...can you do that? Have you ever done that?

Williams: Well, if there are certain things like the roof caving and like...I like...I, you know, mentioned, yeah, you do and you move things over to a certain existing...

Williams: Okay.

Gomez: Line item.

Williams: So, the roof's not...

Gomez: That's why I'm that but that's why I'm saying you already have a line item either for Legal or Professional Fees, correct?

Hendrick: Yes.

Gomez: So...so if...if it is deemed that Mr. Rolan gets paid, it's going to come out of those...those funds...out of that line item. The money is going to be moved over.

Williams: So, who's going to redeem that? Who makes that decision?

Mijares: Well, I don't think we necessarily need to. I mean, that happens all the time and I think the...the staff does that if something happened.

Williams: When does Mr. Rolan get paid?

Gomez: I don't know, but I think that's a separate conversation.

Williams: Well, it's a part of the budget though.

Gomez: It is. I understand that.

Williams: It is a part of the budget.

Gomez: I understand that but again, I think...to give it all of our effort and let's all have the same information if we're looking at the Ed Code so that we can make that educated decision.

But, I think right now what's before us is the Interim Budget.

Bedell: Ken, this is not...we have not paid him. So, a deduction from this, which to me is not clean, where it will be clean. Should we pay him? It would be in the next future one.

Gomez: Yeah, it would be in the next one.

Bedell: This is a statement of what is...what is...is that he hasn't been paid.

Williams: So, this Interim Report is to when, November 30th?

Hendrick: It's actuals through October 31st, and then our projections at this time for the year. And so, you will receive another Interim Budget which will be actuals through January 31st and revised projections for the year.

Sparks: The fiscal year ends June 30th?

Hendrick: Yes, the 30th. And so, again, those are set in statute. Those are...those are specific timelines by the state.

Williams: Yeah, so, I'm unhappy with the process that Mr. Rolen's not being paid. If we stopped your pension, you wouldn't be happy. You wouldn't be able to live life. We're using services for Mr. Rolen. He plays a vital and central role to what we do as a Board. He's not being paid.

There's something just deeply unfair and inequitable about that.

Bedell: I understand your viewpoint, Ken. I understand that viewpoint.

Gomez: Yeah, and I do too.

Williams: So, to move along here, you know, we'll have a vote because we have...we now have a Motion and a Second and we've had plenty...an ample amount of conversation on this matter. What the consensus of the Board and we can take a formal vote.

Bedell: A call to question.

Williams: We can go ahead and talk with him about Education Code...

Gomez: Point of order. We've already had a call for the question, so...

Williams: Well, do you want to take a vote on that? Because it takes a two-thirds vote to win that called question. If you call question you don't get the automatic vote. Do you want me to take a vote on that?

Bedell: I want a vote. I have to hold the send button for 3 million dollars by 3 o'clock.

Williams: And I need direction for the January meeting...

Bedell: Sure.

Williams: ...from the Board here. I'm going to try to create consensus here because you know, we have the State Education Code and we have these...these questions; very valid questions here. We have a very real fiscal and I think ethical, moral issue to pay someone for the hard work that they put into this Board and something needs to be done about it. So, with the consensus of the Board, may I talk with Mr. Rolen about this and have him do an opinion piece on this for the Board?

Bedell: Opinion about what?

Williams: About...about line item veto and state education...

Bedell: Oh, independent of this?

Williams: Independent of that.

Bedell: Assuming this Motion passes, and then you want deal with that after that pass.

Williams: Yeah, because I have to deal with setting up January's meeting and...and, you know, to bring something up on our Agenda, it needs to have some sort of validity and objectivity behind it.

Bedell: I have no problem with what you're suggesting.

Williams: Okay, because there's probably going to be something on that meeting talking about this issue; how it's going to be done. I have no idea.

Bedell: Of course.

Williams: Okay. Trustee Barke, you've been quiet. Any thoughts?

Barke: No, I think we should definitely bring it up for discussion in January and what we must do to get him paid. Perhaps we need to even talk to an interim so that we can pass a Motion in January to get him paid to make sure the under taken out of the reserves or whatever needs to be done. It sounds to me, if what I'm hearing is right, is it to actually change the budget that has to be done in June 30th, that these are just interim whatever. So, if we actually want to change the budget in any way, that would have to be done on our June 30th budget.

Williams: We don't know about that.

Barke: Yeah.

Williams: We don't know about that. You know, that's a good question. It's a very fair question. The Board has asked. Okay, I'm done with my statements.

Sparks: All right, so at this point, I Move we Approve the Interim Budget.

Williams: All right, we have a...who did the original Motion?

Barke: Oh, okay.

Williams: Dr. Bedell, and the Second by Dr...by Trustee Gomez. So, we have a first, second. I think we've chewed up a lot of time talking about this. All those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

Williams: Opposed? None. Abstained? None. Motion passes 5-0. Moving on with the Staff Recommendations, number...our Item #9: Confirm Existing Board dates. Nina, Darou? Can you help us? Any problems and concerns?

Boyd: Some of you asked to carry this over. I believe I...Trustee Sparks thought the dates were okay, but you had some questions on the time and the question was whether or not you have new information this month so that you all could approve those dates.

Sparks: Yes, and I do have information. I was able to take care of. I can move forward with the 2019-2020. Is that what year is next?

Boyd: Yes.

Sparks: I can move forward with that. Thank you for your patience with that.

Boyd: So, it would just be you all taking a Motion on that, but I do want to point out 1 Board date in March, which is on your...in your...the March Board date coincides with the Charter School Association Conference...Annual Conference, and we already have 2 Board Members confirmed to attend that. It's scheduled right now on March 13th and so, we will...we can poll the Board for an alternative date or we need to know direction if they're going to cut that trip short and come back for the Board Meeting. So, we need to have some conversation with regards to that one because we already know there's a conflict issue.

Barke: It would be hard to cut it short because the meeting goes through the 14th, and we'd have to probably...

Boyd: Exactly...

Barke: ...end it by the 12th. So, I'd hate to take 2 days out of it if, you know, truly, so I'd prefer

not to cut it short.

Boyd: So, we'll poll the Board for over the course of the next couple weeks to see if there's a date we can come up with...that all of you can attend in March.

Sparks: Should we just do it right now?

Boyd: Jack's not here.

Gomez: No, no, I can't do that right now. We can do it January. That gives us 2 months.

Williams: Okay, so I don't believe we have a Motion or Second for...

Boyd: No, we need a Motion and a Second.

Williams: I need a Motion and a Second then. I'll Motion it. I need a Second.

Barke: Is this a Motion to Approve the 2019...

Williams: Yeah.

Barke: I'll Second it.

Williams: Okay, very, very good. Any comment? I think there's been enough. Let's go ahead and forward the vote. All those in favor say, "aye".

[ALL PRESENT BOARD MEMBERS SAY, "AYE". DR. BEDELL IS NOT PRESENT AT THE MEETING AT THIS POINT IN TIME]

Williams: Opposed? Abstain? Motion passes 4-0 with Dr. Bedell not being present. Okay, moving on. We have a couple...and we can probably do this quickly here. Oversight and Compliance Issue: Charter Schools. Nina and I have had lots of conversations on this. There was some concern in earlier Board Meetings raised about what does the Board do. What do we do when there's non-compliance issues? And...and, Nina, could you fill in the blanks for me?

Boyd: Yes. So, in providing Oversight and Accountability for our Charter Schools, we are working with them constantly to make sure that they're meeting both what they've stated in their petition and the compliance with current laws and so forth. Occasionally, things come up and there are changes and so, they're out of compliance and we typically do an informal. We dialogue with them, give them some time frame to correct and most often, they correct during that informal period. Sometimes the...it's outside of the time period and they can't get it corrected for a variety of reasons. So, we issue a formal letter stating that there is a Notice of Concern related to whatever the issue is. We give them a time frame to correct on that as well.

And then, depending on what it is, I mentioned before we've had issues where the...it's a credentialing issue in terms of the person who is teaching the course doesn't have the appropriate credential to teach the course. So, they're trying to substitute or find another teacher and sometimes they're able to do that pretty quickly. Sometimes they're not. Our question comes up because as we dialogue with...with other charter schools and with regards to how they move that forward, we don't have a protocol with regards to when a Notice of Violation gets instituted by the Board and so, we'll dialogue with you about Notices of Concern or the corrective.

We give you updates twice a year with regards to the status of the charters, but we wanted to dialogue with regards to whether or not there are mechanisms, other than health and safety, that we can look at, whether it's if they've received 2 letters of Notices of Concern that...that's, you know, what triggers a Notice of Violation from the Board. Or, is it, you know, in some County offices that we've dialogued with, it's only 1 because they do the informal, they do the formal. If

it's not corrected, then that's a Notice of Violation. So, we wanted to have that conversation with you because we have not had it.

None of the other County Offices that we dialogued with have it in their policy, so it's not unusual that it's not in the policy, but it is a procedural thing that we need to have because it does give the Board what is necessary, heaven forbid, something happens that you all need to move something forward with a charter without a Notice of Violation. The courts typically do not accept just Notices of Concern. And so, we want to make sure that we are keeping you abreast of what we're doing and also protecting the Board, and also protecting the charter because sometimes we don't always know if the information is getting to their Board because we're working with, you know, the Executive Directors or the Principals.

And so, we've instituted a way, a mechanism, so that when we do do that first letter, we're making sure that that also goes to their Board. So, it's going to their Executive Director and also to the President of the Board to make sure that there is some conversation and that they do...are aware so that when we report out to you, there's no question with regards to who knew what.

Williams: Right, so, the...the conversation that we had was that since no real precedent exists in the state, there really isn't anyone that's taken the lead on this particular issue. It did seem reasonable that there needs to be a mechanism for this Board to reach out in a official manner, by...by a Board policy. So, in bringing this to our Board, it's a Discussion Item at this point. But, my thoughts are we need to have something in place officially as a Board policy in the event that this happens. We pray that it never happened, so my thoughts were to direct staff, with the approval of our good Superintendent, to create and draft a policy that we can bring back to our Board for discussion and vote. Does that seem reasonable?

Boyd: Thank you.

Williams: Very good. Does that help out, Nina?

Boyd: Yes, most definitely.

Williams: Give you direction? Awesome. Okay, moving on to MTSS: an update. Who was going to help us?

Mijares: I'm going to do that.

Williams: You're going to do that. Okay.

Mijares: Are we okay to keep going right through this? Okay. Thank you, Mr. President, members of the Board. I wanted to give you a brief update with respect to MTSS, a multi-tiered system of support. Since I was the lead along with Dr. Olmstead in terms of the MTSS initiative. So, you're aware that in 2013-14, the state changed its funding structure of schools. And, this came largely through the Governor. He introduced and it was later...went through the legislature, signed into law, codified in the Education Code and it was known as the Local Control Funding Formula, and out of that came 8 state priorities. It also...we also saw it give birth to the Local Accountability Plans. And now, we have a Dashboard that you're aware of.

In doing that, the Governor basically receive...removed restrictions on school funding and basically just passed all that money through, so the former categorical model had been set aside and that money came right to school districts. And, the priority of the money was to be given to students and foster care low-income students.

They were the top priorities as well as English learners, and Districts got a bump up on their base revenue limit, and then if you had students that were 1 of those 3 buckets that I just mentioned, you got supplemental money. And, if you had a lot of them, you got concentration money. But, understand that the state accountability system was tied to these 8 state priorities, and the priorities largely govern what we do in the public school system from academic attainment to parental engagement...

Williams: In LCAP, right?

Mijares: Yeah, and MTSS then was an initiative that basically...basically was supported by the California Department of Education and the Governor. So, Governor Jerry Brown, this was an important initiative for him. We were along with other County Offices, encouraged...invited to sit with a interview before a state committee and we submitted a plan as to, you know, how we would construct this multi-tiered system of support. And it was...it was...the first allocation was for 10 million dollars. Now when you got 6.2 million students, 10 million dollars is not a lot of money if you do a per pupil allocation, as you know, but it was enough money for us to at least create this program. This...this...this initiative or to create the...the MTSS model, I should say.

It's a framework. And, to train our schools as to how it might be implemented, we also teamed up with Butte County. So, you'll see Orange County Department of Education, Butte County and that gave us the breadth of services to meet all student population groups. So, we had urban students, we had suburban students and now we had students who are in rural America through Butte. Because we teamed it together, we got the 10 million dollars and...and...and began to develop the model that we later would use to train School Districts. Now, one of the centerpieces of this was we contracted with the University of Kansas, Wayne Sailor in particular, and...who has been an expert in MTSS.

And, Wayne Sailor is a renowned educator in the area of Special Education, and many people have commented or have articulated that if you can work in Special Ed and do a good job there, you can probably work anywhere in the K-12 public school system, because that population is the most neediest for many reasons. And, good Special Ed programs are based on a model of individualize instruction and I think that's what education should be doing. We should be individualizing the instruction so that we don't leave any student out, and that's why we've had a tagline and it's educating the whole child, and all means all; all students and the whole child. So, we developed the MTSS model.

It's a framework that you can use to examine the needs of a student in a classroom so that you aren't making assumptions or...or being presumptuous as to the learning levels of students and what they need, because so often, what happens in a classroom when you're dealing with 30 students or more is you, in terms of good pedagogy, you make assessments of students. But, sometimes those instruments in the discretion of the instructor isn't as finely tuned as you might think and so, a lot of students do fall through the crack and I don't mean, you know, this in a pejorative or in a negative way, but you know, so, their wholesale kids falling through the cracks. I don't mean it that way. I just mean that it's difficult to individualize the instruction.

So, the MTSS model helps you judge whether there are certain elements in a school and in a classroom that are going to assure that students are learning. And, you've heard words like

Universal Design for Learning, Response to Intervention, and PBIS. Those are strong components of the MTSS model.

Williams: What are those, again? Universal Design for Learners...

Mijares: UDL, Universal Design for Learners...for Learning, excuse me. The other one is Positive Behavior Intervention and Support, and then the RTI is Response to Intervention. So again, what we're trying to do is help teachers make sure that students are making the grade. They're not disengaging. That we are sensitive to their learning styles and their needs and we have techniques in the classroom that help the teacher really assess where students are at. It's not curriculum. Some would say, oh, it's so terrible. It's not curriculum. MTSS is a model. It is a framework that helps you make intellectual decisions about the...about the needs of the classroom and so, we have developed this out. It's been scaled across California.

There are about 1,020 Districts. I used to say there were a 1,080, Renee, but that was in 06-07. A lot of Districts have consolidated. We've experienced declining enrollment across California, so there's been consolidation of smaller Districts, and that's 1,020 Districts. I believe that's the last..the latest figure. We're in over 600 Districts with the MTSS model, so I missed the point and that was in the beginning. It was 10 million. Those in Sacramento felt that was not enough and they gave us another 20 million. So, we're at 30 million dollars and just this past year we were given another 15, so it's a 45-million-dollar project and this past year, we linked up with the...with UCLA.

And, we're working with the Center for Transforming Schools and Dr. Pedro Noguera is the Lead Investigator. He is a full professor at UCLA; very renowned researcher. If you just Google him he's a...highly published, and Dr. Joe Bishop, they're working in concert. And then, they have a team of people that are helping us now really look at the efficacy of this model. So, we now are engaged with higher education, so that they can help us determine where do we have to shore things up? What are we doing? Is it effective here? Is it effective there? And so, the university provides that for us and UCLA was actually not selected by us. It was selected by the state. They went through their own process and if I must admit, I don't think we could have done any better than to get connected with them.

Williams: So, who...where is this money kept?

Mijares: Where is it kept? So, the...we are largely a pass-through, so, we give the money to Districts. There's a process we're using. All the 58 Counties, there are 11 Regions. We're using a Regional model to distribute the money across California. That's not for us. That's why when you see it in the budget, that money is spoken for. We're a pass-through to supply the funds for District...Districts across the state. And, the money that we have actually kept has been about 5 million, which has been used to hire staff. And, it's also been used to hire consultants and we've used the money to also help with our 27 Districts here in Orange County.

So, for me, it provides an opportunity to follow the state standards of LCFF and LCAPs, and help Districts in a very powerful way, because absent that model, you basically allow Districts to perhaps go at this in their own way, which is not a bad idea. I'm not criticizing that. We've got strong leaders. Just saying this provides a little bit of uniformity and helps us in many classrooms

where frankly, I've been in some of these rooms where they don't have policies, you know, you want to get...you want to have what is called this Triangulation of Information. You want to look at, are there policies and are those policies being followed down at the bottom level? So, do you have policies?

What are you saying about those policies and are whatever you're saying, is it verified? Because you can have a Superintendent could say, oh, we're doing all these things. Then you go down and talk to a Principal at a local high school is, I've never heard of that before. So, you know, it's not getting down there. So, MTSS is helping to really create that track of college career readiness and success.

Williams: Okay, question. So...so...so the money is through the County Department of Education here; most of it's gone out. We've had 45 million total and we've kept about 5 million for Administrative Services.

Mijares: Correct?

Williams: And, you say this is not a curriculum. It's a framework, is that right?

Mijares: Right.

Williams: So, is...is this with the Swift Center from the University of Kansas? Is that right?

Mijares: University of Kansas. I mentioned the Swift Center, University of Kansas, Dr. Sailor...Wayne Sailor.

Williams: Wayne Sailor. Okay, and how does that have to deal with the collaborative for academic, social, emotional learning; CASEL, the acronym?

Mijares: Well...and I know you won't talk about that at the next Board Meeting, right? Is that what you told me? But you want to talk about social...

Williams: We can.

Mijares: ...emotional?

Williams: Yeah, yeah.

Mijares: And, I'm happy to do that. It...it gets back to large numbers of students that aren't coming to school; chronic absenteeism. We're seeing this on the first round of our differentiated assistance. We got 13 Districts that showed red in 2 areas on the Dashboard. So, now, guess what? We become the next level of intervention. The County does. It doesn't mean we have all the answers, but all County Offices are going to have to do this across California. Some are going to do it better than others. I feel strong about the office we have here because of our staff.

Williams: Are we keeping data on behaviors and some of the non-academic issues that I have brought up in the past?

Mijares: Keeping data, you mean?

Williams: Yeah, you know, soft skills, emotional and behavioral competencies. We've talked about that in the past.

Mijares: Well, as it applies to a tangible indicator...a concrete indicator like, is the kid getting suspended every day in the classroom? Is the kid not showing up? Is the kid using vulgarity? You know, what's happening with...with a lot of our students? There's people in the legislature

that want to actually remove our right to suspend kids from school because they think we're suspending too many African Americans, Latinos and kids in poverty.

Williams: Right.

Mijares: So, you know, in other words there's a lot of pressure coming from Sacramento to keep those kids in school. When you suspend them, what are they doing? You just disengage them from the instructional process. They're probably doing nothing but stay home and get worse.

Williams: Right.

Mijares: So, in that case we're looking at how that Positive Behavior Intervention and Support, I mentioned; PBIS...

Williams: Is this being applied to all kids in school?

Mijares: The...the yeah, the methodology can be applied because it's applicable to human life. I mean, you know, like when you see a kid who's bullying another kid in a classroom or there's incivility going on.; they're fighting. Then, the teacher is equipped with skills to be able to assuage that behavior, to change that behavior.

Williams: Is there a meeting that's taking place in January? Kind of an education for the Districts and how this is taking place?

Mijares: There's probably a lot of meetings that we'll do in January.

Williams: I'd like to go to any...to these to learn more about this.

Mijares: Well, let me know what you want to go to and let's...

Williams: Okay, I'll let you know. Okay.

Mijares: The only thing I would ask you to be sensitive to if you personally want to show up a member of this Board, is that sometimes that chills the audience. If we have teachers in a room that are there to want to let their hair down and they know there's a Board Member there, that could be problematic, and that's what I have to check with our staff on. I mean there's certain meetings that I wouldn't go to because of that.

Barke: What about if we sent a teacher or teacher friend or former teacher, somebody like that who actually would understand it even better than we? Would that be a better option?

Mijares: If a teacher teacher...if the teacher is a current teacher in one of our schools, that would be the best teacher not...not a teacher who's not currently practicing because why would they be there? I mean, in other words, you really need...I really want to respect the learning environment, the professional development of teachers. That...that's why, you know, we don't allow people to walk off the street and go into this room and say, "Hey, what's going on here? I think I'd like to be here." because that would just congest the whole system and the learning would stop. They would think we were a joke.

Williams: And we don't...and we don't want that and if I were to go to any of these events, I would be a little fly on the wall and just be listening...

Mijares: No, but just the fact Dr. Williams is here, is enough for people to feel like, okay, tell Dr. Williams, going to go to my Board Member and my next Board Member. That's how many people think because...

Williams: There's...there's nothing wrong with what's being taught, right?

Mijares: Perhaps, no.

Williams: For them to think that way.

Mijares: I mean, I just...I'm just saying that I think you can understand you're elected officials and sometimes that does intimidate people. You walk into a room and we're teaching them, we're allowing teachers to talk about their own experiences and their frustrations and you're there, sitting there, registering.

Williams: Well, I don't want to go into a teacher frustration meeting. That's for sure. I'm looking more for the academic content and the information.

Sparks: I understand this area, but, some kind of wear 2 hats.

Mijares: Yeah.

Sparks: If I were to attend...I actually run some workshops, but I don't know. It might be too weird because I'm a Board Member, too.

Mijares: Yes. See what I'm saying? You understand that, right?

Sparks: I don't know. Yeah.

Mijares: That little quality.

Sparks: I mean...

Mijares: So, let me...let me check into with our staff and get their read and I'll talk to you. I'll be candid with you in what they're telling me.

Williams: Okay. I mean this...this is a good education...education issue that I'm taking more of a focus in because I think it's a direct extension of Common Core, but from a non-academic perspective.

Mijares: And, by the way, that...the MTSS is being used. For example, I mentioned 600 Districts. If the District is in Differentiated Assistance, which means there's...you know how the Dashboard works out, we already told you there's...there's...it's color-coded with 5 colors.

Williams: Right.

Mijares: Blue is the best, red is the worst, and then there's a Differentiated, also, method of determining effectiveness within those colors. So now, we have a needle that points. So it's, you may be barely in red as opposed to totally, so that's...that's helpful because it's this continuous improvement model as opposed to just trying to shame people into submission, which is the other accountability models used. So, you know, with...with a Differentiated Assistance, people are now saying are you using MTSS and if they're not, it's being recommended as an intervention in those Districts who are not using it yet.

Williams: So, what I'm hearing is not all students are M...in a MTSS environment?

Mijares: Put...that could be true. Not all.

Williams: Okay. Are they required to go through the social and emotional competencies?

Mijares: The Social-Emotional thing is a little bit different because you're talking now about the Positive Behavior Intervention and Support that I mentioned. We can talk more about what that means if you want me to the next Board Meeting, or we can keep talking now.

Williams: No, no, we do...we do it later.

Mijares: Yeah, but that's part...that's part of it because again, we want to make sure that teachers have control of the classroom, that their kids are engaged, that they love being there. They're not, you know, walking into a room where the teacher is going to bite their head off. I

mean, you know, this is...this...the real important thing that we create learning environments that are conducive for learning.

Sparks: I just want to add.

Mijares: Yes.

Sparks: I think this is a really great step in the right direction in terms of teacher training, the social emotional learning and I've done some research and know that literature quite well. Something that we've done at Chapman University that kind of aligns with that...that, just to throw out there, is we're going through a 3 year process of something we call the Chapman Experience. And, we're contracting out with the Disney Institute. And...and I led the communication work team as the Dean of Communication. We had Leadership Behavior. 1 of our Dean's led that team and another team of employees; staff and recognition team.

And...and it's...it's kind of aligned with what you're talking about, and it just builds that morale and basically, the idea of meeting the student where they are and finding ways to lift them up. And to me, what you're talking about, the MTSS and the Social-Emotional learning is...is doing that in a way. It's a pathway to do that, where we're meeting those students where they are and we're lifting them up rather than suspending them or, you know, punish...punitive kinds of things. Also, you're training the teachers at the same time.

Mijares: Right; exactly.

Sparks: To have that attitude. So...

Mijares: Yeah, because you get a brand new teacher right out of the University teaching and it's not uncommon for them to send their whole for...1st period class to the Principal's office. So, now you got 30 kids and they're waiting to see the Principal. Well, if you...that teacher had some skills and perhaps they could have avoided that situation, and that's not uncommon. In fact, we've had Districts where they do an orientation the first week of school and kids are back for the first time in the fall. And, the first day, they're suspending half the blasted school because they're trying to send a message. We are going to send a message to them. Is that really how you send a message?

What that'll do is put you in a Differentiated Assistance fast, and if it's based on, as you're saying, how...how's the teacher interacting? Communication skills. Are you...are you accentuating the positive and really trying to create the engagement or are you alienating everybody? We've seen excellent teachers, right? The ones that we look to as mentors in our lives. Who are those teachers? There are those teachers that really showed a sense of affection and love and they taught you...you know, they had the by heart...bar high when it came to academic attainment. I think the 2 go hand in glove.

Sparks: I think also, to note, are they getting some of that in their teacher training when they do their...their practicums or are they getting some of that at the University level? So, maybe working with Universities' Department of Education as well with that MTSS. I'm sure you already are.

Mijares: Yeah, and we're work...like with Chapman, where you're at, we are working with the Department of Ed. There are several professors there. The former Dean, Cardinal, is there.

There's people there in the department under Dr. Grove Young that are connected to MTSS.

Sparks: All right. Well, Ken, can we adjourn?

Williams: We can go on forever. Maybe I see another evening forum. Okay moving on, our good Superintendent...

Mijares: I just wanted to commend Beckie, she's gone, as well as Mari for going to the Sunburst Youth Academy graduation. We had 34 graduates.

Barke: It was an honor. No need to commend. Thank you.

Mijares: Also, Laura Strachan, Dr. Hittenberger. Both of them have been involved. Our teachers that do a great job at Sunburst as you saw. These are kids...if you could, if you read their life story, you'd be shocked at the environments that they went through and because of the Department of Defense, you know, National Guard, the Army and the Orange County Department of Education. We educate those kids. And, there's a residential component. It just turns...turns them around. The girls, they walk in, I've been told and I've seen this actually, you know, with heavy makeup on but after they go through this period of the no makeup, they...they radiate. They look so much more beautiful in their natural color and it's life-changing.

Barke: Yeah, lots of energy.

Mijares: Yeah.

Barke: Yeah.

Mijares: Right. But, then that...then also, I want to just...I swore in Board Members at Newport-Mesa yesterday and at Tustin the day before. Jeff Hittenberger and the OC Pathway Showcase at Edwards Lifesciences. Jeff, you knocked it out of the park. It was an amazing experience there; well attended. And, I also want to say that we did get a Red Carpet Award from the Orange County Business Council, given to OC Pathways. That's largely because of Dr. Hittenberger and his...his team, and I think that's about it.

Williams: Very good. Nina, anything else that we need?

Boyd: Just a reminder: The next Board Meeting is Wednesday, January 16th, and the submission deadline is Wednesday, January 2nd for...for Board Agenda. Charter School Conference; already mentioned, March 11th through the 14th, and the NSBA Annual Conference is in Philadelphia this year, March 31st through April 1st. Will...a reminder was sent to you on Monday and the office will be going to holiday hours beginning next week. So, we will be open 8 AM to 4 PM and then, the office will be closed Christmas Eve and Christmas Day, and New Year's Eve and New Year's Day. So, we have 2 three-day weeks. Excuse me. That's all I have.

Williams: Very good. Okay, a Motion to Adjourn?

Barke: So Moved.

Williams: So Moved. We are adjourned.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO CONFIRM THE END OF THE BOARD MEETING]