

### 3-6-19 Board Meeting Transcription

#### [PRESIDENT WILLIAMS BEGINS THE BOARD MEETING BY STRIKING THE GAVEL 5 TIMES]

**Williams:** Good morning to our guests here today. It's a lovely, rainy, March the 6<sup>th</sup>, 2019. Our regular meetings of the Orange County Board of Education are held monthly at about 10 A.M. unless otherwise noted. Board agendas are posted online and can be reviewed on our website. The agendas are also on our back table. Anyone wishing to address the board or express their free rights of speech is requested to complete the card and give it to our recording secretary, Darou. Please submit the completed card prior to the beginning of the board meeting or the public comments or else we won't be able to recognize you. Each...we will allow a...thirty minutes for the first part of our agenda and fifteen minutes at the end of our meeting for Public Comments.

Each individual is allowed up to three minutes per meeting and may not give their time to others. This is a public meeting and we're obligated to be respectful of and demonstrate civility to the Board, Superintendent, staff and other guests who are attending this meeting today. Today, we have some young students here with us who we're so proud of from our own high school. We're going to be honoring them here today, so we all need to show grace and civility and kindness. Anyone deemed, by the way, to be disruptive will be requested to leave and be removed by the Orange County Sheriff's Department Deputy pursuant to...Penal Code 403 that is posted on the right side of the part of our entry into this Board Room.

Penal Code 403 is...defined as every person who without authority of law willfully disrupts or breaks up any assembly or meeting. Examples of breaking up or disturbing a meeting include verbal outburst, standing up during the meeting to draw attention, clicking fingers and clapping of hands to name a few. Thank you for attending this morning's meeting. Call to order. Darou, roll call.

**Sisavath:** Trustee Sparks?

**Sparks:** Here.

**Sisavath:** Trustee Barke?

**Barke:** Present.

**Sisavath:** Trustee Williams?

**Williams:** Present.

**Sisavath:** Trustee Gomez?

**Gomez:** Present.

**Sisavath:** Trustee Bedell?

**Bedell:** Here.

**Williams:** Very good. And, according to our own board policy and traditions, we will have the invocation by Pastor Lebsack, and followed by the Pledge of Allegiance by Trustee Barke.

[AUDIENCE MEMBERS STAND]

**Lebsack:** Lord, thank you for this Board, for the twenty-seven districts that are represented by this Board, the six-hundred schools and the twenty-thousand educators who depend on this Board to get it, and, all the district personnel who work so hard and serve us so well. Oh Lord, as per the example of our forefathers including Benjamin Franklin and many of the others at the founding of our nation, and per the guidelines set by the Supreme Court, especially Justice Kennedy and his writings, we now come to honor our leaders by issuing the gift of invocation. This is not a coercive prayer but a legislative...exception to the Establishment Clause in our laws. Lord, therefore, we come and we pray for these that Lord, we would be able to seek wisdom from our higher power, including for those whose power is their own best self.

We seek unity and creativity, favor and discernment as the task of serving a half million students and their families is huge and daunting. And yet, these have chosen to take on that mantle and we choose to support them. This requires an ability for them to appreciate the values and culture of the ones served and this can be something that must be done in union and it must be done with the support of us who are out in the population because there's so much they have to do. Today, Lord, we're grateful for a budget that informs us of what's happening today and grants us insight for tomorrow. We ask that the means of resource stewardship will continue to be sought and appropriated by the leaders of our district.

We are thankful for those who do this task so well and we would encourage the urgent discovery and implementation of ways that more funds might be made available in light of increased costs and fluctuations in attendance. We also ask that discernment would be exercised in the consideration of the charter schools that come before the Board today, the legal cases and processes evaluated, again, by them today.

And, a consideration of just all personnel matters and things as they go in the future. Give them, O Lord, wisdom. And the future of issues that affect all of our students and the employees of this amazing district. O Lord, give them those insights in the future. We thank you for this time and this ability for us to just take a moment and become more unified in remembering what we're here for. In the Lord's name we come and say, thank you. Amen.

**Barke:** Please join me placing your hand over your heart and recite after me.

[AUDIENCE MEMBERS RECITE 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.

[AUDIENCE MEMBERS WHO WERE STANDING TAKE A SEAT]

**Williams:** Thank you, Mari, and thank you...Pastor Lebsack for reminding us of the sovereignty of this process and the sincerity, grace and charity that we hold to it. Introductions, our good Associate Superintendent, Nina Boyd?

**Boyd:** There are no introductions at this meeting.

**Williams:** Very good. I will need a motion for adoption of today's agenda.

**Barke:** I make the motion.

**Williams:** Make a motion. I need a second.

**Sparks:** Second.

**Williams:** Second. We have a motion and a second.

**Bedell:** Mr. Chairman.

**Williams:** Yes?

**Bedell:** I wonder if I would have consent of the body? I would like to make a friendly amendment and if it's seconded, that I would like to discuss it for the sake of the body...the people that are here. I would like to amend the agenda. We're into Public Comments where it now reads thirty minutes to have that read sixty minutes. If that is seconded, I would like to speak to it.

**Gomez:** I'll second it.

**Williams:** Okay, so we have a second. So, we have a motion and a second to adopt the agenda and we have a subsidiary motion to amend it to include sixty minutes, I believe.

**Bedell:** No. Change thirty to sixty.

**Williams:** Change...yeah, thirty to sixty for the public comments.

**Bedell:** And, if I may speak to that, Mr. Chairman?

**Williams:** Yes, sir.

**Bedell:** I appreciate your grace in that. When you have two busloads of people coming to speak to a board meeting, I don't think that they should have a feeling that they weren't heard. And I believe...I apologize. I had an unfortunate incident in a puddle at a gym and I was not here last meeting. I would much rather have been with you in spite of what I heard about the meeting. I think that it is very, very important in this time that people feel that they can be heard in a public venue, especially given the contention that we have had. This is a...I've never seen...and the mail I've gotten, and the comments I've gotten, and the not-so-nice mail I've gotten. I make this motion in a healing gesture and that was my intent. No other reason, to add thirty minutes to the agenda to the Public Comment section.

**Williams:** Thank you, sir. Any other thoughts or comments on that subsidiary motion?

**Gomez:** Could we ask how many speakers that we have, tentatively?

**Williams:** That's a good question. How many speakers are there?

**Boyd:** There are thirty.

**Bedell:** Thirty minutes, thirty speakers. Well, that was purely coincidental.

**Williams:** So, if we have thirty speakers for sixty minutes, that means we're going to limit them to two minutes; make sure everybody's heard because we have to make a subsidiary motion to change our bylaws to go from three minutes to two minutes to be able to hear all thirty.

**Gomez:** I would rather hear...

**Williams:** Does that make sense?

**Gomez:** I would rather hear all thirty and give a shorter amount of time so we can hear everybody.

**Williams:** Okay. So, with that friendly...

**Gomez:** Friendly amendment.

**Williams:** ...Amendment to your subsidiary Motion, Dr. Bedell, then to have a full sixty minutes to hear these thirty people. By the way, is this all for charters or is there any other...

**Boyd:** It's a combination of...

**Williams:** ...of everything.

**Boyd:** Everybody.

**Williams:** Okay.

**Boyd:** There are some that are not identified and then some have identified of the other subjects.

**Williams:** Okay, okay. So, as a friendly amendment, to our good Trustee Bedell...

**Gomez:** Would you consider that Amendment...?

**Williams:** Would you consider reducing the three-minute rule to two-minute rule, because otherwise, now it becomes ninety minutes.

**Bedell:** Well, I, you know...that doesn't bother me. I mean that's what we're here for. Ninety minutes is not a bother for me and I'm not...and again, I'm not being funny with that. It's just we haven't had this kind of tumult. We haven't had the exchange of letters, Mr. Chairman, that we've had and we have to...you know, it's really significant and I want...again, it's a healing motion that I was making so people would feel...and it's not that's not patronizing. It's just they came, you know, in this weather. They made buses; whatever, and they could...so to me, I don't consider it friendly.

**Williams:** So, okay, so, sixty minutes and then for...so, we're not going to get to all thirty.

**Bedell:** That's fine. I understand...

**Williams:** So, we...

**Bedell:** I understand that.

**Williams:** ...we put the remainder of whoever they are at the end of the meeting?

**Bedell:** Well, if people come up here...

**Williams:** Because we'll have to extend the fifteen minutes that we allow at the end...

**Bedell:** ...I understand that, Mr. Chairman. But, if somebody comes up here and Mr. X has said A, and the next person comes and says the exact same thing X said, I don't need to hear that. I need to hear I align myself with Mr. X, period, and sit down so I have some sense of that they felt that they contributed and they are...their position is heard. I don't need to hear repetition, just alignment.

**Williams:** Okay.

**Bedell:** So, that we could exhaust...and the people speak to this issue.

**Williams:** Okay. So, then...you don't see limiting the two minutes as a friendly amendment but you...but sixty minutes then is fine. We may not be able to hear...

**Bedell:** That's right. I would much rather...

**Williams:** ...hear all thirty.

**Bedell:** ...have people make their argument, and then we always can motion to extend later on. We've done that in the past as well.

**Williams:** Sure, sure. Okay, so we have a subsidiary motion. All those in favor of the subsidiary motion, say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Dr. Bedell? Okay, so it's unanimous to...adopt the subsidiary motion to increase the public comments to sixty minutes. That is on the unanimous consent. Now, we're going to go back to the original motion which to...which is to adopt the agenda. We have a motion by Trustee Barke and a second by Trustee Sparks. Any discussion...further discussion?

**Gomez:** Just could we clarify? I also put on the table the two minutes. Do we want to go with the two minutes or stay with the three and just say the sixty?

**Williams:** I think, Dr. Bedell, you didn't seem...

**Bedell:** I don't like to...I don't think...I understand there's some research in two minutes, but I

want the people to have their three minutes. That's the norm. I don't want to change any of the norms.

**Williams:** So, how I understood was my friendly Amendment was not considered friendly, even though you're my good friend.

**Bedell:** I know. We're inseparable.

**Williams:** We're inseparable. And so, so I withdraw any mention of a motion by myself to change the time limit.

**Gomez:** That's...fine, but if we could ask the public to just reinforce their opinions and then we'll go from there. We might be able to hear everybody in that thirty minutes.

**Williams:** I think that's very good.

**Gomez:** Okay, all right. I'm good.

**Boyd:** Dr. Williams?

**Williams:** Yes?

**Boyd:** The subsidiary motion was just to add the additional thirty minutes; right. So, you did adopt the agenda with that thirty minutes. You don't have to go back to the original because the motion was to add the thirty minutes to the end...

**Williams:** Right.

**Boyd:** ...which adopted the budget with the sixty minutes...

**Williams:** So, you're making a parliamentary...

**Boyd:** I was just applying...

**Williams:** ...observation.

**Boyd:** ...a point of clarification.

**Williams:** Okay, very good.

**Bedell:** I think we've used fifteen...

**Gomez:** I know, to try to figure this out. Let's go, let's go.

**Williams:** Okay, all those in favor of the agenda as amended say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Oppose? Abstain? Motion passes 5-0. Moving on with the agenda, may I have a motion to adopt the minutes from our February 13<sup>th</sup> meeting?

**Barke:** So moved.

**Williams:** So moved, and I need a second.

**Sparks:** Second.

**Williams:** Second by Trustee Sparks. It's been very quiet from you down to my right. Get some seconds in here.

**Barke:** We're trying to get this thing moving.

**Williams:** Okay. So, we have a motion; a second. Any discussion on the minutes. Any changes? Being that there's none, all those in favor say, "aye".

[THE BOARD MEMBERS SAY, "AYE"]

**Williams:** Oppose? Abstain? Motion passes 5-0.

**Bedell:** Mr. Williams, I should abstain, right, since I wasn't there? Isn't that what we normally do?

**Williams:** That is correct, unless you listen to the transcripts and read the body...

**Bedell:** No, I don't have that many pain pills.

**Barke:** You must have read part of it, then.

**Williams:** By the way, Dr. Bedell, for the record today, you are not operating under any influence of medications.

**Bedell:** No, I am not, and so I cannot predict what's going to happen in about an hour.

**Williams:** Okay.

**Bedell:** I'm off all meds for the benefit of the body.

**Williams:** Very, very good. Okay. So, moving on, I will call for Laura Strachan. Where are you, Laura? May I have you come to the podium? Because we have a special presentation, you folks got to see a lot of this parliamentary procedure. Is it fun? It's a part of society, it's a part of our constitution. It's all good. It's a learning experience for you. Laura.

**Boyd:** Dr. Mijares and Dr. Williams. If you come over.

**Williams:** Okay.

**Strachan:** Good morning, Dr. Williams, members of the Board, and Dr. Mijares. Thank you for the opportunity to recognize some outstanding ACCESS students from Pacific Coast High School this morning. I would first like to introduce their principal, Michelle Kilgore [APPLAUSE]. Michelle has provided great leadership and opportunities for our students for many years, and I would also like to introduce their teacher who has put in many hours of teaching and leadership with our students after school and weekends to make this happen for them. And, I'd like Aimee Suderick to stand [APPLAUSE]. We would also like to thank our two volunteer attorneys who prepare the team for competition. That's Aaron Chesler and Matt Cox, and they did a great job working with our students [APPLAUSE].

In what was to be a rebuilding year for PCHS, the team went on an incredible streak and came to an end in finals in our...we went to finals with the County competition. Fourteen students make up our PCHS Mock Trial Team. Nine of those students, this is their first time so that's an incredible feat to go as far as we did. Many of them...even our four remaining students took on very demanding roles that they didn't have last year. On December 15<sup>th</sup>, we participated in the Mock Trial Championships against Spirited Classical Academy. Due to the size of our team, our students have responsibilities...when you do mock trial, the high schools with larger teams have one team that does the presentation and the other does the defense, and our students do both.

So, our smaller teams...for us to have come this far, our students actually have to win both to prepare for both sides and all different characters. So, it's really a tribute to our students that they've done such an incredible job. Our students also participate in Club Only. This is not part of their regular day. So, everything they do is after school hours and so, we look forward to seeing their next accomplishments and...I'm quite sure that they will be showing up again next year in those high ranks. What I'm going to do today, we did have because of the change in the board meeting, we have some students who were unable to make it today. So, I am going to read their names first aloud for our public meeting and it's Tobias Graefensteiner, Caleb Jones, Jenny Lopez, Rachel Swingler, Kevin Wong, Brooke Donoovan, and MarcAntonio Murillo.

And now, what I'd like to do, students, I will call our students up and they will get our certificate and then they will remain up here for a picture. So, our first student is Grace Davenport [APPLAUSE].

**Boyd:** No, we're doing pictures. Laura...

**Strachan:** Grace Munch. I'm sorry, I'm sorry. Claire Munch [APPLAUSE], Madison Price

[APPLAUSE], Maya Seybold [APPLAUSE], Hailey Texeira [APPLAUSE], Heather Velazquez [APPLAUSE], Jedidiah Hurst [APPLAUSE]. Thank you, again, for recognizing our incredible students [APPLAUSE].

**Williams:** Again, congratulations and God speed while you travel, and may you be safe. Moving on with our meeting, we're going to go to public comments and we have sixty minutes as per our earlier vote. And so, we will go until about 11:25 A.M.

**Boyd:** I will call two names so that the first person can approach the podium and the second can be lining up, and we might be able to move this a little quicker. So, I have Ruth Kobayashi and Suzanne Gauntlet.

**Kobayashi:** Good morning. My name is Ruth Sanchez Kobayashi. I'm a parent in the Newport-Mesa Unified School District. Today, this Board has a very serious decision to make that will impact over twenty-two thousand students. Charter Schools can add important choices for parents seeking a high-quality, unique education for their children, but only high-quality charters should be approved by this Board. The Orange County Department of Education Staff Report of January declared serious deficits in the petition to establish the ISSAC charter school in our district.

Those deficits include an incomplete schedule that does not include all required courses; a schedule and course of study that puts into doubt students' ability to demonstrate proficiency in math and science; no assurance of English language instruction for English Learners; insufficient funding for Special Education; enrollment projections; and a budget that may not be sufficient, among other glaring deficiencies in the loosely written ISSAC plan; a plan that did not result in significant community support. I know you want outstanding schools for our students and I know you want to be proud of the schools under your charge. I want to trust that none of you will allow any ideology to blind your sound discernment in judging the worthiness of a school for any community.

So, I ask you to respect the findings of your own staff and that of the professionals in our district who, after careful evaluation, found ISSAC to be academically and fiscally unlikely to succeed and unsound. Deny the appeal of this school, please, and I wanted to also thank you for being consistent with your policy not to limit debate or restrict discussion of educational issues by extending the public comment. Thank you.

**Boyd:** Suzanne Gauntlet, followed by Bill Habermehl.

**Gauntlet:** Good morning. My name is Suzanne Gauntlet. I'm a parent in Newport-Mesa. You may have heard the saying about the first lesson in business: pigs get fat and hogs get slaughtered. It pays to be gritty but not too gritty, and I feel that this will happen if the ISSAC charter is approved to set up shop in Newport-Mesa. There is no getting around the fact that even putting lipstick on this pig up a proposal from ISSAC that it will...it is still an utter failure as all the lies that have been told to this Board last month at this meeting by its Director, Patricia Gould.

Patricia Gould stood here and told you and the public lies about complying and being able to reach an agreement with the OCDE staff, as evidenced by your staff's own reports which states,

“agreement could not be reached and ISSAC petition should not be denied...should be denied.” Let me refresh your memory from the Minutes of that day. At hour two...at two hours and twenty-three minutes, eleven seconds into the recorded meeting, Gould stated that ISSAC would comply with all issues raised by staff from updating the schedule, complying with Special EL Ed. requirements to having solid financial contingency plans with a reserve. At two hours and thirty-one minutes into the recorded meeting, Gould stated, “I agree to all the charter-specific conditions in the MOU.

Let's move forward with a standard agreement so we can get this started.” At two hours and forty-eight minutes, forty-three seconds into the meeting, President Williams asked Gould the following. “Are you contesting...any of the findings of staff?” Gould's response: “No, I am not.” Williams: “Will you fully comply?” Gould: “Yes”. Williams: “No problem with complying?” Gould: “No, and we will add pieces that are missing. We realize the importance. No problems; no problems at all.” We, the public, cannot accept deceit. Gould and ISSAC cannot be trusted with the education of our children in this district or in the County. I didn't, you know, don't get slaughtered by this decision by allowing this horrific charter from ISSAC to be allowed in Newport-Mesa or any school district in Orange County, let alone the state.

As you know, Newport-Mesa residents and the district tends to get into a lot of litigation. I can pretty much guarantee you if this is approved, litigation will happen and will be expensive and this is just a bad decision. One other thing, the Harbor Council of PTA's on Monday which represents all the PTA's in Newport-Mesa approved the motion to local control and deny the charter as suggested by our Board District, and they sent out letters to numerous people to get information out to the public. So, that's why the last-minute flood of information came because we had to abide by the rules of PTA to get...and have a formal meeting with announced by, you know, an agenda item and so forth.

So, just so you know, that's why you're getting a flood of things at the last minute. We are working out. We have to follow the rules and the proposal...from PTA matches the CAPTA information that charters need to be locally grown, and this one is not. It needs to have public support. This one is not and it also needs to be financially sound. This one is not. Thank you very much [APPLAUSE].

**Boyd:** Bill Habermehl, followed by Kate...and I'm sorry, I can't read your last name. Madantour? Malouf? Oh, thank you.

**Habermehl:** Good morning, President Williams, members of the Board, and to the man that has the best job in Orange County, Dr. Mijares. I'm here as a citizen of the Newport-Mesa Unified School District. My wife and I moved down there to be closer to our grandchildren. I can tell you we're extremely proud and excited to be part of the Newport-Mesa Unified School District. I've had a chance to read the application and I hope that you do deny the request for this. As the previous speaker had said, it's got some serious flaws in it. They're looking for an optimistic three-hundred-and-ninety students and that's a tremendous challenge away from an already existing school district that does a sensational job.

When I retired from the position as County Superintendent of Schools, Dave Long, the County Superintendent in Riverside, and I formed a business called Connecting Business and Education.



We've had a chance to work with school districts up and down the state, charters up and down the state and businesses up and down the state. And, one of the things that I remember very well is this Board, while I was superintendent, denied the request of the Samueli Academy. When they first wrote their application, it was not well written, and I remember calling Susan and Henry Samueli and telling them that it was not a well-written application and was probably going to be denied by the Board with a lot of turmoil, but that we could help them if they would go back to the school district and work it out.

Susan Moss, who was the director at that time, said let's do it. So, we came to the Board, had them deny the request, went back to the school district, and now you have the Samueli Academy. It is one of the finest charters anywhere in the United States because of the action that this Board took. I hope you do the same thing with this petition. It needs to go back and be reworked. To push this forward would be a huge mistake for the Board, for the school district, and for all of those students. Thank you very much.

**Boyd:** Kate, followed by Britt Dawdy.

**Malouf:** Good morning. For those of you on the Board who don't personally know me, my name is Kate Malouf and I am a proud parent of three children in the Newport-Mesa Unified School District as well as a community volunteer. Many of us in the parent community are supporters of charter schools, but only great charter schools. This school is so weak in their application that when I originally read it back in September, I was sure that our own school board would deny it and that they did. Never did I think that it would see the light of day with the County Board but worse, never did I think we would be here five months later to shove it down the throats of a well-respected district like Newport-Mesa.

Those of us who support charter schools, we lose credibility in supporting future charters when a substandard one is approved by this Board. The pressure and influence of political backers must not compromise sound decision making. As citizens and voters we need to hold our elected leaders responsible for doing the homework required to carefully determine whether a charter in their districts will meet state and district standards. The Orange County Board of Education's reputation is at stake in this decision, but more importantly, the future of the students you serve are at stake. We all expect due diligence to be done by each of you.

The findings of the Newport-Mesa Unified School District and the Orange County Board of Education's expert staff is to be respected, and critical decisions to be made; the merit of each individual school and not a predetermined philosophy that is beholden to outsiders and political pacts. Great charters need to be approved and inferior charters need to be denied. ISSAC is a substandard proposed charter school with substandard leadership that does not belong in Newport-Mesa Unified or any other school district. Ask yourselves, are you really willing to approve a charter like ISSAC just because your political affiliation wants you to?

Last time I checked, being a member of this Board is a non-partisan elected position. Ask yourself, would you send your child to a substandard school? I know some of you definitely would not. Respectfully, please make the right choice and don't poison the system for your own political gain. Thank you [APPLAUSE].

**Boyd:** Britt Dawdy, followed by...excuse me. Hold your applause, please. After Britt will be Kathy Carriek.

**Dawdy:** Good morning. I'm Dr. Britt Dawdy and I represent the one-thousand, two-hundred certificated employees within Newport-Mesa. I'm president of the Newport-Mesa Federation of Teachers, and over the past six months as I've been communicating with our employees about where they stand on the ISSAC charter school application, and we've tried to let them know here's the application and go through it. No one, meaning zero employees, have told me that they are in favor. However, I've had hundreds of employees contact me that they are opposed to this specific application and I brought forth to you in January at the January meeting a petition where, I believe, about one-hundred-and-eighty of the employees signed in protest against that application.

And, I believe that you may have received emails over the past few weeks with them expressing their displeasure with the potential approval. So, we ask that you vote against the ISSAC charter school because the employees do not support it, it appears the community does not support it, and as the staff has mentioned to you, there are many sound reasons why it is not a quality application. Also, I would want you to note that throughout the audience, there are dozens of people who took time off of work; out of their lives.

They're wearing either white or red stickers that say, "No on ISSAC", and they may not have a chance to speak or they may choose not to speak, but they want you to know that they are not in favor of this application. So, please take note of that. So, I ask that the board to follow the desire of the voters throughout Newport-Mesa to vote against this application. I also want to thank you for extending public comment today.

**Boyd:** Kathy Carriek, followed by Russell Lee-Sung.

**Carriek:** Good morning. My name is Cathy Carriek. I'm a thirty-plus year resident and taxpayer in Ocean View School District and I am here to support opening Sycamore Creek Community Charter School in the district. We've all heard the arguments for and against charter schools and we all know if there is one thing that all parents in a community have in common, it is the desire that their children get the best possible education. Many of us believe one way to provide families with the best possible education is through choice. Life is always better when we have real choices. Charter schools can provide students the possibilities of growth beyond what the local public school can.

Studies show that California charter schools regularly deliver results for students that surpass expectations. It is my understanding that Ocean View School District officials are attempting to block a charter school from opening in their district. I'm actually confused by this. If they truly care deeply about their students as I have heard them claim, then it seems without question that they would be behind every effort to increase opportunities for the students of their district to succeed. Charter schools are not new or untested. They have existed in California for over twenty-five years with a proven track record of success. I've also heard that Ocean View School District officials have particularly urged the families with children attending OakView School, which is in one of the low-income neighborhoods of our city, to protest the opening of a charter school.

That seems absurd to me. These children out of all of the children in Huntington Beach deserve a chance to experience the opportunities offered at a charter school. Imagine the futures that could be unlocked for them. The possibilities unfold that might otherwise not have been available to them, the choices.

That is the ultimate for all students to have more choice, not less. Let's be bold today and put more choice and more control in the hands of parents in the Ocean View School District. And, by doing so, make the Ocean View School District a better district; a district that is willing to provide cutting-edge opportunities to its students; a district that is open to working with families and supporting them in making the decisions that are best for them; a district that recognizes and respects the importance of parental choice and control. Please put the futures of the children in our district first and approve the addition of Sycamore Creek Community Charter School in the Ocean View School District. Thank you.

**Boyd:** Russell Lee-Sung, followed by John Briscoe.

**Lee-Sung:** Good morning. My name is Russell Lee-Sung, Deputy Superintendent of the Newport-Mesa Unified School District. We have reviewed ISSAC's efforts to remediate the deficiencies and agree with your staff's conclusion that ISAAC has failed to meet the standards for charter approval. ISSAC's March 4<sup>th</sup> letter to the County Board claiming that it had resolved all of OCDE's findings and concerns illustrates ISSAC's lack of understanding of applicable legal requirements. It is also disturbing that ISSAC appears to blame OCDE staff for its inability to resolve its own defects.

Not only are these serious concerns with the adjustments to the daily schedule, support for English Learners and issues with the revised budget that have not been resolved. ISSAC also failed in its effort to assure OCDE that ISSAC has resolved concerns related to the provisions of Special Education services. ISSAC submitted a letter simply claiming that the letter itself was verifiable written assurance that it shall participate in a SELPA as a Local Educational Agency. However, merely making the statement is neither verifiable nor an assurance and is legally required...or as is legally required. ISSAC has not been admitted to a SELPA and reportedly has not yet even applied to a SELPA, making it possible to provide the required assurances.

Also, contrary to ISSAC's assertions, the Conflict of Interest Code that it submitted does not comply with the law. It doesn't include or incorporate all of the required elements of a Conflict of Interest Code. ISSAC promises and claims that it has addressed its many admitted defects are directly at odds with the actual documentation. This Board should not rely on promises that ISSAC clearly does not understand and that has not been...able to keep. Now the district is also aware that several members of the County Board are strong advocates for parent choice in school options.

Newport-Mesa also values choice when the choices are high-quality educational options for students. Unfortunately, for multiple reasons, ISSAC simply is not a quality option for students. We urge you to deny this charter appeal because it does not comply with the law, and is not educationally or fiscally sound and does not provide educationally appropriate quality choice for our students, parents and community. Thank you.

**Boyd:** John Briscoe, followed by Carole Hansen.

**Briscoe:** I'm John Briscoe, elected and re-elected Public School Board Trustee and currently elected president of the Ocean View School District of Orange County. The Sycamore Charter School application is before you today. There's three areas I want you to consider. One is that they are curricular and instructionally unsound and we've identified those items. They have not been fixed or corrected in the material presented and re-presented. Second, they're fiscally unsound. Their budget plans don't add up. And third, they don't meet state law minimum requirements. So, if this Board passes the charter regardless, you're violating...state law because your charter you pass doesn't comport to state law.

Your own staff has said that it's not an appropriate charter application with these violations listed in it. So, its curriculum and instructional program is inadequate. Its financial plan is inadequate and it violates state law. I would urge you to vote no. They've been before this Board...our board twice. This is their second application. They can go back and fix these things if they choose and they can come back for a third application. They can come back as often as they want and they should until they get it right, until their application comports to California state law.

**Boyd:** Carol Hansen, followed by Miriam Munoz.

**Hansen:** Good morning, President Williams and Board and Superintendent Dr. Mijares. I'm Carol Hansen, the superintendent of the Ocean View School District, and I'm here to ask you to not approve this charter petition for Sycamore as your staff has recommended. I myself and my staff in Ocean View School District have carefully reviewed their petition and we did...we've done it twice. We did in 2016 and we did it again in 2018, and both times we found deficiencies. And, your staff here at the Orange County Department of Ed. continues to find deficiencies. And, it is disappointing that you have asked Sycamore to work with staff to remedy these deficiencies. And yet, the recommendation that's before you today says that it is an unsound educational program. And, that's what we have been saying for the last two years.

And so, we please ask you that you respect local control and local opinions of the Ocean View School District. At the last board meeting, we had PTA and PTO members here, we had teaching staff, we had Union representation, we had classified staff, we had community members, we had over fifty people representing local control for the Ocean View School District asking to not approve this charter. Yet, not all of them were able to speak and I appreciate that you changed your practices today. However, those individuals work and they weren't able to take another day off work to come and speak to you. We know that you received over five hundred pieces of mail either from community members and/or our teaching staff and our classified staff expressing their concern about this charter being approved in the Ocean View School District.

And, I just want to reiterate the importance of respecting your staff's decision, respecting the Ocean View School District's decision, and keeping in mind as previous speakers have...spoken about. Choice is important and we have worked hard in the Ocean View School District to provide a variety of different types of school programs and instructional practices to meet those choices. So, we do believe that there is adequate programs available to our community and that the community members who actually live in the Ocean View School District are pleased with the choices that we provide. So, thank you for your consideration today.

**Boyd:** Miriam Munoz, followed by Juana Trejo.

**Munoz:** Good morning. I am a mom of three wonderful kids and also I'm represent(ing) my people, my Latin community, and also the English learners that involves like, you know, whatever people show up in this country and speak another language. I'm the president for these people to Newport-Mesa district. Newport-Mesa district bring me a beautiful home. My English come from there. When I show up here two years ago, I was having zero English, but they bring me the opportunity to...step in the schools, were next to the teachers helping them in class asking me how many...too many times to bring a paper with color. I don't know. Can you explain it one more time? And they're being patient and they give me the opportunity.

One more time, I'm here for my people. We're coming from the shuttles. We want to talk. We going to raise our voice because we have a voice and I think this charter is a distraction. When we have this program, okay, and we are having so great opportunities to bring our best, that whatever we have right here, right now. I want to work. I'm working with them, but I want to work more. So, I never hear about charters. For the first time, one month ago or less, like oh, what that means? What it is? So, I reach out for information and I came to my people and I tell them do you know what is a charter school? We need to know information because I received so many documentation about how bad is this charter. It really needs to be something good and I look at the kids in the face and they convinced me.

Oh, I see. Let's work like...we are doing that right now in my district. We are doing that, right? And for me, this is a distraction. I want to just to say I know who I am. I want to work hard and I know Jesus Christ is in my heart and we are warriors. And, thank you for your time and please consider we are so many people, we going to come and work together. Thank you [APPLAUSE].

**Boyd:** Juana Trejo, followed by Maria Elena Martinez.

**Trejo:** [MS. TREJO USES A SPANISH TRANSLATOR]

**Translator:** Good morning. My name is Juana Trejo. I'm a community leader. I'm a mom. I have children in the Mesa Verde Sonora School. In the past, we have been working since Proposition #30, #55, and in the past, #5 to protect school funding. In the past elections, there's a message that says California must work against the forces that are working to divide us because this school that wants to come to Costa Mesa, to Newport. Instead of bringing something, they want to take out some funding that was already allocated for schools, and, that is Special Education; special needs students are not going to benefit.

We have several letters from several parents that they are opposed that this school will come here to Newport. We believe that your priority is also education, and the same is for us. I think we do not elect...we do not have to allow all this funding is going to be touched so our kids can have a dignifying future. So, I love the letters that are on the wall that say we believe...that we trust in God. So, we also believe that your priority is education. Thank you [APPLAUSE].

**Boyd:** Maria Elena Martinez, followed by Julie Lenk.

**Martinez:** [MS. MARTINEZ USES A SPANISH TRANSLATOR]

**Translator:** Good morning, my name is Maria Elena Martinez. I'm a mom from the Newport-

Mesa School District. I have two Special Education children, and my concern is like for me and other parents that are at this school are the students have been limited to have an opportunity to have a quality education and what I would like to request, with all my respect, is to think about all those children that have not been heard. My children are in Special Education and I know many students have not been given the opportunity to finish school. Like, also, there have been limited opportunities to be integrated into society like citizens.

And, I would like to request instead of having this school, that we could build programs to help the students that have special needs, and we can make...and they can be excellent future citizens, and, that all the funding that belongs to them to study, it can be used correctly with the last outcome that we want them to have a better opportunity for the future for life, with a real education of quality and for their benefit and their future. Thank you.

**Boyd:** Julie Lenk, followed by Carmen Ramirez.

**Lenk:** Hello, good morning. My name is Julie Lenk and I'm Harbor Council PTA President, but I'm here as a taxpayer. I've been married for over thirty-six years and lived in the Newport-Mesa Unified School District area. My husband, in fact, graduated from Newport Harbor in 1972, and our four kids have gone through, but I'm here as a...taxpayer totally opposing this charter school. It takes money away from our district, and we as a PTA group together in supporting of the district. You know, the charter, I...just don't like that it's not transparent enough, so I urge you to look at all the factors and deny the charter. Thank you.

**Boyd:** Carmen Ramirez, followed by Claudia Martinez.

**Ramirez:** [MS. RAMIREZ USES A SPANISH TRANSLATOR]

**Translator:** Good morning, my name is Carmen Ramirez. I represent the school Paularino in Costa Mesa. I have been...a volunteer for nineteen years in our district, Newport-Mesa, and I'm representing ELAC and DLAC. I had heard about charter schools several years ago, and now, I'm listening again about the same topic. I was recently invited to one of their assemblies and everything was negative towards our district, that we are not prepared for students to go to college, which is not true because my...child went to a school in Costa Mesa and he's already attending college.

So, you have to be aware that all of these things are negative for the district. What is going to happen with all these students that are not...going to succeed in this goal? What's going to happen with them in the future? Why do we want a school that is going to compete with our own schools if our district has the best? Thank you [APPLAUSE].

**Boyd:** Claudia Martinez, followed by Laurie Smith.

**Martinez:** [MS. MARTINEZ USES A SPANISH TRANSLATOR]

**Translator:** Good morning, my name is Claudia Martinez. I'm a mom of a third grader from the Sonora school in the Newport-Mesa School District. I came to this district because they recommended it to me as one of the best districts, that they were inclusive with Special Education students' needs. That the person who was urging me to attend was a psychiatrist, that she has worked for the County and now she works for HOAG. I trusted her and I have been happy at the district. I have been a beneficiary from the Board of Orange County, from the Board

of Education because you support my...the care of my daughter. And also, you're motivating me for my own education.

I believe that inclusion for Special Education students is very important in the mainstream, and something that caught my attention is that this school does not support Special Education. The important thing here for me is to know that all kids are inclusive in any academic level because at the end we're all one part of the community, and we are one nation. I trust that you are going to make a decision based on the truth, because my daughter's education and mind is in your hands. I trust in God and I trust in you that you're going to make a decision that is going to be guided by God. To the school that I attend is the Recover Education Institute that supports relatives and people that has been mentally diagnosed. Thank you for listening.

**Boyd:** Laurie Smith, followed by Lisa Boler.

**Smith:** Good morning. Thank you for the opportunity to speak about the ISSAC charter school appeal before you. I'm a retired Newport-Mesa teacher, parent and grandparent. I was here a month ago. I'm also a community advocate for students. I have closely followed the ISSAC proposal and I strongly oppose this charter school. Here are my reasons why. ISSAC hasn't made the grade. As you know, our districts experts looked at it carefully, so did yours, and said it is deficient in many ways. It is a bad deal for our students and our community. ISSAC is not of the Newport-Mesa Community. Our community does not want it and will not support it, and as you know, successful charters are usually of a community and supported by it, ongoing.

We have evidence of that here in Orange County already, and community is the thing here that I think's really key. Newport-Mesa, our two cities, our communities are all about local control. Just look at our schools. We have PTA's, foundations, Trellis non-profit Consortium of Churches that supports our students. We have 501C with money and volunteers from our community that support our students; that's local. Look at our city elections. Recently, grassroots candidates that were in touch with what the community wanted were elected. Newport Beach has had several recall petitions out, so we are about our community and we look out for what's best for it. As you know, money's a huge issue here.

This is a huge financial risk, and these are our property taxes. This is local as well. I ask you, where are the kids in all this? What's best for our kids? Dr. Sparks and Ms. Barke, as our Newport-Mesa communities elected Trustees, please do the right thing. Hear our voices, respect our community and deny this ill-conceived charter. And, I have to say I really...the word "distraction". I feel anger over this that we're all here wasting our time. We have a lot of great work going on in our community for our students, and this is a distraction. It's taking us away from great programs that we're developing. Thank you.

**Boyd:** Lisa Boler, followed by Emily Anderson.

**Boler:** Good morning. I'm Lisa Boler. I'm a longtime resident of Costa Mesa and Newport Beach. My husband and I both graduated from Newport-Mesa schools. And, our four children all attended all grades of Newport-Mesa schools and graduated, and have since graduated college and law school. My first grandchild will be attending Newport-Mesa schools in the fall as a Kindergartner and I just want to state that Newport-Mesa has fabulous schools, fabulous

teachers, fabulous staff and we don't need a charter school. We have our own great schools. So, please, I'm asking you to deny the ISSAC charter and thank you.

**Boyd:** Emily Anderson, followed by Carol Crane.

**Anderson:** Hi, my name is Emily Anderson. Happy to be here. No, I'm actually not happy to be up here in front of you again. Mr. Bedell, I want to thank you for your respect, for your time, and want to thank you for being here. Glad to see you're doing better. I want to think...I want you to think very thoughtfully about this charter school and they're targeting, specifically Title 1 students and their parents in an area where 96.4% of parents are Spanish-speaking and socio-economically disadvantaged. In OakView, 68.2% of the EL students are making progress. A 5.8% increase per the state dashboard. They are in the green. They, too, have a robotics program and are progressing in other areas, like mathematics as well.

They racially profiled and targeted our most vulnerable residents in Huntington Beach. Our local Ocean View parents don't want this charter which you heard directly last meeting. I was specific...OakView parents in Ocean View were misled, deceived and harassed, in some cases, by the petitioners. One who, Mr. Bedell...had a petitioner sign her name for her. And, County Board with the Sycamore order organizers like this, you will be misled as well. Mark my words, you will be dealing with their deficiencies and straddling your County staff with the virtual nightmare to deal with. Why do this to any of us? Local control, what does this mean to you?

Listen to us, the actual residents of OVSD. Don't attempt to supersede our own board's decisions. Again, as a teacher and parent, I would never send my children to a school where they stay with the same teacher for eight years. You're not highly qualified in that situation. My oldest is nine and in her four years of school, and she's had very different teachers with different strengths, personalities, and strategies in teaching. They think this is a strength to have only one teacher for a child for eight years. Myself, and many others vehemently disagree. I have a friend who teaches in Arizona, which has many charter schools, and I'm sure you're aware of the recent massive Red for Ed. strike and huge strike in Los Angeles. In the 2015-2016 year, Arizona had five-hundred-and-thirty-four charter schools while L.A. has two-hundred-and-seventy-seven in one district.

We don't want that mismanagement here. We stand with our district. Please do the same. I have researched the Waldorf educational model and many resources, and former Waldorf school teachers have called it a cult. Upon my own reading, I agree. They deny children learning subjects that are "not Waldorf subjects". In an education, we are not in the business of deciding what students can or cannot learn. We foster their interests.

One example I read was pressuring parents to deny a child from interest in learning a subject like Greek Mythology, which is one of my favorite classes at Cal State Long Beach. In fact, I sub...substituted a third grade class once and had a student who knew all about Greek gods, and that's what's impressive and fascinating to me.

**Boyd:** Your time is up.

**Anderson:** I had more to say but all I can say is I know some of you don't, you know, you're



very in support of charters. We're not in disagreement with charters. We disagree with the Waldorf method and I please ask you to listen and deny.

**Boyd:** Carol Crane, followed by Jason Bozarth.

**Crane:** Good morning. My name is Carol Crane and first, I'd like to thank Dr. Bedell for taking the leadership in expanding the public comments' time. We really appreciate it because we're here to be heard and as an elected Board, this is what you should be doing. So, thank you so much. I'm a thirty-year resident of Orange County, a parent in the Newport-Mesa Unified School District, a mother of three, a retired educator and as a parent, I feel incredibly fortunate to have sent my kids to our local public schools where they thrive to become young adults that are contributing to society. As a family, we are deeply entrenched and vested in our local community.

As such, we're strongly vested in our school community and care deeply about its past, its present, and its future. This morning, I stand before you because I have grave concerns regarding ISSAC's application to become a charter school in our district. Your decision to approve this charter, despite and in spite of the warnings of your own Orange County Department of Education staff, would be reckless and irresponsible. I do not stand alone. Take a look at this room at the plethora of parents, teachers, staff, administrators, leaders in our community who are gathered here in unity in urging you...urging you to deny this flawed charter. I do not stand alone. Our superintendent, Dr. Navarro, and his staff reject this charter.

Our city leaders have spoken against this charter. The Newport-Mesa teachers have rejected this charter. The Newport-Mesa parent community is standing up against this charter. The Newport-Mesa students are standing against this charter. They are at the core of what you are supposed to be doing, and that is taking care of their education. All of your major stakeholders are rejecting this charter. I hold in my hand a petition that garnered in forty-eight hours upwards of four-hundred-and-fifty signatures; four-hundred-and-fifty signatures. I do not stand alone. If you approve this charter, you will be the ones standing alone. Thank you for your time [APPLAUSE].

**Boyd:** Jason Bozarth, followed by Wendy Brooks Leece.

**Bozarth:** My name is Jason Bozarth. I am the grounds equipment operator and Classified Chapter President for Ocean View School District, and I represent the five-hundred-and-eighty classified staff of our district. I was here the last time Sycamore tried to establish itself in our district. They did not have the high-power legal muscle that they have had recently, and in my view that poses a bit of a problem. I mean, these people wear suits that cost more than my car and they're here doing pro-bono work. That tells me that there is an agenda being followed, and what happens after these legal gladiators accomplish their goal of cracking open the district? You see, it won't ultimately...matter if you believe Sycamore.

It can and will be legally proven that they misrepresented themselves to the district, and to the community, and in the eyes of the law, that's called fraud. It doesn't matter whether they come from the district or community activists, the lawsuits will come. And, these high-power legal aids that they currently have will have long since moved on to their next target. If they believe

cash flow is an issue now then wait until they are sued for violating Ed. Code by giving preference to legacy families instead of the minority community, and all it takes is one family. That is a lawsuit whom any community activist would give his little finger to prosecute. Furthermore, they are lawsuits that you will not be able to protect them from, at least not without becoming a part of it.

All I ask is that you listen to the recommendations of your staff. Sycamore here...is not here to increase the educational options of parents and families. They are here to push an agenda of anti-public education. They are academically deficient, financially unstable, and prejudiced in their practices and lastly, not supported by the community at large, even before they get sued. So, please turn Sycamore down and stop this insanity before it begins. Thank you [APPLAUSE].

**Boyd:** Wendy, followed by Dena Baron.

**Leece:** Mr. President and members...respected members of the Orange County Board of Education. In God We Trust. Mr. President, I helped you on your campaign from the very beginning years ago. You know, those principle...that principle comes from the principle of representative democracy of the people, by the people, and for the people; local control. I...this charter, your staff has recommended to deny it based for many reasons. Also, my former colleagues on the Newport-Mesa School Board. I don't always get along with them. We didn't get along with each other, but we do now. Today I stand with them because this is a mediocre, flawed charter and I stand here asking you to vote your conscience; not for the people that gave you money to run for charters.

Work with other charter proposers to come back with a better charter that supports local control, I'm...two things. I'm a former board member. I'm a former city council member, but I'm still teaching. I'm an OCDE ACCESS substitute. You should give us a raise. One hundred bucks a day isn't enough.

**Williams:** I agree with you on that.

**Leece:** Thank you. I always wanted to come and tell you that. I'm taking a little side trip here. However, I teach. I mostly taught at out of Fisher as a sub for twelve years. I taught at Orangewood. I taught at YGC, and I went to Joplin, and all the ACCESS schools, but right now I teach at College Hospital. I'm going there in a few hours. For a few hours, I teach kids who have fallen through the cracks.

They're there because they want to take their lives or they've tried to take their lives and they have mental health issues. So, it grieves me to hear parents come up here and say that one of the flaws in this charter is in Special Education. What we should be doing is working together to create a better mental health pathway for kids like the one that took his life in South County who are wanting to take their lives because of many issues; bullying is one.

And, I would be happy to work with you because I see the problem first-hand every day of how these kids have literally ended up at College Hospital because they've fallen through the cracks. So, the weakness in the ISSAC charter behooves you to vote for what Newport-Mesa Board said. Deny this charter. It's not good enough, and respect the opinion of your staff. Thank you very much for your time and increasing our ability to share our First Amendment right [APPLAUSE].

**Boyd:** Dena Baron, followed by Gina Clayton-Tarvin.

**Baron:** Good morning. I am Dena Baron. I have two kids at Newport-Mesa Unified and we are very proud to be in the school district. I'm very honored to be here among this community that has asked you to deny this charter school. You know, I'm here to support our district and our school board that already denied this charter school being brought to you, and I really hope that you don't pass a low-quality school into our community and to our children. This is not best for our community and it's not best for our children. Thank you [APPLAUSE].

**Boyd:** Gina Clayton-Tarvin, followed by Patricia Singer.

**Clayton-Tarvin:** Good morning, honorable President Dr. Ken Williams, Trustees, Superintendent Dr. Mijares, staff and community. Welcome back, Dr. Bedell. So glad you're here and you've brought reasonable thought and deliberation back and extending the time. When we were here last time, our Ocean View community got cut off because the rest of your Board didn't see fit to want to extend the time, so, I appreciate your support in doing so. I am the Vice-President of the Ocean View School District Board of Trustees representing over one-hundred-thousand constituents, all in District 2. That would be Trustee Barke's district in the communities of Huntington Beach, Fountain Valley, Midway City and Westminster.

I'm also a twenty-three year classroom teacher in L.A. County, and I have two school-age children attending Ocean View schools in first grade and eighth grade. I'm back here again today before you on behalf of the Ocean View Board of Trustees. And, as you know, the Ocean View School District opposes the Sycamore appeal based on a variety of flaws in the charter petition. We have reviewed Sycamore's efforts to remediate the deficiencies through negotiations of an agreement with the Department of Education and agree with your staff's conclusion that Sycamore has failed to meet the standards for charter approval. Your staff identified thirty-five...and distinct areas of concern that must be addressed by Sycamore.

Thus, it's clear that the charter that would be approved, if you do approve it, will be in no way be aligned with the charter that was actually reviewed and denied by the District staff. It's a totally different...petition. Do you realize that? Unbelievable; oh boy. Finally, we are especially concerned that the charter school has not agreed to the three-year term. The Board of Education here has the ultimate discretion in determining the initial charter term under the Ed. Code 47607. And, if they won't agree to the recommended term, what assurance do you have that they will comply with the other legal requirements applicable to the charter?

I ask that you respect the local control and decision-making of the Ocean View School District Board of Trustees. Do not overrule us. It will put us in a bad position. Don't overrule the residents. Don't overrule the residents that you have in your district, Trustee Barke. We ask that you deny this appeal without hesitation. Thank you [APPLAUSE].

**Boyd:** Patricia Singer, followed by Michelle Anderson. Patricia Singer? Okay. Michelle Anderson. Oh, is...no? Okay. Michelle, followed by Craig Durfey.

**Anderson:** Good morning, Superintendent Mijares, President Ken Williams, honorable Board Members and staff. Welcome back, Dr. Bedell. I'm Michelle Anderson, Regional Manager for Advocacy for the California Charter Schools Association. We're a membership organization

representing over one-thousand, two-hundred member charter schools throughout the state of which fourteen charters are authorized here by this Board. Let's talk about the OCDE authorized schools. Many were denied by their local districts for the same reasons that ISSAC and Sycamore Creek are being denied, or have been recommended for denial or were denied by their districts previously. But, let's talk about what all those charters from OCDE went through and let's talk about what these two charters have gone through.

They've been through CCSA's vigorous vetting process for looking over charter schools. We do not support every charter school that comes our way but we put a team of legal professionals, educators, special educators, and financial people together and we review the petitions. For both of these petitions, just like the other fourteen that have been through here and approved by this district, we have vetted them and we feel that they are a strong charter and that they will succeed. Let's talk about some of those schools from this County that were originally talked about not succeeding. Samueli, a stellar standout. 100% grad rate, 96% college acceptance rates for the last two years, and there's another fantastic number. 88% of the 2017 graduates from Samueli went on to a second year of college.

That's twice of what the national stats are for doing that, so that shows perseverance and the education they receive at Samueli was stellar. Vista Heritage Middle School. This is an amazing charter school with a track record...phenomenal for EL students. We're talking that there's a 21% difference on the SBAC scores for ELA from what the district has versus what Vista Heritage has with their students, as well as a...13% higher math scores. Again, those were two charters that were not approved by the district, and then let's talk about Scholarship Prep. Just two short years and they had...you all had the foresight to approve this school. They had the highest growth in the state of California on math.

That was a 36% academic growth as well as the highest for Orange County Public Schools, a 19% growth rate in...ELA. That is phenomenal. Finally, I'd like to address the misrepresentations that have been made. Charter schools are public schools of choice and open to all just like these other schools. Both schools have over three-hundred students indicating there's an interest and they want this choice of an educational program. If ISSAC or Sycamore Creek are not for you, do not send your children here. That is the beauty of choice. But, if CCSA knows and has been through the hard process of walking through with these schools, these are valuable schools; will be a valuable part of this County's educational system and the students and families that want these opportunities for these schools should get them. Thank you [APPLAUSE].

**Boyd:** Craig Durfey. After Craig Durfey is Lynne Riddle.

**Williams:** Just for the record, we're at that one hour mark, but I think...do you think we should finish up all thirty?

**Boyd:** There are one, two, three, four, and one came after I gave you the number. So, there's...

**Williams:** There's five more?

**Boyd:** Five more after...Mr. Durfey.

**Williams:** Okay, so that'll just be a board consensus that we just extend the time period.

**Durfey:** May I begin?

**Williams:** Yes, sir.

**Durfey:** My name's Craig Durfey. I'm a founder of Parents Right for Development of Children, PRDC. For twenty-two years, I helped write AB 17-18 in the year 2000; worked with Gray Davis, with Bill Lockhart, Police Chiefs Association of California. You have the right to input and training for police. If you want the code, I'll give it to you later. As such, I am the record of Congress, 108<sup>th</sup> record of Congress for the work that I did for Nationwide. I was put on Angel City by Lou Correa, now a U.S. Congressman and Joe [indecipherable]. I'm here today because I find there's flaws in your CT program. I've done the research and I got documentation for public record.

I find that the issue regarding suicide, I presented you your own SEL from the State of California on page 2; Greater Good Magazine. It's toxic, it's harmful, it's hurtful. Brevity, use it safely and get to regular social interaction. UK, I gave you a sample. Limit the time and use of two hours [indecipherable] officer, self-harm referring to the suicide. I hear all these great people here are not aware of the magnitude of social... is called a deficiency in the dopamine of the brain. Save the kids that use that. St. George shows that. I have videos to go to St. George – University of Utah and you all should go to save the kids at U.S. and see the deficiencies. Yes, the smart phones are equal to a gram of cocaine a day.

These people don't understand. When they go to college, according to Greater Good Magazine, they're also having high mental health problems. Don't just think going to college is your solution. Get into vocation education at Santa Rosa J.C.; shows it. You make more money in an environment of J.C. with certificate then you do going to college. That is a fact. I'd like to see you put on this agenda your CT program and reform it. I'd like to see it get to the committee and deal with SB972. It's a flaw. You don't have a commission to overstate the school districts. You don't have accountability until you get to the root of these situations and I pull private records, you're going to have a meeting and the three districts on the 14<sup>th</sup>.

It's a secret society. My legislators know about it. The governor knows about it. I'm writing your manager into the state of your new advisory committee for CT. Please get it submitted. I'm busy. I say this board was to bring about the change in the mental health you get service dogs. Under the Prop 63 it's paid for and 47, and universities already have service dogs. Let's bring it to the school. I have the report right here. It was for one-thousand new substitute teachers and in 2015, it worked. All those teachers are also overwhelmed. You can't do verbal judo with your manuals and philosophy. You have to get back to basic education. Cursive writing like... fifth grade. You need open this on the agenda.

**Williams:** Thank you, Craig.

**Boyd:** Lynne Riddle, followed by Linda Cone.

**Riddle:** Good morning, Board Members. My name is Lynn Riddle. I am a resident of the County of Orange for approximately fifty years and I am a retired federal judge. I came to speak with you this morning about the missing public meeting transcripts, but I want to step aside for just a moment and offer a little ray of hope and light to those who are interested in charter schools. And, I asked the Board members and everyone present who cares about charter schools to write this down. A capital "A", a capital "B", a space and a 1505. And, very quickly, let me explain what that means.

Approximately two weeks ago, a bill was introduced into the California Assembly, which addresses charter schools and among the things that it addresses is an amendment that would place all charter granting authority solely within the hands of the local school boards. And, it would eliminate the current right of appeals and denials of charter petitions to County Boards of Education. You might want to look that up and you might want to send some letters in support or denial. With respect to my other concern, the missing transcripts.

Since 2014, Orange County Board of Education public meeting transcripts have been posted online on the Board's public website to fully disclose to the public. To we, the parents and taxpayers, the full record, not only of the decisions that this Board makes regarding the public schools of this district, but to publicly disclose your dialogue, the factors that you have considered, the reasoning that you have considered in creating the rules and the policies that are applied to the schools in this district. This Board is an important public school authority. It has public school authority and oversight responsibilities. You are a publicly elected oversight body, but the public, we...we parents and taxpayers have an oversight responsibility over you, this Board.

We the public can only accomplish our public right and duty by attending these open board meetings and by having access, presently and historically, to board meeting dialogue, reasoning, decisions that are available to us as public information through these board meeting transcripts. And again, this has been going on since 2014, but without...openly disclosing this, without any public discussion or warning or explanation that's known to me, this Board has failed to publicly post the public meeting transcripts from December right through today. And, therefore, I respectfully request that you then reinstitute and repost those transcriptions so that we may conduct our oversight responsibilities. I thank you [APPLAUSE].

**Williams:** Thank you, good judge.

**Boyd:** Linda Cone, followed by Susan Meyer.

**Cone:** Welcome back, Dr. Bedell. Good to see you. I have heard for weeks now that we may be seeing the end of charter schools in California, and I think I just heard of the legislation that will effectively end charter schools in our state, but I'm not here to talk about charter schools. I'm here to talk about a much broader topic. There are a couple of things that make this country uniquely great. I want to review two of them for you. The first has been talked about throughout the morning. Our rights do not come from man. They do come from our almighty creator, God, and this acknowledgement, the simple acknowledgement sets this country apart from any other country before it.

There is a second thing about our country that makes us uniquely great and that is our public education system. And, not only the system but the commitment within that system to provide free education to all children, be they citizens or not. I was privileged to be a teacher in that public education system for thirty-two years. I wonder if I am now witnessing a slow unraveling of that system by people and organizations with untold power and wealth. Their agenda is global. It is also radically leftist and fundamentally anti-American. I pray that I am wrong. I fear that I am not. Yesterday, I emailed to every member of this Board and Superintendent Mijares a couple of documents and a link to a fifty-minute video.

The first document is from Casel, the number one authority on socio-emotional learning in this country, in this state, and throughout the world. I urge you to read this document and note its agenda regarding socio-emotional learning, and realize that Linda Darling-Hammond is past president of Casel and now the chair of the State Department of Education. I provided an abbreviated version if you want to skim through it. That was the second document. I would call to your attention that Casel wants to fundamentally transform American education, and when I showed this document to several people, a local administrator responded saying, "That's creating a victim mentality in our schools."

I would agree and I ask you this simple question: Who benefits by that victim mentality? I claim no one. Finally, I gave you a link to a fifty-minute video. I urge you to watch the first twenty-four minutes. It is the most clear, concise summary of socio-emotional learning and how it will impact public education that I have seen in the years I've been researching this. Find and remember that 2014 forum.

**Boyd:** Your time is up.

**Cone:** We were told this was coming and there were people at that forum that repeated that and now it has come. Thank you for your time.

**Williams:** Thank you, Linda [APPLAUSE].

**Boyd:** Susan Meyer, followed by Eva Weicz. Go ahead.

**Meyer:** Good morning, Board. My name is Susan Meyer. I'm a personnel commissioner in Newport Mesa Unified School District. Today, I am here as a parent and taxpayer and property owner. I'm a parent of a child in high school in the Newport-Mesa Unified School District. I'm a little bit older but I adopted, that's why I'm still a parent. So, I am opposed to this taxpayer-funded charter school, the International School for Science and Culture. At the Newport-Mesa Unified School District, we have an extremely high-quality staff that provides an excellent curriculum on Science, Technology, Engineering, and Math. My school board, Newport-Mesa Unified School District, unanimously voted this charter school down.

The unwanted charter school then came to you in a last-ditch effort. The point is, we do not want them in our district. Our district provides an excellent education and the board here should be very proud of the Newport-Mesa Unified School District. I am opposed to my tax money and public tax money used to steal needed public money from our public schools to fund private schools.

The Newport-Mesa Unified School District said no to this, the parents have said no to this, the students say no to this; even your very own staff says no to this particular charter school. I also want to add that I am incredibly offended. It is inappropriate. In fact, it is borderline sick to use the time "allotted" for an invocation to push the charter school agenda at this meeting. Trustee Williams, I ask you take control of these meetings. The invocation is not to be used to push an agenda. Thank you so much [APPLAUSE].

**Boyd:** Eva Weicz, followed by Bertha Rodriguez, and Bertha will be our last speaker.

**Weicz:** Honorable Board of Education, President, Vice-President, Board of Trustees, members of the Board, the audience. Good morning. My name is Eva Weicz. I'm from Huntington Beach.

Sex education should be taught at home by child's parents. As an immigrant who escaped from communist Hungary and seen the state imposing on children's education, I fought with other parents and grandparents to make sure that state's dictated curriculum as Assembly Bill 329, that not take effect. This bill has lit a fire of parental revolution. Instead of raising the level of quality of education in Science, Literature, Art; and is focusing on sex and liberal education. The sexual orientation is such an explicit level that should have been never showed to any age level.

But, to show like eleven years old how a penis erect, how to put condoms on it, and let the children practice [indecipherable] it, and other form of sex to be of [indecipherable] is so disturbing to any age level to see how far education bent. The top of it, those parents who doesn't want their children exposed to it by the union pressure, they are not allowed to take out their children to a charter school home study. Yes, that means the school district rightfully do not get money provided to them for those children who does not want to participate. Family values start at home. The state does not have joint custody over the children. Children came to this world by God's will.

Those souls were given to those particular parents to take care of them. Those parents will answer to God what happen to them. Those bills which are carrying any form of dictatorship to suppress someone are unconstitutional. You had your oath to keep the state and the U.S. Constitution. You raise your right hand, so help me, God. Please, I'm asking you, honor your oath.

**Williams:** Is this our last speaker?

**Boyd:** This is our last speaker.

**Rodriguez:** Good morning everyone. My name is Bertha Vicki Rodriguez. I'm a vice-president at the PTA at Paularino Elementary School, a mother of an eleven-year-old with special needs. At first when I heard about the charter school, I was like, oh, great, something different. You know, our kids can learn different languages or what not, but then when I asked about Special Education, they had absolutely nothing to offer. And, when I asked a question about if they're going to take our tax dollars from Euclid Mesa School District, and if our kids were going to have priority that live in that district, they said no. Well then, no, I oppose. And, I plead to you not to give them this opportunity to open that school within our district.

We are fine. People...we have great teachers like Ms. Linda Lee Zak that made a difference in my kid's life. She stayed after school without pay. Those are dedicated teachers. We have a lot of volunteers, a lot of, you know, support. We don't need this kind of school that has nothing for special education children. So, in other words, they pick and choose the kids. And, who is going to make the decision of what kids and children are going to be accepted to these schools? They had...all they had to say was well, the kids that are doing better. What are you going to leave us with? And, take our tax dollars for kids from out of...that are not even in our district? Is this a joke or something?

And then, to try and shove it down our throat, and then they also went to parents from Paularino and Whittier Elementary School. They lied. They said that the school would open in September 2019. They then tried to influence the DLAC president, Miriam. They say they would give her a job at some point if she helped support them. Are you kidding me? So, now I am no longer



happy about what they thought and said they had to offer to our community and our children. And, as a parent, my son needed help in math. Guess what I did? I went to the Russian School of Mathematics, and they work with you. You know, don't leave it all up to the district. Not all kids learn together.

We have great support, so if [motions to the Board Room wall] In God We Trust, I'm hoping you guys will do the right thing. And, not to see who supported you during your campaign; no to get elected. But, do your job. And, as a parent also, the thirty-year-old and a twenty-eight-year-old from my first marriage that went through the whole Newport-Mesa School System, graduated. One specializes in child psychology. I'm telling you right now and I am devastated with this. This is just not pretty, and why waste our time here? I plead you not to even push this on us at all. Thank you [APPLAUSE].

**Williams:** Okay, that was the last speaker. Thank you all for taking the time as we move on with our...board meeting, we're going to be taking on action items two, three and four. And then, we'll be heading in...doing consent and into closed session. So, before we go on to the next items, I wanted to assist our guests in understanding the process of charter appeals. The original intent of the Charter Schools Act in 1992 was to provide opportunities for parents and teachers, students and community stakeholders to establish public schools that were operated independently...from the existing school district structure.

This flexibility was to improve student learning, increase learning opportunities for all students, and encourage the use of innovative teaching methods, create professional opportunities for teachers, and provide parents and pupils with expanded choices within the public school system. Charter schools are public schools, unlike what has been iterated today and in the past. Although, these charter schools operate under the public school system. They are subject to federal and state laws such as the IDEA, Brown and LCAP, as well as California's education codes. Oversight and approval of charter schools are empowered by local, County and the State Board of Education.

The law was originally initiated by a democratic leader back there in 1992; Dr. Hart. And, it was passed twenty years ago by the California lawmakers with bipartisan support. Since its inception, the legislature has refined and improved the process of charter schools...approvals for strong and successful charter schools. Charter schools are either embraced in concept, or opposed because of political or governance policy differences. There are many different reasons why you are all here today. Charter schools, again, are public schools, meaning that families can also choose to send their kids there. No one is forced to send their children to any of these charter schools. Charter schools operate with freedom with some of the regulations that are imposed upon school districts.

Charter schools are accountable for their academic results and for upholding the promises made in the charter petition language. All federal requirements and state requirements apply to charter schools. The Charter School Act was meant to allow greater flexibility for innovation within public education. Charter schools are independent schools, as I initially indicated. They have rigorous curriculum programs with unique educational approaches. Some of us may agree with them, some of us may not. In exchange for operational freedom and flexibility, charter schools

are subject to high levels of accountability that you will see in the discussion that will take place today. Charter schools typically are granted for five-year terms.

They are funded with taxpayer dollars, but are supported with generally fewer rules and regulation than traditional public schools. The debate over charter schools continues. Proponents predict that these schools will produce important benefits that will most likely be outlined later, such as expanded opportunities for parents and teachers, as well as increased innovation by educators, and improve student achievement as we have heard already in some of our great charters that this Board has passed. Opponents, of course, always predict the demise of charter schools. The OCBE has been reviewing charter appeals since the inception of the charter law that was passed almost twenty years ago.

This Board...and staff have considerable amount of experience and knowledge of the appeal process and a setup, well-established, unbiased, fair and equitable protocols and procedures. As was said by our good former superintendent, Bill Habermehl – by the way, thank you for being here, Bill. You're a great man – the Samuelli charter, for instance, was not one that was well structured in its language. But, later came back to have the deficiencies corrected and was approved with a special conditions and MOU. This Board over this time period also has rejected some of the charter appeals that have come before us, because we thought they represented a potential for failure.

The Board has also approved strong and sound, quality charter schools that will be probably discussed during the next few moments. Our dedicated superintendent and his staff reviews all charter appeals and makes recommendations. They make findings. The Board may or may not adopt all of these findings in the final decision making process. The appeal documents are reviewed by attorneys for the board, as well as the petitioner. The appeal process, in this particular instance, for these two charters have taken approximately three to four months from the initial submission to this Board up until today. This is something that has occurred in the past.

We typically have the charter submitted and then it goes to a much wider debate as we did in January where public comments were also allowed and both sides, both the petitioner and the...district, were allowed to present their concerns. In February, essentially, the debate continued and extended and motions were made to adopt the charters with the recommendations of specific changes that were found by our staff. Our past decisions have created many successful charters that were denied at the local level. Those include, as already been talked about, Vista Heritage, Unity, Ednovate; twelve charters in all that have proven to be very successful. They have all, as a general recommendation, in the past.

They've all been told that they were unsound educational programs and they were demonstrably unlikely to implement the program successfully, and that they do not contain reasonably comprehensive descriptions of the required elements. This Board has previously, over the years, been opposed by and publicly attacked by district superintendents and school board members over our decisions on charter schools. Again, I'm happy to announce that the charter schools that we have adopted, all twelve of them are...have attained outstanding success and are thriving and doing well. The OCBE has also successfully defended in court, unfortunately spending hundreds of thousands of dollars of taxpayers' money in legal attacks upon our decisions.

Unfortunately, or fortunately, we have prevailed in the court decisions and the appeals process has stopped. This debate today has been contentious and many in the private sector and social media have attacked this good Board with disparaging words. A letter went out from a Newport-Mesa educational leader on their letterhead to a large group of people on social media. Unfortunately, this letter was filled with half-truth, false information, and animus.

I believe it was meant to stir community emotions and contempt against this elected Board. Unlike what's been iterated, this Board through the unconstructive social media efforts by the charter opponents, have been disparaged. But, with somberness, grace and forgiveness, I'm not going to repeat anything, but we want to do what is best in our communities according to our own governance, beliefs, and principles.

**Barke:** Sure, I'll speak for a few minutes on charters.

**Williams:** If I can, for those who are raising the signs, as I earlier told and expressed at the beginning of the meeting, that represents a disruption of a public meeting at this time. So, I would with great respect and courtesy ask you to put those away or you will be asked to leave. Thank you very much.

**Barke:** So, one of the reasons that I ran for the Orange County Board of Education was because my children, I felt, won the education lottery. We had the fine opportunity; we moved to a wonderful neighborhood, had a great district and great schools. Even with all of that, one of my children chose to go to private school because she didn't want to go to a high school with three-thousand children. We didn't have other options in our district, so, we sent her to private school. We had the ability to do that. There's many families in Orange County that don't have those choices that my children had, and I feel I sit on this Board to make sure that every child in Orange County has great education opportunities.

The thing that I like about charter schools is that parents don't have to send them there. A charter school opens; if the parents want, they send them. If they don't, they don't send them. It's a public school. What about if you lived in a community and somebody told you that you had to go to the restaurant that was the closest to your home, because that was your district restaurant, but you didn't like the quality of the food, or the taste of the food? I think our children need choices. I think choices improve quality, and good schools will improve the quality of the education, the excellence of the education. So, I am a proponent of choices. I have read over these proposals. I believe that they are good proposals. I've researched them.

I disagree with some comments I hear, but again, if you don't favor them, nobody's forcing it on you. It is a choice and I think that in choices, the choice is important. Statistics also show that charters, as we heard today, typically outperform the traditional district schools. Again, they're all public schools. They're free schools, but statistics show that the charters are outperforming the traditionals. If a charter doesn't perform, it closes down. Nobody wants to keep a charter around the doesn't perform. Try and close down a district school that's not performing. It doesn't happen, and if it does happen, it takes years. A great example was here right in Anaheim, Palm Lane. It was performing horrible.

It was one of the worst schools in the district system for ten years running, and it took three years to finally close that school down. They actually converted it to a charter. I visited that charter

when it first opened, and I visited again last week, six months later. Their statistics were up. Their scores were up. Their attendance were up. There were...children were smiling. Many of those children, first, second, and third grade, they weren't reading and writing before they came to Palm Lane. So, I think school choice offers a great opportunity. And again, it's a choice. I'm not trying to convince anybody. One thing I might suggest, if you don't really favor charter schools or know a lot about them – I find often that people don't understand the schools – is watch “Waiting for Superman”.

That opened up my eyes. It's a wonderful...you can get it on YouTube or some place for free and it will really explain what charters offer to children. I know there's huge waiting lists throughout California and Orange County. And as long as there's waiting lists, I think there's a demand. So...

**Williams:** And so, moving on with the meeting, moving on to action item number two: Sycamore Creek Community Charter. May I have a motion?

**Sparks:** I move to approve the Sycamore Creek charter petition with the following changes: to authorize a five-year term as well as authorization for founding families with final contractual language negotiated by our Board attorney, Greg Rolen.

**Barke:** I will second that motion.

**Williams:** Second by Dr. Barke. Okay, we have a motion to approve the Sycamore Creek Charter School, and a second. We go on to discussion. I'll go to my right to good Trustee Bedell.

**Bedell:** Mr. Chairman, I would like to hear this discussion. Since I wasn't here last time, I would like to benefit from the...what my fellow Board members say, and then I have a couple of comments.

**Williams:** Okay, Trustee Gomez?

**Gomez:** Well, I certainly respect parent choice. I, too, had three children who went all through public school. My daughter went all through public school through the eighth grade, and we had to find a different option for her for high school. And yes, we did have the means, but I could not find a school. And trust me, I spent many, many, many weekends looking for schools all throughout southern California to meet her needs. Every child learns different. We can't pigeonhole. Even my own children, all three of them, learn very, very differently. So, I agree with parent choice, but choices have to be of quality.

You cannot have something that is put in front of parents and have it be over-promised and under-delivered. I've had significant issues with these charters, with promises made that they would comply with all of the changes, and I am speaking a little generically here. And yet, we come back and we get a Staff Report that still has numerous issues with it. I don't think that's a choice. That's not a choice if there's no quality. And, if you have people saying that they're...just because it's a charter, its quality. No. I am anti any school that doesn't provide quality, whether it's a charter or public. And trust me, I've been to many, many schools, both public and private, and have challenged administrators. When we hear from the public about things that they're “missing” in their school. They might have...not have Robotics.

They might not have certain art programs. That sends a message to that local school board and that superintendent. That's something that, perhaps, you need to work on from your community. I am not hearing that we are lacking anything in these school districts [APPLAUSE]. Don't

applaud because we're on a timeframe, okay? We have things that we need to work on, okay? Every school does. Nobody's perfect and nobody meets every child's needs, but we...I think there's a lot of people out there that are working very, very hard, okay?

I come...my other job, my real job, is at the community college. I know what we get out of our high schools, okay? There are some that are lacking. There's some that are still English learners. There are some that have disabilities. I work a lot with our disabled students, but we have to have choices that are quality, and then that's when you truly have choice. Thank you.

**Williams:** Very good. To my left, Trustee Barke, or Sparks?

**Barke:** I'll just make...I've already made plenty of comments, so I won't bore you, but I will speak to...Waldorf School Program. I have visited a Waldorf School and some people make fun of it. Some people think it's great. It's not for everybody. But again, I know the Waldorf School that exists has a huge waiting list, and that people travel across the County to visit that school. And so, I think to bring that curriculum to a place where people can easily attain that Waldorf Education, whether it's for you or me or whoever, it doesn't matter, but it's obviously for a lot of people or enough people that they want it. And so, I would just like to let you know that even though it might not be for my children, I think there's plenty of children that deserve the choice of going to a Waldorf School if that's what they're asking for.

**Sparks:** I would just say I truly appreciate all the dedicated teachers and administrators in our Orange County public schools. My big thing as a university dean at Chapman University, is I am very much committed to all children having a pathway to college. And, the pathway, as Beckie pointed out, is different for every kid. It's been different for my children. It's different for every kid. There are different kinds of learners. I know that as an educator myself in the classroom. I wish that the debate...kids could be here to hear all the slippery slope arguments, the ad hominem argument fallacies, the straw man argument fallacies that have occurred in written form with the various emails that we've gotten.

The...documents that have been sent out by administrators as well. It's...an education, certainly, for our debate students. I certainly have gotten a lot of emails and information and...like we all have, and I just want to read one email that really...encapsulates what many parents are sending me and probably other board members as well. "I'm a public high school teacher and a Waldorf parent. I felt a sense of urgency this morning to write you as you vote on these schools. The sense of urgency is coming in light of the recent suicide at the Aliso Viejo Middle School. It is absolutely heartbreaking that a middle school student feels their only way out is to take their own life, especially in the way that this young man did.

From the deepest part of my heart and intellect, I can tell you a Waldorf Education is a true gift in this world, The goal...their goal is to educate the whole child; is something desperately needed in the world today. The public school model is not always serving the whole child, and we are seeing this clearly in social issues. I'm asking you today to vote 'yes'. Your 'yes' vote grants students a space where they are educated in such a way that they are respected as human beings and given the tools to see that this world is a beautiful place. And, that they have a responsibility of maintaining it or changing it." I'd like to read a quote from a recent re-enrollment letter that shows exactly what you're saying yes to.

The gift of a Waldorf education is likely one of the most important decisions you make each year. It is the gift of creative, critical thinking skills, resiliency, self-motivation, self-control, inspiration, concentration and grit, which will send them out into the world with all the tools that they need to succeed. We want all of our children inspired and passionate, not stressed and burned out. We want our children to know themselves deeply and to live a life rich in meaning, joy, and success. I'll close by sharing that my son, who was a timid Kindergartner who spoke little and seemed to have a fear of the world. I knew that in a public school he would...go further into his shell.

It scares me to think about this. But as I...that I think that he would have been slowly walking towards middle school in fear and worry. I know that Waldorf has shown my son that he has a place in this world, and he has a voice that matters. He is celebrated and he has changed. As you vote 'yes', today, think of the opportunities you'll be giving to many families and students who seek out this unique education of the whole child, because all kids learn differently, as you're saying. And, kids have a different pathway to college. So, it's not for everyone, but it is for a large group of people.

**Williams:** Is that it? Okay, very good. I'd like to, because our good Dr. Bedell was ill at the last meeting, we're going to bring up to the podium; I'd...like to have Aracely and Greg, as well as the petitioners, administrative staff and attorney to answer a few questions I have. See if you can make your way up front here. That would be appreciated. Hi, Aracely. Good...afternoon, now. It's 12:02 PM. So, during the process we gave our own...we made a vote at the last meeting and we asked you to go to a constructive dialogue between our staff and the petitioners. And, we asked you to come up with something. You did give us something here. You gave us a contract; MOU, whatever term one wants to use, along with Exhibits A and B, is that correct?

**Chastain:** That's correct.

**Williams:** Very good. So, through the process of negotiating or talking through this issue, what were any differences that you came up with?

**Chastain:** So, we were able to negotiate on quite a few dates. Some language within there, they agreed with the majority of the items that we had and were willing to comply. So, there were just two items left that were sticking points.

**Williams:** So, all of the deficiencies that you noted in the earlier report in January, you agreed, except for these two issues. Is that correct?

**Chastain:** Correct.

**Williams:** And those two issues are...?

**Chastain:** The length of the charter term and the preferences.

**Williams:** The preferences for the family. Okay.

**Chastain:** Correct.

**Williams:** Okay. So, question regarding the charter term because I find that to be of great concern.

**Chastain:** Okay.

**Williams:** Traditionally, we have always approved a five-year term for all of our charters. Why was that changed?

**Boyd:** If I could interject. Just a point of clarification because Aracely is staff and she actually reports to me. So, I think that in...I would not like to have her have to address the Board with

regards to staff recommendations. Clarity, in terms of the conversation, is fine, but, we make a recommendation to the Board. What the Board chooses to do with that recommendation, as you stated, is certainly up to the Board. The five-year term is a term that is not a given. The Board can...and the staff recommends based on each charter school. And, if you recall in November when National University came before the Board, the Board asked us to do a three-year term based on a number of considerations.

We recognize that as an option because of the fact that this particular charter, the way that they're doing their curriculum, along with some of the financial considerations and so forth, we weren't sure whether or not it would vet in terms of five years. Because of the fact that in an initial approval by the Board, you cannot change it to make it less than what you have done in your initial approval. So, if you grant a five-year, they're in existence for five years, irregardless of what they're doing, they're in existence for five years.

And so, based on the fact that we understand that and in our previous conversations with the Board, we've had – not just this Board but previous boards – we've had a conversation about term. And, although in the template that we use to work from, that's a guide, it's not...and we had the conversation with the Board that we will always make a recommendation based on the circumstances of the given charter. And so, that's what occurred in this instance.

**Williams:** Okay, so there are...three-year term that was recommended.

**Chastain:** Correct.

**Williams:** I don't know if that's enough time really to establish this petitioner charter appeal here.

**Chastain:** We will know in Year 1 if they are providing a legally compliant Special Education Program. We will know by Year 1 if they're providing the services that are legally required for English learners. We will know in Year 1 if their budget supports the program, if they're able to hire the teachers that they promised in their charter that they're going to hire. So, while a three-year term is shorter, there's a lot that we know right away and we wouldn't want to...we're just not comfortable giving them a longer term than that.

**Williams:** Okay, so when you say we, you mean...

**Boyd:** The staff recommendations.

**Williams:** Whoever...made the staff recommendations, not the Board for final...

**Chastain:** Correct. I don't speak for the Board.

**Williams:** In fact, before us was a motion was for five years. Now, to the petitioners. During the process of negotiation and discussion, it sounds like you had two issues. The other issue was the founding families.

**Petitioner #1:** Correct.

**Williams:** And, the Board, excuse me, the staff felt that that was wrong. I'm going to ask our attorney, Mr. Rolan, and the Young Minney Corr...the...petitioners' attorney to come up here because that's an interesting dialogue and I think it's an important one, because it seems like all of the issues and the deficiencies that were noted by the staff back in January have been corrected by the...this...contractor, except for those two issues. So, one of them is...more of a concern for me, that the term I'm going to...I support five years. I think that's what's a minimum

is needed. But...the concern regarding the founding families because we have this in the ISSAC petition, too. So, if I can get the petitioners' attorney perspective on that to help this Board?

**Ruley:** Sure. Good afternoon, Janelle Ruley, with the law offices of Young Minney Corr. So, when it comes to admission preferences, what we talked about a couple weeks ago, again, I know this is a very esoteric issue. But, when it comes to admissions preferences, the law does say that we have to give a preference to residents of the district. However, it doesn't say how much preference we have to give. It doesn't...tell us where to rank that in a list of preferences. So, if we think about students who are applying to a school and they fit different categories, maybe they're children of our founders. Maybe they have a sibling who's already going to the school. Maybe they live in the district. Maybe they live in a particular neighborhood.

We would put them all into buckets, right, of students who meet those student category...those certain categories. The res...the district resident bucket is almost always the largest. It has the largest number of students who would be eligible for that bucket. So, in a lot of cases, it doesn't make sense to put that first because it would essentially invalidate or make meaningless all of the rest of the preferences, because you would fill your school with residents in the district, possibly to the exclusion of siblings who might live, you know, across the street from district boundaries. And so, all of that said, the law never gives us a waiting order of where we have to put that.

Additionally, you know, we represent charter schools up and down the state, including at the state board. It is industry standard that the charters do not put residents in the district first, and to the exclusion of other students. The state board just approved a charter in January, two months ago, that had a preference order similar to what the petitioners here are proposing.

**Williams:** Okay, so the state has approved something very similar to this.

**Ruley:** Regularly.

**Williams:** And may I ask, just for the record, how many founding families are we talking about? How many children all together?

**Petitioner #2:** I believe when we discussed it last time there were approximately nineteen or less.

**Petitioner #1:** Right.

**Petitioner #2:** But regardless, we've allotted for it to be 10% or less for that preference, and that would be also teachers, children who, again, it's a big incentive for Waldorf teachers to come to that school so that they can have their children get a Waldorf education. It's a very specific education.

**Williams:** Exactly, and to our good attorney. Mr. Greg Rolen, our special counsel. You give cover for this Board because we've already been threatened already today that there's going to be lawsuits. We need to have our personal Board attorney, our special attorney, tell us and guide us on this particular issue.

**Rolen:** Well, I'd just first like to say that I'm uncomfortable with putting students in buckets [LAUGHTER]. That idea I find unnerving. But, you've heard me speak about the strict letter of the law before, and the statute in question does not use the word "ensure". It does not require that the residential families get complete preference. The statute only says residential families are entitled preference and it sets forth a number of different criteria for preferences, but it doesn't set forth percentages and it doesn't set forth preferences within those preferences. So, I have to



believe that because the Watsonville Prep Charter has recently been passed and approved by the State Board of Education, and a number of others with that preferential structure, that it's legally permissible.

**Williams:** Okay. So, in essence, you just said that that would be fine, because the motion stands to change the term to five years and to allow the founding families with your input into the final language of this MOU. Thank you, Mr. Rolan. To the...business people. Are they all here?

**Mijares:** Mr. President, can I make a comment, please?

**Williams:** Absolutely.

**Mijares:** We may get sued as well, the Department of Education. And so, we have our legal team here. Can they respond to the same question you asked Mr. Rolan?

**Williams:** So, if I can complete this and let me think about that. Okay? Yes. So, you are the administrative staff?

**Lee:** No, I worked with the Sycamore Creek on making the budget.

**Williams:** Okay. So, you're the contracting company that Sycamore petitioners gained. Is that correct?

**Lee:** Correct. I'm with EdTech.

**Williams:** EdTech. Right. So, some of the accusations about this program are that it lacks the statistics, the numbers, the financials. You're a number cruncher, I assume. So, based upon your analysis, your expertise, what is your opinion on the financial success of this charter school?

**Lee:** Obviously, the goal is to get all the kids that we put in the budget. So, when we don't and that happened, we...our recommendation is always to redo it as soon as possible, because it makes the cuts more reasonable, because the longer you wait, the deeper they have to be. That, definitely, you know...our philosophy, we'll be working with the school leaders on making sure the budget is balanced and everything is manageable. It's not our goal to work with a school that's going to be bankrupt.

**Vock:** And...your...

**Williams:** What is your name?

**Vock:** Hi. Sorry. Sarah...Sarah Vock.

**Lee:** I'm Dorothy Lee.

**Vock:** And Dorothy is speaking about enrollment, correct? She's speaking to what is the possibility that we would not have, Day 1, one-hundred-and-ninety-two students, which is our first year enrollment projections. And then, we add a grade thereafter every year. We feel strongly that given the desire for this education as has been noted, over three-hundred-and-twelve signatures to date of...interested parents, we will definitely meet those enrollment projections. We are not concerned about that.

If you look to Journey, the other Waldorf School, I think they're waiting list has been ongoing since twenty years ago when they were approved. And now, they have two tracks and they still have a large enrollment waiting list. So, Dorothy then, just to confirm that was what you were speaking to. But, other than that, is your question then, President Williams, the budget? Any other questions about the soundness of the budget?

**Williams:** I think you did well. So, getting back to our good superintendent. You wanted to make what point, sir?

**Mijares:** No, the point regarding the population of the...this being served and priority matters, and just because you might be interested in what we did in terms of our review over that particular question.

**Williams:** So, is that in the Staff Report?

**Mijares:** It's in the Staff Report.

**Williams:** It's in the Staff Report, so we've already reviewed it. Okay, so you want me...

**Mijares:** Just if you had questions, you're...

**Williams:** Okay. So, they're there for that. I don't have any questions on that. Dr. Bedell. You've been so quiet and hopefully you heard a lot.

**Bedell:** Yes.

**Williams:** I will allow you to finish up.

**Bedell:** I wouldn't...I respectfully request that Trustee Sparks read her motion again, please.

**Sparks:** I move to approve the Sycamore Creek Charter petition with the following changes: to authorize a five-year term, as well as authorization for founding families, with final contractual language negotiated by our Board attorney, Greg Rolen.

**Bedell:** Thank you. I...if I go to my page ten, I'm assuming you're a...Trustee Sparks, you're moving option one with an amendment or two, right? Which is, to approve the charter petition with conditions that adopt the attached agreement. Right?

**Sparks:** Just what I stated.

**Bedell:** Is that basically...that's basically...

**Barke:** Yeah, she's just asking for...

**Bedell:** So, I would like to go to the paragraph above that, Trustee Sparks, and help me here. The paragraph above states, the second sentence: "despite reaching consensus on some of the charter specific conditions, the parties were unable to successfully negotiate an agreement. Specifically, the initial charter term and admissions preference. Concerns remain that the charter school presents an unsound educational program and that giving students who reside outside of the boundaries of Ocean View, priority for enrollment is a violation of the code." Okay, so, as I understand it, Sycamore Creek has not signed off on this. Is that correct?

**Petitioner #2:** Based on those last two issues. We have agreed to every single...

**Bedell:** I understand that. Literally...literally, there's no agreement. Literally, right now, there's no agreement.

**Petitioner #2:** Correct.

**Bedell:** Okay, therefore, Mr. Chairman, this is what I have real difficulty with, because if there's no agreement and this is approved, what is approved is a totally unfettered charter with no changes, nothing approved, it's unfettered. And, that goes back – I think you were very eloquent, if I read your minutes correctly – you were concerned without having an MOU, right? Because we will always...I personally, I'm going to be candid here, I never vote for a charter – I can count on one hand, not even one hand needed, without an MOU to protect the County and, to protect our kids first.

Okay? So, my understanding is there is no agreement. So, we can adopt the attached agreement which they have not signed, which they have not agreed to. So, to me, I'm getting an oxymoron

and it applies exactly to the next item on the agenda with Newport-Mesa as well. So, I really need your help with that piece but I can come back. Okay, going to back in here...

**Petitioner #1:** Trustee Bedell, may I interrupt?

**Bedell:** I would love to. Please, help me on this because it's huge for me, because what it is, is a huge dump on this department without that protection.

**Petitioner #1:** Absolutely, and we're happy to sign that right here. We sent in our redlined MOU with those last two items that we didn't come to terms on, based on those arguments that have been set forth by our attorney just now, along with the board packet last week. So, we didn't want to run into the same problem we had at the last meeting where we weren't able to present things at the dais. So, we ensured that those were sent along.

**Bedell:** The document that I have in front of me is one I'm not seeing, and I'm just speaking for myself, is not that.

**Petitioner #1:** Right. So, the staff sent the MOU that they proposed to us, and those last remaining items that we didn't agree with are in a redlined MOU that we sent in and we are happy to sign that one.

**Bedell:** And, the staff, our staff, agreed with those additions?

**Petitioner #1:** No, those are the two conditions that we didn't...

**Bedell:** So, I go back...and I really respect and I really appreciate this idea of having a Waldorf. I get...I like the idea, but there's no agreement. I mean, that's what I'm saying. I might...and...what am I missing, here? Maybe I need my medication. I'm not trying to be...I'm not trying to be difficult.

**Barke:** Do we have that, the...?

**Boyd:** It was sent to you on Monday? Is that when we sent these? It was...forwarded to you as an email.

**Bedell:** But...I appreciate your comments.

**Williams:** We're going to come back to this.

**Bedell:** Yes.

**Williams:** You want to go on with more questions?

**Bedell:** Yes. Okay, if I may?

**Williams:** Absolutely.

**Bedell:** Okay. On page nineteen...page nineteen, 7B says, "Should charter school fail to meet the conditions delineated...B, the Board reserves the right to take further action, including but not limited to, revoking its approval of the charter." So, then when you go back to Exhibit B, the stuff...there's stuff in there that's oxymoronic, I think, with your presentation. So, I guess I'm just...I don't know what my options are here, as the Board. I'm very concerned that we're going to get a charter that does not have an MOU. If a majority of this Board, and I would hope, Mr. President, that if this Board passes this, that it says in the minutes, the majority of the Board and list the name of who voted for it.

And, I've never ever said anything like that in my fourteen years on this Board [APPLAUSE]. I'd like to also go back to my original question. Is there an agreement? I'm hearing there's not an agreement. So, then...Trustees Sparks, and I appreciate her amendments, and I have no trouble, basically, with her amendments. I really don't. I understand them. Approve the charter with

conditions to adopt the attached agreement. The other party has not adopted the agreement, and there's not agreement, as I understand it, Aracely, about what the nature is.

**Chastain:** That is correct. We are not able to negotiate a mutually acceptable agreement.

**Bedell:** So, ayudame, por favor. I need help.

**Petitioner #1:** So, again, our reply is that we come back with agreeing to everything in that MOU, ready to sign today, ready to sign last week, minus those two contested items that we wanted to bring to the Board.

**Bedell:** Okay.

**Petitioner #2:** And, it was our understanding in the negotiations, that clarification meeting Friday ago, the...meeting where everyone came together at the table to negotiate, that we would receive then the newly redlined MOU from staff, which we did, and then to mark that if we needed to let them know; first let them know. Did we ask for any other changes to that agreement? And then, to submit that to them in a timely manner by Tuesday, in order that it could be in your Board packet, so that you would have that option to see in order to make that something that you could vote on.

So, we did that. Then, there was, I believe, some...more questions on that day when the Board packet was being formed, and we also just to ensure that every Board Member would have...that in writing, we emailed that to the Board and we were communicated with that that was received by the Board. So, you should have that third option with the two items that, I think, have been motioned for by the other Trustees.

**Boyd:** That information was sent to the Board on Thursday. So, I just pulled up our...

**Barke:** Last Thursday.

**Bedell:** So, Mr. Chairman, thank you for your patience with this. My understanding is that you interpret the residential preference. It's conceivable out of one-hundred-and nineteen...

**Petitioner #1:** One-hundred-and-ninety-two.

**Bedell:** ...one-hundred-and-ninety-two students, only nineteen will be from the district, possibly.

**Petitioner #1:** No.

**Bedell:** And then, you would say that would be right.

**Petitioner #1:** So, in Ed. Code, it literally says the district's...in district shall have a preference. In the same paragraph, in the same Ed. Code, it says that siblings, or board members, or staff student's and founders' children...

**Bedell:** Okay.

**Petitioner #1:** ...can also have a preference as determined and approved by a Board on individual basis. That's all outlined in Ed. Code. So, it really comes down to, like, our...kind of what lawyer Janelle has referred to, as an esoteric argument of what shall means, and whether or not that lists a preference. And, as you've heard from your own attorney, that's not stated in black and white to have that preference have a hierarchy, and that's our argument. That...right. And so, what we're saying is that...so, what we're saying is that we would cap that preference for founding and teachers and staff at 10% or less. So, meaning out of one-hundred-and-ninety-two, nineteen would be the limit that would have that particular preference.

**Bedell:** So, that's not what I said.

**Petitioner #1:** No.

**Bedell:** Okay. Thank you very much. Thank you, thank you.

**Williams:** Are you done, sir?

**Bedell:** I am....halfway there.

**Williams:** Okay, you're halfway there. Do you need some more time?

**Bedell:** No.

**Williams:** Okay. Just for clarification from our special Board attorney, Mr. Rolen. In contract law, again, I'm not an attorney, but in contract law if the language that was given by Trustee Sparks in the resolution changing the terms as well as adding the admissions...requirements and language, is this acceptable in the in the court's eyes? You know, the...accusation will be this may be a court matter. So, we want to protect this department as well as this Board.

**Rolen:** The charter agency was not presented with a third option. So, the amendment only effectuates a third option for the charter agency to approve or disapprove. That's the way I look at it. So, that can get accomplished through the MOU forthwith.

**Williams:** Okay. So, if we...if this motion passes and it passes with, again, the...two changes that the charter petitioners are requesting, that's what they have to operate under, I assume.

**Rolen:** Yes.

**Williams:** And, you're in full acceptance of this?

**Petitioner #2:** Absolutely.

**Williams:** Okay. Dr. Bedell, does that help you at all? Are you still confused?

**Bedell:** I am confused, yes. So, I'm confused about whether there's an agreement or not an agreement. And again, I'm not trying to parse words. This is, that; whatever. I'm just trying to think is there...so technically, have I seen the final agreement as proposed?

**Boyd:** There's not a final agreement as proposed. What the petitioner did, you have basically two agreements.

**Bedell:** Right.

**Boyd:** The one from staff, which is in your Board packet, and the one that...they redlined and we forwarded to you from them. That was sent to you last Thursday. And so, what the petitioner is proposing is that you utilize the redlined agreement that they sent to you as the agreement moving forward.

**Williams:** And, that's in Exhibit B, is that correct? Because it's in the Board meeting...the Board packet.

**Petitioner #1:** The two items are within Exhibit B.

**Williams:** That's what I said, within Exhibit B, the redline, which is under specifically...I mean, this is three pages of exhibits. It's on page 15, number three: Element Admission Requirements. You wanted to add it in there, that language, is that correct?

**Petitioner #1:** Correct.

**Williams:** Okay, and is that the language that Trustee Sparks...

**Petitioner #2:** Yes.

**Williams:** ...has...

**Petitioner #2:** ...and that's what we forwarded to...

**Williams:** ...and you're fine with that?

**Petitioner #2:** make sure that that was in your hands. Absolutely. Yes.

**Williams:** Okay. Well, I'm perfectly clear on this. What about my other...do you remain quiet?

**Sparks:** Well, I've already said things. I haven't...

**Barke:** No.

**Sparks:** I'm very comfortable.

**Barke:** And, I think, especially the nature of...I don't know if everyone remembers, but a Waldorf School loops. And so, the nature of that, I think, to do three years, it's just not, you know, congruent with that. So...and I think we have given most of our schools five years, and I don't see this school to be in any means inferior to any that have had the five years.

**Williams:** Okay, any further questions before we go on to vote?

**Gomez:** Yes. I have just a couple questions. On this looping, okay, I've struggled with this a little bit. So, if a student attends a Waldorf School, say for first and second grade, family moves and they have to go to a school that doesn't offer the Waldorf method. Are they able to integrate and are they up to speed on what they've learned in those grades?

**Petitioner #1:** Absolutely. It's actually more difficult the other way around, because our students are exposed to such a broad curriculum that students coming in actually feel a little unsteady because they don't...haven't been exposed to playing the flute or whatever. And so, it takes them some time.

**Gomez:** Okay, thank you. My second question, maybe for the...our folks, our staff.

**Williams:** Christine.

**Boyd:** Instructional question?

**Gomez:** Yes.

**Williams:** Introduce yourself.

**Olmstead:** I'm Christine Olmstead. I'm the Associate Superintendent of Educational Services.

**Gomez:** Okay, the Staff Report indicates that there is an unsound educational program. Could you describe in a few minutes, I know I'm limiting you to a few minutes, but what the concern is from the staff.

**Olmstead:** The concern from the staff is that the recommendation that...in this model that they've proposed is eight years of looping. That is not sound research. Research states that looping should be two to three years at most. The reason that two to three years is because different developmental stages of children, relationship building, those kind of things. It's also a lot to ask a multiple-subject teacher to learn a different curriculum every year. So, you're not getting expert teachers when you're having the same teacher have to learn new content standards over an eight-year period. So, you're not getting expert teachers as we would see in other schools.

**Gomez:** Okay. As an instructor, we...even when I teach the same class multiple times, I'm constantly tweaking that class.

**Olmstead:** Absolutely.

**Gomez:** So, this is where I'm having a lot of difficulty, is the looping. And...how they...these teachers would learn the curriculum from second grade to third grade, to fourth grade, etc.

**Olmstead:** Right.

**Gomez:** So...and that's where you're saying that the difficulty is.

**Olmstead:** That's where we see a huge flaw with this as well. And, there's not enough professional development time built in to their schedule to actually provide the training for their teachers, or a budget for it.

**Gomez:** Okay, and that was what I discussed last time around. And, that budget, I don't know if you're the right person to answer that, that budget has not been changed to allow for more

professional development time.

**Olmstead:** I don't know...

**Gomez:** Do you know who can address that?

**Olmstead:** ...I didn't look at that.

**Gomez:** Okay.

**Petitioner #1:** Well, could I...

**Chastain:** The budget has not been changed.

**Gomez:** The budget has not been changed. Okay.

**Petitioner #1:** Can I just...

**Gomez:** Briefly, please.

**Petitioner #1:** ...highlight that in the MOU agreement that we negotiated, those items are part of the MOU agreement. We completely agreed with and we came to terms with staff. We thought, we believed, in terms of looping, we are going to write up a comprehensive narrative of how students would integrate in and integrate out, and how we would handle...

**Gomez:** But the budget has not changed.

**Petitioner #1:** The budget has not changed...

**Gomez:** And that was the concern that I had last time, and that's not been corrected.

**Petitioner #1:** Also, just regarding professional development, that is also in the MOU agreement that we complied, and absolutely comply with staff that we will write up our professional development calendar as we do have it in the petition, but it...write it up more...with more detail about the amounts, the times, and exactly who's getting the training. And I...we understood that we were on good terms in that...with regard to professional development, in terms of the MOU.

**Gomez:** That was a huge concern of mine that I imagine...

**Petitioner #1:** Now we're hearing maybe not.

**Gomez:** I mentioned that a couple of different times.

**Olmstead:** And we discussed that, well, I discussed with our charter team, and I have a huge concern that the professional learning isn't built in to the budget.

**Gomez:** Right.

**Olmstead:** As well as accepting a charter who has to develop a plan for us about how they'll be looping. That should have come to us with that developed plan, and it didn't.

**Gomez:** Well, and that was where I struggled with, because I did not see that either.

**Petitioner #1:** We couldn't amend the budget. It wasn't because we didn't want to, but you're...we're not allowed to change the budget once it's submitted.

**Gomez:** Right, but again, this...process has taken months and the concerns were raised, you know, a while back. And, the fact that we're talking now about developing something that should have been included in that initial petition, to...demonstrate that it was, in fact, an educationally sound program. And, we're still doing this months later. Okay. Thank you.

**Boyd:** Now, if I could just add that...because I want to respect the comment that the petitioner made. We asked a lot of questions and they were very forthcoming and delivering the answers; doesn't always mean that we're in agreement, or that there's consensus. I'm...but we're trying to seek to understand so that we can then go back, do our research, and write reports to the Board and recommendations and so forth. So, I know, sometimes because it feels good in the meeting because everybody is respectful to each other, but it does not always mean that the takeaway is

that everything's all good. It's just that you certainly did answer all the questions and we do appreciate that.

**Petitioner #2:** Thank you for that, Ms. Boyd. May we address the looping concern a bit more?

**Gomez:** Briefly, because we're really extended right now.

**Ph.D. Student:** Briefly, the reason...I'm a Ph.D. student at UCI right now. I'm studying education and looping. So, the reason that it's said that two to three years is recommended, is because that's all that people have done. So, private Waldorf Schools don't get a lot of researchers in them. They're interested in public schools. However, Is it Andrew...Bryk? And, his research on schools shows that the number one most important thing in schools, like you could throw the curriculum out the window actually, is the relationships, the developmental relationships between the teachers, between the teachers and the students, between the parents and the students, and just overall within the community. And, that looping supports that.

**Mijares:** Can I comment, just briefly?

**Williams:** Yes, sir. Yes.

**Mijares:** Have any of you looped for eight years? You've actually been to...

**Ph.D. Student:** I've actually...

**Mijares:** ...for eight years?

**Ph.D. Student:** Eight years.

**Mijares:** Because I was a superintendent in a rural district, so, we depended on looping.

**Ph.D. Student:** Yeah.

**Mijares:** And, it was a K-8 self-contained. The State of California, again, with all due respect, and I love you guys, but I need to say this. The State of California bifurcates the credentialing process. Why do they do that? Why do we have multiple-subject and single-subject credentials? Why do we do that?

**Ph.D. Student:** Because high school is separate? But, we're K through eight.

**Mijares:** No, because at the...single-subject, there's greater subject-level mastery...

**Ph.D. Student:** Yes.

**Mijares:** ...on the part of the teacher.

**Ph.D. Student:** That happens in high school. Waldorf High School, that is absolutely the model.

**Mijares:** Yeah, but you're proposing a K-8 model...

**Ph.D. Student:** Because in eighth grade...

**Mijares:** ...which...so, when you get into six, seven and, eight, you're basically a middle school instructional model. That's an instructional model, typically, grades six, seven, and eight.

**Ph.D. Student:** But, with my California multiple-subject credential, I'm credentialed to teach through eighth grade.

**Mijares:** In specialized situations. You can't go into a normal situation unless it's an alternative education situation. You can't go into a normal middle school with a multiple-subject teaching credential and teach math at the seventh or eighth grade level. You cannot do that. You'll be...

**Ph.D. Student:** I'm not planning on teaching just math. But, as a teacher..

**Mijares:** No, math or science. My whole point is that you have to be...and this...is what you should take away. You have to be exceedingly...

**Ph.D. Student:** Yes.

**Mijares:** ...careful and cautious. And, the PD that she's mentioning to you, that is sacrosanct.

**Ph.D. Student:** Absolutely.



**Mijares:** Because, if your teachers are not on top of that, you're going to produce students who are going to be expected to loop with a teacher who may have a very elementary level of mathematics. And, how are they going to teach pre-algebraic concepts, or even pre-calculus concepts, if they can't even fraction within the parentheses? I'm saying, that happens.

**Ph.D. Student:** I absolutely agree with you, 100%.

**Mijares:** Okay. That's...that's my point.

**Ph.D. Student:** And, I teach in the teacher training program, and that absolutely is my passion, and...

**Mijares:** It can't be left to guess work.

**Ph.D. Student:** It can not.

**Barke:** I just have one comment. Just a quick comment is that everybody who goes to Waldorf goes voluntarily, and they know what the program is. They don't go to Waldorf with a surprise. We're going to, you know, loop for eight years. Everybody knows and that's why they're there. So, I think that, you know, we're kind of keep...we keep talking about it, but it's a choice and nobody has to go loop for eight years if they don't want to.

**Ph.D. Student:** So, I agree with you. Thank you.

**Williams:** I have a question. I probably wouldn't send my kid to a Waldorf School, but no...offense is meant. But, you know, charter schools are something that is optional. It's a choice, and if parents want to send their kids to your school, I see no problems with that. But, if you can help me out, the typical Waldorf School, let's say the K through twelve model. How are you doing that, all your assessment testing? So, what does the data show compared to everybody else?

**Petitioner #2:** Sorry, I just want to understand the question that I'm answering, exactly. So, you're wanting to...

**Williams:** So, how does the traditional child, who goes to the K through twelve system, compare to a Waldorf educated child, academically on all these assessment testings?

**Petitioner #2:** They're...because it's been mostly private schools, there isn't a huge amount of data, but on the data that we have, they tend to exceed their peers.

**Williams:** Okay, okay.

**Petitioner #2:** And, in charter schools, I think there's beginning to be some evidence of that. You need time for that to develop and to be tested, especially with the CAASPP being a little bit more recent.

**Williams:** And, you're going to get that data for us, correct?

**Petitioner #2:** I am working on it right now.

**Williams:** I can tell. Okay.

**Petitioner #2:** Twenty-eight charters in California, right now.

**Williams:** Okay. Yes, Trustee Sparks?

**Sparks:** I just want to say a couple of things. The looping research is not conclusive. It's mixed. There is not very much looping research out there. And...the few studies that are out there, on the other side, they're saying that the results are – from dissertation studies out there – are saying that there is no statistical difference in non-looping students and looping students. So, we really don't have enough data to make any claims on whether looping is good or not good, but I think

your warnings are warranted. We're all obviously...want all the kids to reach their full potential, and so forth. And again, as all of us have pointed out, every school has things that we need to work on. So, there's no perfect school. There's no perfect student. So, the idea is that we all move forward together.

**Williams:** Okay, any other questions to my right or left? Okay, we do have a motion before us. The motion is to adopt the MOU, including appendix, excuse me, Exhibits A and B to extend the term to five years, as well as the language upon the founding families. It has a motion, a second. I think the discussion has been...good. It's been vigorous. I will call right now for a vote. All those in favor of this petition and this motion, say, "aye".

[TRUSTEES BARKE, SPARKS AND WILLIAMS SAY, "AYE"]

**Williams:** Oppose?

**Bedell:** No.

**Gomez:** Oppose.

**Williams:** And abstain? None. So, the motion passes 3-2. Congratulations. We will be on a fifteen-minute break.

**[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE 15-MINUTE BREAK. PRESIDENT WILLIAMS THEN STRIKES THE GAVEL FOUR TIMES TO SIGNAL THE CONTINUATION OF THE BOARD MEETING]**

**Williams:** Okay, the County Board of Education will be in session, so, I ask that everybody take their seats and demonstrate decorum and civility. Where is Lisa Sparks? Okay. So, moving on. We have our good Trustee Gomez who is not here, but the next item on our agenda, the consent calendar. I'm just going to move ahead, and typically in the consent calendar, we adopt the items, five through eleven, on a single vote. So, may I have a motion to adopt the consent calendar?

**Bedell:** So moved.

**Williams:** So moved. And a second by...

**Barke:** Barke.

**Williams:** Trustee Barke? Okay. Any discussion? Being that there's none, all those in favor, say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Oppose? Abstain? Motion passes 4-0, and let the record reflect that the good Trustee Gomez was absent. Okay, our good superintendent is here. Would you like to, moving on with our general, you give us a...your update?

**Mijares:** Yes, Mr. President. Thank you. Pleasure to be here with the Board. Just a couple of quick things. Yesterday at the Barclay Center, or Theater on the campus of the University of California, Irvine, we participated in our 10<sup>th</sup> Creative Edge lecture with Vijay Gupta. Have you ever heard of him? He's a renowned musician and has done a lot of work in Skid Row, right there at the Union Rescue Mission, downtown Los Angeles, working with kids who are in need of mental help. You know, services, and he just...and we had three students who performed on

stage: cello, viola, violin, and he played the violin and...was just demonstrating the power of music in terms of the social and emotional health of people, and just an amazing guy.

So, we did that yesterday. I wanted to let you know, and we saluted our students who participated with him, and then we, on the first and second of this month, participated with Vanguard University. Dr. Sandy Morgan, who's an expert in human trafficking. We sponsored...co-sponsored a human trafficking two-day conference, and the keynote speaker was John Cotton Richmond, who was the U.S. ambassador at large, to monitor and combat trafficking. I didn't realize that we even had this position, but he's a full-fledged ambassador who had to be approved by the Senate. And, he provided the big global picture, the national picture, of human trafficking, and then we naturally went down to a more micro perspective in terms of what's happening here in our County.

And, that...this is a...scourge on the County, on the nation. It's definitely a blight, internationally. This matter of trafficking, 90% of it occurs with women and children. And, so our whole perspective on it, the Orange County Department of Education is to how do we prevent this? How do we provide resiliency for our students so they don't get taken into this process through drug...addiction? You know, they get enticed, or they get manipulated into a life that soon, it's just like a vortex.

They can't get out of it, but a life that will do nothing more than to destroy it. So, it was great. Our staff did a tremendous job, the Orange County Department of Education. So, Dr. Olmstead, thank you, Dr. Hittenberger, for the things that you're doing on the curriculum side to make sure that our classrooms are strong in the County to help our kids grow, and develop the strength they need to take care of themselves. That's it for my reports.

**Williams:** Thank you, sir. Moving on to our items on the agenda, number 3: action item on the ISSAC charter school. May I have a motion for this item?

**Barke:** Sure, I will make a motion to approve the charter school. Again, I would like to do the five year versus the three. I just feel, if we're going to approve for three, we do five. We either do it or we don't, and I would also like to make sure that the founding families are included in that as well.

**Williams:** Okay, we have a motion, and a second? I will...

**Sparks:** Second.

**Williams:** ...second. Oh, Trustee Sparks, you seconded. Moving on to the discussion. I started at my right last time. I'll start to my left. Dr. Sparks?

**Sparks:** I think I expressed a lot, probably some of the same things that I have mentioned before. There is no perfect student, there is no perfect way of learning. There are alternative ways of getting to a college education for those who choose to do so. And so, I stand by the other things that I said to the other charter school as well.

**Williams:** Trustee Barke?

**Barke:** Sure. So, despite a lot of people not wanting this in the district, I also know that there's a lot of children and families that do want this choice in the district. They've evidenced that by petitions I've seen, the emails I've received. And so, I think we deserve to give these children a choice to attend this school. You know, again, if it doesn't meet expectations, it'll go away. You

know, that can't happen with a traditional district school, and I think there's enough families out there that want this choice, and I'm here to support it.

**Williams:** Very good. Trustee Gomez?

**Gomez:** If I can have, Dr. Olmstead, probably, to address a couple questions that I have? In this...on page 32 on the second paragraph. Again, we're indicating unrealistic budget projections, deficiencies in the proposed English Learner Program described in the petition, the daily schedule. The additional petition does not contain reasonably comprehensive description of the required elements. Could you address that for us?

**Olmstead:** We have grave concerns about their English Language Development Program. The California Department of Education recently published the California English Learner Road Map, and the practices that they have outlined in their charter petition do not match new research and best practice for what's happening with our English language learners. In speaking with Ms. Gould last week on the phone, I asked her about how they were going to do integrated, designated ELD, as well as what they would be doing in that forty-five-minute block of time that they've now provided in a revised schedule. And, the only thing that she could tell me was that they were going to group students by their proficiency level.

I asked again, what would a forty-five-minute block of time look like for instruction, and she could only tell me we will group students by their proficiency level. That is not how you do integrated or designated ELD. Integrated and designated ELD is best taught by the classroom teacher who understands the needs and the language of the...child. The other concern I have with their new proposed schedule also is that they have blocked out integrated...designated ELD time at the same time that they're doing a Gifted And Talented Education (GATE) block.

That means that English learners, who are also gifted and talented, will not have access to Gifted and Talented Education as outlined in their new proposal. So, lots of just, concerns about how they're going about structuring English language development in an area where they plan to have a charter school that has a high population of our English language learners.

**Gomez:** Have they reached an agreement, and I'm not sure if you're the right person. Have they reached an agreement with the SELPA?

**Olmstead:** I don't know.

**Boyd:** Teresa will answer that for you.

**Johnson:** Good afternoon. When I spoke with Ms. Gould regarding the SELPA, initially they were going to apply to El Dorado. However, they changed that to Los Angeles County SELPA. However, she had stated that they had yet to do so.

**Gomez:** Okay, so that's incomplete, basically. We don't have that in place. Okay. Okay, I think that's it for the time being.

**Williams:** Dr. Bedell?

**Bedell:** Yeah, I'd like to have the superintendent of this district and the parent who was representing those families, and I would also like the proposer, please. I will be brief on this one. Petitioner, I'm sorry.

**Boyd:** He has questions for all of you. So, at some point in time...

**Bedell:** Superintendent Navarro, could you please give me a thirty-second refresher on Basic Aid District?

**Navarro:** Basic Aid Districts are community-funded districts, and the best...way to describe it is we're pretty much self-sufficient. If LCFF district, which is most districts in California, were to go bankrupt, they're protected by the state. Basically, districts are not, so we are not bailed out. We do not receive very much money except in...some money for special ed. students. We get money for special ed. students, but we don't get any of the LCFF funds. All of them are required by the state to divvy up our money that way.

**Bedell:** Are you, even though you don't get the money, are you held to the standards?

**Navarro:** Yes, we're held to all the same standards.

**Bedell:** Now, you're the only Basic Aid District in the County?

**Navarro:** No, Laguna Beach is also basic.

**Bedell:** Laguna Beach is basic? Irvine hasn't...sometimes Irvine gets close, don't they?

**Navarro:** They tip in and out. And, basically...you become Basic Aid, dependent on your student population, as well as your property taxes. So, you can float it in and out, and we are the largest, population-wise, Basic Aid in the state. There are one thousand Basic Aid School Districts nationwide. Oh, I'm sorry, one hundred, out of one thousand, and we're the largest, population-wise. We also have the largest unduplicated count of all the Basic Aid Districts.

**Bedell:** Do you see charter schools having a special impact on a Basic Aid District, relative to a non-Basic Aid District?

**Navarro:** Well, you just have to look at the news. Up at Santa Ynez Union Heights...Union High School District, they were just, as far as I remember the facts correctly, the County assigned them a charter school, and the cost to put...have been so great on Santa Ynez, it may go bankrupt. So, while we wouldn't go bankrupt, we would...it would have a financial impact upon our students.

**Bedell:** Refresh my memory again, please. What do you see as the financial impact of this charter on your district?

**Navarro:** Well...okay.

**Bedell:** If any.

**Ahluwalia:** Hi, Mr. Bedell. Sukhi Ahluwalia, Dr. Bedell. Sukhi Ahluwalia, from Atkinson, Andelson. On behalf of the district, I'd like to just respond to those questions. I'm actually working with Santa Ynez and Santa Barbara. So, I'm really familiar with the situation right now. So, what happens is that when you have a charter school that is first denied by a district, and then it's approved either by the County or the State Board of Education, the district that first denied that charter becomes the sponsoring Local Educational Agency for the transfer of in-lieu property taxes. So, if you are a State Aid District, for example, Ocean View, so, you just approved that charter.

So, the in-lieu property taxes that will flow through Ocean View to Sycamore, the state will completely back the Ocean View on all of those property taxes. So, there's no fiscal consequence

to that district whatsoever of this Board's approval. Conversely, for a district that is a Basic Aid District, all of the in-lieu property taxes will again, flow through the district, but the district will not be backfilled completely for those. For example, those students that are out-of-district students, the preference that was just given, or that's asked to be given for those out-of-district students who'll be attending the school, the district will only be backfilled 70% of that money.

So, the additional 30% will come out of the coffers of the Newport Unified School District, Newport-Mesa. Additionally, for any of these other students, there is a lag time for the in-lieu property taxes. So, the taxes have to be transferred to the to the charter. And then, at a certain later time, between the information that's submitted by the charter to the California Department of Education, there is a reconciliation, and then the district gets that money back.

But, there is a significant fiscal consequence to the district, as Dr. Navarro was indicating. Santa Ynez is facing a deficit, potentially of up to 1.2 to 1.4 million, which could cause that district to go into bankruptcy. Santa Barbara also has a similar in-lieu property, excuse me, transfer that's going to the same charter school. And so, we're going to be looking at the options that are available. But, it is a significant fiscal impact on a Basic Aid District for the approval of a charter.

**Bedell:** So, when people say they don't like charters because they hurt local districts, what's more accurate is there are certain districts that are going to be hurt more than other districts.

**Ahluwalia:** Exactly.

**Bedell:** Because, there's no backfill...

**Ahluwalia:** Exactly.

**Bedell:** ...to the same extent.

**Ahluwalia:** Yes.

**Bedell:** That's very helpful to me. Thank you.

**Ahluwalia:** Yeah, and especially when you're looking at a larger population. I mean, this could have a consequence to the district of several million dollars that's not going to be backfilled.

**Bedell:** Right. Okay, my question is for the proposer, please. Good morning. Good afternoon, actually. I, as a spouse of a special ed. principal, I have a special feeling for this topic. As I understand what's been presented, you do not now have a SELPA for special ed. Is that...fair?

**Gould:** Yes, we are applying to LACO.

**Bedell:** Okay, what happened to El Dorado County, or whatever?

**Gould:** We're more familiar with LACO, so that is the reason we're going with LACO.

**Bedell:** Okay, is there any difference in cost, or...?

**Gould:** I believe students under LACO, the monies follow the students.

**Bedell:** Okay, help me out. One of the things that I've gotten maybe seven or eight comments on, and I haven't kept them all, was that there have been several allegations that there was all sorts of inducements and enticements; promises in one...or two cases that you do this, you'll get a job. You do this and we'll...and I would really have liked to hear...because, that's out there. And, I think as part of your reputation, you want to protect from that. So, could you talk about what would be the genesis of that? Any realities to that, about signatures?

**Gould:** Yeah, I'm not aware of who said what, or when a meeting was held, or what was promised. I would like to know who they're talking about, or when these events occurred,

because I have not been involved with any of that.

**Bedell:** Sure, sure.

**Gould:** So, I don't know.

**Bedell:** But, you've heard the same...

**Gould:** This morning I was like, well, I don't know who they're talking about. They can't be talking about us.

**Bedell:** You've heard the same charges, however?

**Gould:** Sorry?

**Bedell:** You've heard the same thing, said about...

**Gould:** No, just this morning was the first time I heard about that.

**Bedell:** Okay.

**Gould:** First time.

**Bedell:** So, you say that there's been no inducement or promises...

**Gould:** Nothing, no. No, sir.

**Bedell:** Okay. Talk to me about what Dr. Olmstead said about curriculum and budget and...where is Dr. Olmstead? Did she disappear on me? Aha, we always find you. So, would you just...the three subjects you were concerned about were what?

**Olmstead:** Integrated and designated ELD and then, also, their Gifted and Talented Program. In their new proposal, what they've done is given us a block schedule in the morning of forty-five minutes where they're saying, it's designated ELD. But, at the same time, it's Gifted and Talented as well. So, if we have English learners who are also Gifted and Talented, then they're missing out on opportunities for Gifted and Talented Education.

**Gould:** So, that particular block is a block for ELD, and it's a block that we're going to include the ELD intervention and GATE. It's an additional time that will be provided to these students. In addition to that, we have GATE after school or before school. We still don't know when it will be provided.

**Olmstead:** Gifted and Talented Education is supposed to occur throughout the school day for students who are Gifted and Talented.

**Bedell:** It's not a pull out.

**Olmstead:** It's not a pull-out program, and neither is integrated and designated ELD.

**Gould:** Well, ELD and that block was for designated like I explained while you were driving. The integrated is throughout the day and that, we understand, that it's done throughout the day.

**Gould:** Yes.

**Bedell:** Okay.

**Olmstead:** Designated ELD is also supposed to take place in the classroom, by the classroom teacher, who is specialized in delivering designated ELD.

**Gould:** Yes.

**Bedell:** Okay. So, now, go back to my original question that Mr. President was so patient with me on, which I most appreciate it, was on this document for ISSAC. It says, "concerns remain that the petitioners are demonstrably unlikely...bababababa...due to unrealistic budget projections." Now, what was the fundamental flaw with the budget?

**Trader:** So...

**Williams:** Say your name, please.

**Trader:** Jeff Trader, Chief Financial Officer for a Newport-Mesa Unified. So, the budget is...the end of the year with \$88,000, \$75,000 of that is borrowed money. So, when you look at their...enrollment assumptions, that two-hundred-and-fifty, if they're short by two...students, then they are deficit spending and it's structural. And so, the problem we have is...they're projecting something that they probably aren't going to be able to offer, and it's going to be unrecognizable from anything that you approve. The budget is so tenuous, in that regard. We're also concerned about special education, too, in their assumptions regarding the financial impact on that, too.

**Petitioner #2:** I just wanted to make a comment with respect to your question about the SELPA membership. So, generally, you want to apply for a SELPA membership about a year in advance, and sometimes even more than that, because that's the amount of time that it takes to process that. The reason why it's important for this board to know what stage that's at is that if they don't become a member of the SELPA in their own right, they'll be considered a school of the County, for purposes of special ed. Which means, it's the County that's then responsible for making sure that all of those services are provided.

**Bedell:** On our dime?

**Petitioner #2:** Well, you will get the 602 funds and then, those 602 funds will be used to...you'll get the charter school's 602 funds, but, for example, I mean, I think everybody in this room would acknowledge the 602 funds are never...

**Bedell:** Never enough.

**Petitioner #2:** ...for purposes of providing special ed.

**Ruley:** And, the rest of the dollars come from the charter school's general fund, not from the County.

**Bedell:** Right, right.

**Ruley:** The County's not on the hook, financially.

**Petitioner #5:** Well, the County...well, that depends on what the encroachment is that would be charged. And so, if you've got a student enrollment population of say, you know, four hundred, and the encroachment generally is in the range of three to five hundred per student, I don't believe that that money has been counted in their budget.

**Bedell:** Is it possible to open this school without...a SELPA membership?

**Petitioner #5:** Yes. It can be considered a school of the [indecipherable]...for providing all of those services...for ensuring the services are provided.

**Ruley:** And, I hope the Board understands that the L.A. County Charter SELPA can actually approve a school as a member when it...doesn't have its charter approved.

**Bedell:** That makes sense; that makes sense.

**Ruley:** There's an order of operation.

**Bedell:** I get that. So, when are we planning to see the whites of the kids eyes, based on all this information? Does that change opening date?

**Gould:** We're hoping that as soon as today is over, we will get started tomorrow and we will be start...we will open school in September.

**Bedell:** September?

**Gould:** Yes.

**Bedell:** Would you please go back to what this...remember my original question was, do we have a contract? Do we have an agreement? My understanding is we don't have an agreement. Do we, because there were things left unsettled? Is that right?



**Ruley:** It's a virtually identical situation to...the other charter school.

**Bedell:** That's what I thought.

**Ruley:** The...all of the pieces have been agreed to, save two. The charter school was instructed by County staff that the Board will make the ultimate decision on those two items. So, we are here seeking that direction from the Board.

**Johnson:** However, after further review of some of what the...school sent as documentation to satisfy some of the conditions, there were further concerns, both with the budget and the educational program, that were discovered.

**Bedell:** Okay, so, can I have the...County's lawyer, please. Jeff, regarding this piece, this...SELPA piece coming to us. Is that your understanding of what would happen to the County office?

**Riel:** They do, yes, and that's what happened to the prior school that was approved just recently, is that this year, they're part of the County as well as the LEA.

**Bedell:** Who is this?

**Riel:** NUA.

**Boyd:** National.

**Williams:** National University.

**Boyd:** NUI...NUA, excuse me.

**Williams:** That was in November.

**Bedell:** Right. Okay, so, this is not our first doing this?

**Riel:** In that particular case, it was unique because they were an operating school and they needed...

**Bedell:** Right away.

**Riel:** ...and they're...they've committed to applying for a SELPA for the 19-20 school year.

**Bedell:** Okay, I think I've ex...wait to my colleagues. I'm done right now.

**Williams:** That means me?

**Bedell:** Yeah.

**Williams:** Okay.

**Bedell:** You're the boss.

**Williams:** Getting back to some of the issues that I talked about last month. I asked...please help me out. Your name, again?

**Gould:** Patricia.

**Williams:** Patricia? I asked you, specifically, all the deficiencies that our staff articulated in the report. You told me you're willing to take care of those and agree to all language that would eliminate those deficiencies.

**Gould:** And, we did provide all that.

**Williams:** You did provide all that? Okay, so why is this staff, then, coming back and talking about integrated or designated ELD, and gifted time; that it's inappropriate? I don't understand all that.

**Gould:** I have over 18 years as an administrator implementing ELD programs very successfully. Looking at LAUSD's reclassification rates for my charter school that I look at the last six years; above the district average in all five years that they counted. Because, of course, the last year, you know, I was moved there. So, you know, as a charter school, we will be addressing all the needs of our EL students. I'm well aware how to do those programs. I know how to do it. I'm an advocate for students that are EL's, and I...just wish there could be an understanding, or really a time to be able to sit and have a conversation instead. But, like I said, and I think there was a

little bit of confusion, you know, when we're communicating, and there was, you know, not enough time to have a conversation. So...

**Williams:** So...to understand a little bit more insight into your leadership and your qualifications, you are at a L.A. Unified approved charter school for how many years?

**Gould:** Six years.

**Williams:** Okay, and I think you mentioned this was a primary Spanish-speaking community?

**Gould:** Yes. 95% low-income... Title I school.

**Williams:** Okay, so it's a Title I, 95% English learners and, I assume, that in that time period, you met the state requirements? You met everything that's required by, was it L.A. County, or L.A. Unified?

**Gould:** LAUSD.

**Williams:** Okay. So, it was a LAUSD-approved charter. I assume...did they say anything or articulate or criticize you for your LED programs?

**Gould:** No. On the contrary, they...commended us and kept coming back. Every year, they would come back for an evaluation period and they commended us for our program and took note of it. Took note of what we did.

**Williams:** Okay. Regarding the budget projections, do you have your business person here?

**Gould:** No.

**Williams:** Are you going with EdTech?

**Gould:** It was...maybe your attorney can help us out with that? What was it?

**Ruley:** ExED?

**Williams:** ExED.

**Ruley:** I think it is short for excellent education, maybe?

**Williams:** Okay. So, it's...you're outsourcing the administrative budgetary to this group, and they're not here? Okay. So, the...good business person from Newport-Mesa predicted and made the comment that at the end of your school year, you're going to – I'm mostly going to ask the question to you. I was going to ask Patricia – but, at the end of the school year, \$88,000 would be left; \$75,000 of that would be borrowed funds. Where are you borrowing these funds from?

**Ruley:** So, the question was, where borrowed?

**Williams:** So, the good financial person. I forget your name.

**Trader:** Jeff.

**Boyd:** Jeff Trader.

**Williams:** Jeff said that at the end of the school year, there's going to be \$88,000 left in the budget, but \$75,000 of that is borrowed funds. He made that comment. I'm just wondering where those funds come from?

**Ruley:** I apologize that I'm not an expert in the budget, so, I don't...know...

**Williams:** Did you borrow money?

**Gould:** I know we have the PCSG Grant that...those funds are coming in, but...and we're looking at possibly borrowing more, but I don't know where...

**Ruley:** The grant is...the grant is just a grant. It doesn't have to be repaid.

**Trader:** They have an arrangement to assign receivables, and so, they have a...I think a borrowing authority of about \$660,000.

**Williams:** And so, they're borrowing \$75,000. Is that what you're saying?

**Trader:** No, in terms of...they're going to be borrowing more of that, but in terms of cash flow, when you look at their cash and...cash is really...cash is king. When you run out of cash, you're done, so to speak, unless they can...borrow more. But, the problem is...they...only provided you with one year's...the first year's cash flow estimate. And, they didn't give you...so, they changed...what they did, they changed their budget assumptions...dramatically, and then, only gave you one year's worth of cash flow. So, we're concerned about, do they have enough borrowing facility to make it through, because we can't see those other two years.

**Williams:** Okay, if I can get a response because that does raise some concerns about the financial viability of any charter with...cash flow, and how much ability they can borrow money.

**Ruley:** Yeah. I apologize that I'm not the budget person. I do know that ExED is very experienced in working with charter schools, especially in Southern California, and I...certainly have every confidence in their professional assessment in putting together the budget. I think, you know, what was said in the last hearing is that students attending the school drive revenue, right? I mean, that's the position that all schools are in, and particularly charter schools. So, if the enrollment is there, I think there's every confidence that the school will be successful financially.

**Williams:** And, what's the projected enrollment again?

**Gould:** Originally, we started with three-hundred-and-ninety. So, we're looking at, possibly, about two-hundred-and-fifty.

**Williams:** For the first year?

**Gould:** Yes.

**Williams:** Okay. So, the good deputy superintendent, Lee-Sung, you...if you can come up there, because I think you're very articulate, and you position some of your concerns very well, and I listen to them. You mentioned that there was no Conflict of Interest language...and that concerned me.

**Lee-Sung:** Correct. When we received the proposed revisions to this charter from the County who had received them from ISSAC, we did a full analysis to make sure that their remedies met the standard of the law, as well as the standards of...what's required by the law to approve charters. And, we found a number of deficiencies with those proposed changes, and the budget is one. I appreciate you identifying that.

The other was the ELD/Gate intervention forty-five-minute block. We found problems with the daily instructional minutes, down to a basic recess time for children. Math time; science time. There's a number of issues. And so, another issue that you're asking me right now is the Conflict of Interest. And, based on our legal counsel who looked at what they have proposed, it did not meet the legal standards of having all the elements of the Conflict of Interest law.

**Williams:** Okay, so that gets me back on to the attorney question. Could you tell me why should I give credibility, or what is the counter-argument to Mr. Sung's?

**Ruley:** Well, I don't know what the particular objection is when it comes to the Conflict of Interest Code. It could be that the objection is that the Conflict of Interest Code does not address Government Code Section 1090, which is a particular statute that applies to School District Boards, County Boards, as well; other local agencies that...it's a particular Conflict of Interest

provision. The district hasn't given you any specifics on where their concerns are. If that's what their concern is, I guess I would say a couple things. First, there's an Attorney General opinion that was released. It was actually the day after Christmas that in the Attorney General's opinion, charter schools do need to comply with Government Code Section 1090.

That's an...opinion. It doesn't change any law, but it is...entitled to great deference by the courts. Additionally, there's a bill that actually, I think, the governor has signed that will make...that does make Government Code Section 1090 applicable to charter schools, effective January 1 of 2020. Now, the charter school has promised up and down throughout its charter petition that it will comply with all laws that are applicable to it. So, we have no beef, no contest with Government Code Section 1090.

At the time that the changes were made, it was not legally applicable to charter schools. Now that it will be in just a few months, we will comply. So, if that's what their concern was, I'm confident it's remedied. And, I just wanted to say, briefly, while I have the microphone. ISSAC has been awarded the Public Charter Schools Grant Program Grant. So, assuming that the charter is approved before March 13<sup>th</sup>, they've got that grant. So, I just wanted the Board to know that.

**Williams:** Okay, and, help me out here, Patricia. Part of what we did in not making the final decision last month, was we delayed you from applying for...was it Prop 39 funds...funding? Is that correct?

**Ruley:** It was an advanced apportionment funding. So, we needed to submit...a charter numbering packet to the Department of Education by a certain date in order to get onto the July meeting, or, I'm sorry, the May meeting, I think, in order to get funding...to be in line to get funding over the summer, so that we don't have to sell receivables.

**Williams:** Okay. So, are we...if this is approved today, are we still in good shape, then?

**Ruley:** If this is approved today, the charter school would be in line to receive its number during the July meeting, which may, I don't know all the specifics. Again, this is not my area. But, I think it may give them an opportunity to receive advanced apportionment. If not, they will be in a position to sell receivables.

**Williams:** Okay, and where is going to be the actual physical facility of the school? Patricia, do you have that yet?

**Gould:** No. Again, it's still Prop 39. We're still looking for one.

**Williams:** Okay, so that...so, in Prop 39, you have to go back to the district and work with them...

**Gould:** Yes.

**Williams:** ...to try and find facilities, classroom space within the district. I see.

**Ahluwalia:** Actually, I'd like to respond to that.

**Boyd:** The mic is not...okay. Use the other mic.

**Ahluwalia:** Sorry about that.

**Boyd:** Everybody's been pulling on it, so...

**Ahluwalia:** I'm trying to make a point, here. No, what I was wanting to just update this Board on is the district, you know, process that it's undergoing, through the Prop 39 process is, the district has complied with all of its obligations. The district has reviewed the Prop 39 request. We've submitted a preliminary offer that was on a timely basis. They've responded to it. The next response will be provided on April 1. Based on all the information that we've received thus far,

and the responses that they've provided, the district will not be providing a facility to this particular charter school, because they do not meet the qualifications for getting a district facility for the 19-20 school year.

**Williams:** Okay, so let me parrot that back to you from what I heard. Basically, for the 2000...

**Boyd:** Ken, could you scoot up?

**Williams:** So, let me parrot back to you what I heard. So, basically, for the 2019 year, the district is not going to be offering any physical facilities for the school. Is that correct?

**Ahluwalia:** That's correct.

**Williams:** Patricia, is that your understanding, too, that you will not be having any physical classroom space?

**Gould:** No, but I'm aware now, and we do have another facility that we're considering.

**Williams:** Okay. So, what is that other facility?

**Gould:** We have...another team looking into all that, so I don't have those details.

**Williams:** Okay.

**Gould:** But, there is another one.

**Williams:** Okay.

**Gould:** I mean, we were hoping to work with the district and have this, but...

**Williams:** Yeah, and so, to the district, why aren't you going to be willing to work with this charter petition, if it's approved, to give them space? Do you...another question is, do you have space?

**Ahluwalia:** The question isn't whether we have space. The question is did they submit a legally compliant Proposition 39 request? And, the response to that is that they did not. We have sent detailed responses to the request that they submitted. We sent a very lengthy response on December 1<sup>st</sup> to their initial request for facilities. We sent a detailed response on February 3<sup>rd</sup>, which constituted our preliminary offer. And, we are analyzing the information that they just received now, excuse me, that they just submitted now. And, that hasn't changed the position...of the district that they did not meet the minimum threshold requirements for having a number of students that they need to get a district facility.

It would be inappropriate for the district to simply say oh, you know, you've got x, you want a charter. I mean, excuse me, you want a facility, you've got a charter that's approved.

They...there are certain threshold requirements that need to be met for Prop 39 facilities. They haven't met them. That's why the district will...certainly, as I said, preface my comments. We are aware of what the...district's legal obligations are. We have processed their request. We have vetted it very thoroughly. We have gone through all of their numbers, all of their arguments, and the district's response that will be submitted on April 1 will be vetted. It will be legally compliant and based on all the information thus far, there is no basis for providing a facility to that...to this particular charter school.

And, it would be inappropriate as the district, as public stewards of the monies that are generated for this particular district, to offer a facility to a charter that is not meeting the legal requirements. And, one thing that I would just like to go back on. You know, and we talk about the legal com...requirements. We've had a lot of, you know, responses from the petitioner and from their attorney, with all due respect to Ms. Ruley, which is...trust us. It's okay. We don't

have our business people here today. It's okay, trust us. We don't have this information about where the loans are coming from or going to. It's okay, trust us.

You know, there was a very, I think, an abrasive comment that was made about one of your staff members, which was, oh, maybe she didn't understand this because she was driving, and that's how she didn't understand what the comments were about the, you know, the English Language Program. That was really disparaging because you have an individual who is a doctor, and regardless of whether she's driving, I mean, I spend 99% of my car driving...my life driving. You know, the information that I get when I'm driving is no different than the information that I get when I'm sitting at a desk. And so, even with a Conflict of Interest, you know, so there was this idea that oh, you know, 1090 didn't apply to charters.

It's always applied to charters, but we've had...never had, you know, the Attorney General's opinion up until recently. Yesterday, governor Newsom did sign that legislation. It is going into effect. They have to comply with 1090. The question isn't whether they knew that they had to comply with 1090. The question is that the responses that they submitted back to you demonstrate a complete...not complete, but a lack of understanding of what 1090 actually means. It's parroting information back to you, and I think one of your staff members said earlier, which is, you know, you ask them a question, they give you a response, but it's not a full, complete, detailed, thoughtful response. And, that's what it is with the 1090 issues.

**Williams:** Patricia, when you were in the L.A. Unified School District Charter...

**Boyd:** Ken...we can't...

**Williams:** When you were, Patricia, when you were a head of your charter school there in L.A. Unified, are you aware of the 1090? Are you aware of all these compliance requirements and...Brown Act, and all the other...

**Gould:** Yes, for a board, yes.

**Williams:** Okay. So...to the attorney, I know...I watched you and your facial reactions during the good attorney from Atkinson Andelson, there. Can you respond to her comments?

**Ruley:** Sure, I mean, you know, the charter school certainly believes that all the information that it provided was complete, and there was absolutely no intention to provide anything that was not complete. So, if...we're hearing, I guess, the district review, the information that the County got to, you know, I think there might be a particular slant to some of that. But, we, you know, the charter school has every intention of providing information that was complete; didn't...never heard anything from County staff that it was not complete. And so, in every instance where the County staff asked for more information, the charter school provided it, and hearing nothing back, assumed that everything was okay.

You know, when it...comes to Government Code Section 1090, you know, we...Ms. Ahluwalia and I have disagreed for years. There's now no reason for us to disagree, right? The law has changed, so nobody ever has to hear these conversations again, right? Thankfully for all of you. So again, I don't know what it is that the district was objecting to in the Conflict of Interest Code. We never heard anything from the County on that. So, we're giving a lot of airtime to the district here and I understand why.

**Williams:** Okay. So, getting back then to the first question that I asked, and it stemmed from the last meeting where I asked you if you would address all the deficiencies in the...staff, our staff, the County staff's report, and your...response was yes. And thus, we went through all of this document. We have Exhibits A and B. We have a contract here. Are you...fine with...all of this language in the contract?

**Gould:** So, we met the...language of the five requirements. We sent them the information. We met, and based on the agreement, we...agreed to most of it, except for the two items: the five-year term and the admissions preference.

**Williams:** Okay. So...out of the deficiencies that the County staff identified and put...in there good report, there's only those two issues that the term of the contract as well as a founding families. Is that correct? You agree to everything else?

**Ruley:** We agree to everything in the agreement. We agree to everything in Exhibit A, and everything in Exhibit B, except for those two issues.

**Boyd:** If I may, Dr. Williams?

**Williams:** Sure.

**Boyd:** Just two points. First, on the 1090, all of the charters that this Board and the previous Board have approved, 1090 requirements have been part of the Board's requirement for all the charters that have been approved. So, that, even though there's been discussions with, you know, different individuals with regards to what's applicable, whether it's legal or not legal in terms of law, I think you're correct. We won't have to dialogue about it again, but this Board and staff or, excuse me, in-house counsel years ago made the determination that all of the charters should comply to that to prevent any negative challenges that might arise.

Secondly, when we met after the last meeting, at the Board meeting, and it was already introduced into conversation this morning, Ms. Gould answered your questions that she had no issues with Staff Report, that they would comply with everything there if it was approved at the last meeting, or, if we were going to have further conversation with regards to clarification. When we met, we were really concerned about a number of things. And, part of it was just what we're seeing today in terms of the lack of clarity on answers. There was a lot of discomfort on staff's...side, from the standpoint...a question is posed but there was an end...even a basic question.

I asked about the makeup of the board, and my initial question was do you...is your board identified? Because, we were having conversation with regards to whether or not they would potentially take an agreement ahead of time to make sure that their board would support whatever this Board did in terms of action today. And, the response was well, yeah, I...yeah, we have a board. And so, I said, well, how many members are on your board? And, there was a lack of answer, and...so, that concerned me and so she did go to the petition, and she looked at it and then she answered the question and gave us that information.

But, our discomfort is that although she may be a great administrator and has done successfully well in other places, the lack of her being able to just answer the questions, the basic questions, the knowledge of the petitions, the knowledge of who's going to be governing the very work that she and her team are going to be doing, was a great concern. And then, when we had questions related to the educational program, because most of our team are not educators, with the

exception of Teresa Johnson, who is an educator, we went to our associate sup. of instructional services who, you know, has a stellar reputation in this area, to say can you help us understand? There were a number of issues that were raised at the last Board meeting on EL.

The district addressed those. The petitioner addressed those, but we still have questions with regards to the delivery system, the time frame, how students are instructed, when they're instructed, and so forth. And so, Dr. Olmstead reached out to clarify the questions. And so, when it comes up that if we had more time, I'm not sure how much more time, you know, other than it's a rework in terms of that that's part of the reason why we're saying, deny. It's not that we don't think at some point in time, maybe they can do all the things that they're saying, but the lack of confidence that we had in terms of just trying to work with the petitioner to gather the information, to understand the information.

That was where we were more challenged as a result of our last meeting. And, with all due respect to their attorney, we didn't go back and identify and have some conversation with regards to this because as you know, we were on a real short time frame. And, we were already at the point that we were past Board deadline to try to get information to this Board because the Board date had moved up. And so, for all parties, we were in crunch time and, you know, trying to meet with them trying to get all the information, and then also write a report that we could identify that we did our due diligence in this area. So, I just want to make sure that the Board understands the due diligence that staff went through working with the petitioner, trying to understand what they were presenting, giving them the appropriate time to respond and so forth.

And, even when we asked for information, you know, a day or two days later, we gave additional time because Ms. Gould was at a conference, and so, she needed some extra time. We said fine, give it to us, you know, in three days. We gave her over the weekend so that she'd have until the following Monday, because she was going to be going back to the conference as opposed to, you know, back home or wherever that she could work on what she needed to submit. But, even with getting that submission, there was still lack of clarity and that was the reason why we asked Dr. Olmstead to reach out, because we thought maybe through the phone conversation that those...what was written would be clarified further. And, unfortunately, that didn't happen. So, that's one of the reasons why we're where we are right now.

**Williams:** So, if I could interpret and summarize, you're not impressed with her responses.

**Boyd:** The lack of detail in the responses.

**Williams:** Yeah.

**Boyd:** I mean...and no disrespect to her. Again, it's the lack of detail in the responses so that our job, once you approve any charter, is to do oversight and accountability, to ensure that the petitioner is doing everything in their petition, that students are getting...the stellar instructional program that's been identified, that there are financials...budget to meet all of the things that they have there. And, it's not our job to teach people how to do their job. And, unfortunately, that comes into play a little bit sometimes when we're authorizing charters before they're ready and vetted, because you've got great people with great innovative ideas, but they just don't necessarily always have the team to deliver what they're wanting to deliver. Or, at least, to address and be able to convince us of, you know, the resources and the credibility that they have behind it.



**Williams:** The disconnect I have, by the way, thank you for your response. The disconnect that I have is that Patricia has had experience on how to run some very successful charter schools. Yet, what you're expressing is that she was unable to answer specifics. Now, I assume that she is working at a school, or, they're very, very specific instruction, very, very specific programs, and she's been very successful at administrating these...programs. So, I'm taken aback. I'm...confused. There is a disconnect. Patricia, I know now...it's...the attention is being drawn upon you, you know, this is a difficult process. It's an adversarial process, unfortunately. I wish it was less adversarial, but these are very weighty decisions.

Part of our decision, and we've done this with other charters, where...the head person, the administrator, the lead person, their leadership was judged. And, we have the one charter that took like three years to develop because of various reasons. And finally, they got everything together and the stars and the planets aligned, and they're now up and functional and doing well. It took them three years. It sounds like what I'm hearing from staff is that you don't have a big picture perspective, and you don't have the details. How would you respond to that?

**Gould:** Well, I apologize. I wasn't very detailed or articulate. I am an extremely big picture person, and my staff can attest to that. All I can go on is based on my experience, based on my resume, based on references and people that can speak to what I've accomplished and what I've done. It's no secret that the data is out there. The scores are out there. The schools are out there. The accomplishments that I've done. People, you could contact people. I'm sure, you know, I'm sure there are people out there that can speak to what I've done, and what I've accomplished. The last place wasn't a very easy place to turn around, but I did, and it was extremely successful. And I, again, I keep sealing and...focusing on the whole EL population, because that was a major group of our students, but we had very successful GATE students.

We had a very successful GATE teacher that worked with them and...did activities after school, and during the day, and the teachers were involved with them. And so, there's just so much that gets involved when you...implement a program at a school site, and you have to constantly monitor and assess and change what you're doing according to the climate of what you're being done, and what's being implemented. So, you have to get started somewhere, and then take off from there and assess as you go.

**Williams:** So, I've heard criticism of you, but now I'm hearing some good things. Tell me how you saved that school. Tell me how you...that school rebounded, that you took over.

**Gould:** That school had an embezzlement scandal. The principal had embezzled two-and-a-half million dollars. So, when I got to that place, I was a school of about five hundred...four hundred, I believe it was four hundred...five hundred students, and a staff of about twenty...twenty-five. And, they did not trust administration. They did not trust anybody. Anybody in the office. They didn't trust anybody. They all had their own curriculum. They all had their own report cards. They were doing kind of whatever they wanted, because the principal that was there was not focused on the school. So, I went in and I assessed within the first month, I assessed the situation, and I knew that wasn't a place to go in and be heavy-handed, because I was coming in from the outside and they hated me already.

So, I needed to come in with TLC, tender loving care, right? Respect, care and set boundaries, and have them join me in running the school. I believe in leadership and collaborative leadership. It's not about me doing everything, because I need them to help me run the school. So, I established leadership teams. I established technology teams, an ELD team, a report card writing team; anything that I could have where teachers can volunteer after school, excuse me, not volunteer, because I did pay them a stipend, anything that they could do after school to help me organize the school and set it on. This is Shauna Laff. She was at the school when I came on board, and we transformed it together.

And, after I left, she went on to bigger and better, and I'm hoping to recruit her back. But...so, in that whole process within the first year, we were able to create standardized Common Core Aligned Report Cards, K through fifth. We were able to bring in curriculum readers and writers...was more established where we provided professional development to all our teachers and had them all aligned. Our experts at the school site were paid to mentor teachers that were at a different grade level to align everybody. We established assessments and benchmarks school-wide to make sure that we were watching our students and monitoring their growth. And so, little by little as we started implementing things, I started implementing these accountability systems and established a system school-wide.

So, that by the third year, we were running. By the third year, we had all our EL students focused in terms of what we were addressing; their needs. By the time we got to the last fourth...fifth year, what was the reclassification in fifth grades? This is Shana Laff. She could speak to what we've accomplished.

**Laff:** Good afternoon, Board and superintendent. My name is Shawn Laff. I used to be the Testing Data Coordinator of NACP. Prior to that, I was the office assistant, and then between that, I left and then came back to be the Testing Date Coordinator. As she spoke earlier, she said that she came in in the most vicious culture ever, which is, I have to attest to, it was vicious. It was a culture of when you have everyone against you, but you're put in a position to stand up for what you believe in, in hopes that, with time, nothing happens overnight. So, with five years, I had to say that I learned the value of yearly progress. And so, given...giving her the opportunity to open this charter school, I believe in it, because I've worked under it, and I've seen the data, and I've seen the programs work.

Yes, it may not be for everyone, but, given that the choice that parents want to put them in the school, it will speak for itself. And, given that, yes, trust and not being super articulate, but in trusting the system that we provide, and knowing that it's people and parents' choice to send their children to this type of school, the results in the test scores and in the value of the students' life all around will...speak for itself. I do believe in Patricia Gould. I will stand up here and tell you, I do believe in Patricia Gould. It took a while because I was part of the old administration prior to her...coming on board. And so, I believe that given the...being odd one out all the time, it's difficult. But, to be strong enough to stand strong to what you believe, and not overstep everyone else, but given with time, your perfect vision became alive.

**Williams:** Okay, okay. So...thank you for that. I think I sufficiently saw some rehabilitation of your character and credibility. I have no further questions. Any further questions by the Board?

**Bedell:** Could I...I'm going to just speak to the...thank you. Mr. Chairman. By the way, I

thought your comments were excellent. I appreciate your comments. I had a question about the parents. And what the parents...we need...? Good mor...good afternoon.

**Parent Representative:** Thank you. [THE PARENT REPRESENTATIVE IS JOINED BY AN OCDE STAFF MEMBER WHO SERVES AS A TRANSLATOR]

**Bedell:** There have been statements that there was pressure put on parents or...

**Gomez:** He's got to translate.

**Bedell:** ...pressure put on parents or promises made to parents in order to get parent involvement.

**Translator:** No, I came here by myself, and last month that I have a meeting where some other parents expressed concerns about signing petitions, and I was looking for information. I reached the district and they provided me with some information because it was going to affect my daughter. No, the reason I want to communicate is to express myself, and the information that I got. I know it's important about education and the opportunities I can have, especially in a special education when that happened to my daughter.

**Bedell:** Thank you.

**Translator:** When my daughter was born, I was in shock when my daughter was diagnosed. And, I know it was important...is important what other benefits, the kind of education other children may have. In regards to when my child was diagnosed, it's important how the education can individualize, as well as classify, and that's important to me and my daughter.

**Bedell:** That's fine. Thank you, thank you. I'd just like to...Mr. Chairman, I'd like to note that also in this one on page 42, we also have the same statement, and I'm assuming that the petitioners agree with it. "Should charter school fail to meet the conditions delineated in Exhibit B, the Board reserves the right to take further action including, but not limited to, revoking its approval of the charter."

That's in that document that carries forward from the previous ones, so, that's consistent. So, my und...my takeaway from this, Mr. Chairman, and your comments lent me pieces here, that we have no SELPA, we have no space. We have questions about the budget, and we have questions about the curriculum, but...one of the things that concerns me is we have a situation, and Nina, if you help me here, we had a situation with a charter that over-estimated enrollment and its local district got stuck with something. That...was Epic?

**Boyd:** No, that was UNITY.

**Bedell:** UNITY. So, that...was Orange?

**Boyd:** That was Orange.

**Bedell:** So, Orange got hit?

**Boyd:** Yes, and they're working through that as we speak. But, yes, there...was some withholdings because there was an overpayment, and so, they're having to address that. And, they didn't receive state monies as a result of that so that the district could get repaid for their overstatement of ADA.

**Bedell:** So, is it possible here, what we have here, even though this is Basic Aid, Newport-Mesa may get stuck?

**Bedell:** I think that's the point that their attorney was making with regards to how they report it,

the district pays them, and then there's a reconciliation done later. And so, yes, there is...we have a case where that did occur, and I think that's what she was alluding to.

**Ahluwalia:** And, it's particularly concerning in this situation because we've got a very high projection. They initially said it was something about four hundred, and now it's two-hundred-and-fifty. But, I would note that in all of the board meetings that have taken place at the district, as well as before this Board, we've only had parents representing two students that have come before you. So, they're going to get funded based on their projections, which means the district is going to be transferring the in-lieu property taxes. And then, if those projections don't bear out, the district is not going to get backfilled by the state. So, we're in a even more precarious situation than Orange, because Orange is a State Aid District, which will get those backfilled at some point in time. But, Newport-Mesa, as a Basic Aid, will not.

**Bedell:** I've been very impressed with Trustee Barke this morning, talking...this afternoon, talking about choice. And, it seems to me that there's a district that stands out with a lot of choice, especially a district that has an interesting, broader range of socio-economic status than many people think, that there's a lot of choice already in that district.

**Ahluwalia:** Absolutely.

**Bedell:** And, whether you're dealing with somebody in Corona del Mar, or Estancia, there's a choice.

**Ahluwalia:** Yes.

**Bedell:** Well, I...generally agree with Mari's comments on this choice piece. I really do. This one...we're not dealing here with a dog that we've got to correct fleas. We're dealing with a high-quality, high-academic program with a huge success rate going to quality colleges.

**Ahluwalia:** Yes.

**Bedell:** Right?

**Ahluwalia:** Absolutely.

**Bedell:** And, the notion that they're going to get stuck on something that I'm...I can't be party to. Just speaking for myself. It would be one thing if they weren't going to get stuck. I'd be a little more flexible. But, if they're going to have a...there's a possibility that they're going to get stuck, for no fault of their own, and because no space, no SELPA; this, for me, is a charter whose time has not come.

**Ahluwalia:** Yeah, because as we've discussed earlier, as the district that first denied them, they are considered the SLEA for in-lieu property taxes, and they have to transfer those taxes. It's a mandatory obligation and the...charter schools can be based on the projections that they're putting out there. Those projections, you know, you've been here, we've been before, you know, some of the other charters you see, you know, hundreds and hundreds of people. How many people have we seen on behalf of ISSAC, the other prolific community members that are the parents? There's very, very few of them.

**Bedell:** Thank you.

**Barke:** Can I ask just a point, also? Why would...

**Boyd:** Mari, can you come closer?

**Barke:** Why were they denied the Prop 39? What's the basis; just for my own understanding?

**Ahluwalia: Correct.** So, Proposition 39 essentially provides for a fair share of district facilities. So, if you have a requisite number of in-district students whose signatures you've submitted, you submit an application. You submit, you know, where you want the school, what type of facility you want, etcetera, etcetera, etcetera. And so, they did...submit a request. The request was legally deficient in many, many different areas.

And, they did not have the right number of in-district students, based on our analysis of it. They obviously disagree with that; dispute that. So, we've gone back and forth a little bit, and the next timeline that will be up for the district's final offer is April 1<sup>st</sup>. Based on all of the information that we've received, having looked at all their projections, how they gathered the signatures, etc., etc., we believe that it's a legally deficient Proposition 39 request, and that they did not submit the right number of signatures.

**Barke:** So, that's what it's based on, is not enough signatures?

**Ahluwalia:** Right. Yes, from in-district students.

**Sparks:** Patricia, can you explain the...hundreds of students that are interested in coming to the school?

**Gould:** We submitted approximately three-hundred-and-ninety intent to enroll forms for Prop 39, and we had interest from that. We saw that's where we got our numbers of the parents that were interested, and parents that signed it, and talked to us about it.

**Williams:** So, question to the attorney, then. The district's attorney is making an assertion that the signatures were illegal, and that's the reason they denied the Prop 39 request.

**Ruley:** I think the assertion was that the signatures were insufficient.

**Williams:** Insufficient.

**Ruley:** Yes.

**Williams:** How many signatures do you need?

**Ruley:** You need eighty, 80, in-district to meet the minimum criteria.

**Williams:** Okay, and how many did you have in-district?

**Ruley:** Do you have that number?

**Boyd:** Go back to the mic.

**Ruley:** There's three-hundred-and-ninety, but, I don't know what's in-district, so...but, I don't know what's in-district or not. I know there were three-hundred-and-ninety total. I apologize. I don't have the in-district number.

**Williams:** So, you had three-hundred-and-ninety families...children that you potentially can enroll, that demonstrated interest. And, the district, you did an analysis of those individuals and you found that there wasn't enough in-district? Is that...true?

**Ahluwalia:** Yes.

**Williams:** Well, I don't want to hear about how they were misled because that's...I'm not so sure that's a real issue here. So, I want to hear what technically; and, that's a little biased, by the way, on your part. It's your...it's not your role to say who was misled.

**Williams:** Well, you know, we're getting too detailed, and there's a lot of hearsay, and I'm not so sure I'm going to accept it. So...tell me the issue with the signatures.

**Ahluwalia:** Right. So, our obligation as the stewards of public funds for Newport-Mesa is to analyze the request as submitted. We took that responsibility very seriously. We looked at all of the information that was submitted by the petitioner, looked at how the signatures were gathered, looked at how the information was communicated, and we wrote very, very lengthy detailed

responses to, you know, that set forth our objections. They disagree with those, and that's fine. That's there, you know, obviously their...ability to do so. So, we're going back and forth through this.

**Williams:** So, there's a difference between you and the petitioners. Is that right, counsel?

**Ruley:** Yes.

**Williams:** Okay. So, you assert that these are valid signatures and you're...the district is asserting their not valid?

**Ruley:** We assert that there are more than enough.

**Williams:** Okay, so there's a difference here, and we're not privy to know all the details of these signatures, and what's been...done.

**Ahluwalia:** I'm not disagreeing with Ms. Ruley. All I'm saying is that she's saying that there's more than they need, and we're saying that there's not.

**Williams:** Okay, so, this happens in life, where you have a disagreement on...certain things and...okay. So, let's say we go through the process again, and they submit more than this eighty signatures over the appropriate amount of signatures. How are we going to resolve that for facilities?

**Ahluwalia:** First of all, with all due respect to this Board, the Proposition 39 process is something that's between the district and the charter, and this Board really has no authority, or...

**Williams:** Absolutely, absolutely, but I got to know, because this is not the strongest...let me finish. This is not the strongest charter petition that I've seen, and I want to validate everybody's concerns here, but this is very important. And, you know, the credibility of the petitioner, Patricia, has been assailed. There's a lot of innuendo, there's a lot of hearsay. There's a lot of negative things that are...being said. So, you know, I want to get to the facts. I want to make a good decision here that I think is going to benefit that particular district. So, what's going to happen in the future? Are you going to consider if the signatures are given to you again that they're invalid?

**Ahluwalia:** Oh, sure. I spoke too soon. What I meant to say is that the Prop 39 is an annual process. So, for the 19-20 school year...

**Williams:** There's no funds at all. It's past the date, it just won't happen.

**Ahluwalia:** Yes. So, for the 20-21, well, there's still the dispute between the district and the petitioners as to whether they have the specific number of signatures and all that. And, that'll be resolved at some point in time, you know, in the next couple of months. So...

**Williams:** How are you going to resolve it?

**Ahluwalia:** It will probably be through litigation.

**Williams:** Litigation? So...

**Ahluwalia:** And, for the...

**Williams:** They're going to have to sue you to get these Prop 39 funds?

**Ahluwalia:** Yes.

**Williams:** Is it...is that how it works?

**Ahluwalia:** Yes.

**Williams:** Is that how it works, counsel?

**Ruley:** That's how it works. Not in all cases. Certainly there are occasions in which a charter school and an authorizer, a district, do agree on those numbers, but sometimes, yes, you have to go to litigation.

**Ahluwalia:** And, it's particularly difficult, I think, for brand new charters when you're looking at the numbers, and that's why, you know, you do end up having these disputes and these differences of agreement. For charters that are up and running, they can establish that they have x number of kids, like Capistrano is, I think, a perfect example. They've got, I think, three or four charters that are housed in-district properties because they've been able to establish that they do have those specific number of kids that are going there.

So, to answer your earlier question, what happens in the 20-21 school year? They've submitted requests for the 20-'1 school year. We'd assess it. We determine if they do have a minimum number of students, and so, the minimum number is just to get the facility. So...at eighty, you know, you might get up to four classrooms or something, and then, depending on how many you're actually able to validate, that's how you determine do you get an entire school site, do you share a school site? Do you get, you know, etc., etc.

**Williams:** Right, right. You know, what I'm concerned about is in the other charters that we've approved, Capistrano for instance, or some of the other; Saddleback or Orange, that there were some...process by which the petitioners of these charter schools petitioners were able to get access, and there was a relationship that was developed.

**Ahluwalia:** Well, Unity was not in a...Unity was not in a district facility. The one that came through is Saddleback, which, I believe that you're talking about, the Oxford one. That was a school that's been established through Capistrano. So, they had also submitted a Prop 39 request well in advance, and because of the numbers that they had at Capistrano, they were able to say...

**Williams:** They're able to accommodate them.

**Ahluwalia:** Yes, well, but they met the legal requirements...

**Williams:** So, they're going to have to see you to get...this potential space. Is that correct?

**Ahluwalia:** Unity?

**Williams:** No, the charter petitioners, because you disagree on this issue. It's already an issue as we're voting upon it. In the future, they're going to...if you still make your contentions and hold to your...contentions, they're going to have to sue you to get funds. Is that right?

**Ahluwalia:** Facilities.

**Williams:** Facilities. Funds for the facilities. Okay. I'm done with questions, by the way.

**Ahluwalia:** Okay.

**Williams:** Thank you very much. You answered very well. Appreciate it. Okay. I'm done with questions. I know looking at the faces of my colleagues, I think we're done. Time to vote. Okay, so we have a motion and a second. The motion is to accept the contract and with Exhibits A and B with a term of five years, and with the language that would allow founding families to be included in that. That will eventually be resolved between the Board attorney and the petitioners. Being that we've consumed a continuous...a lot of time. Thank you very much, our guests here. All those in favor of this motion say, "aye".

[TRUSTEES SPARKS, BARKE AND WILLIAMS SAY, "AYE"]

**Williams:** Oppose?

**Bedell:** Oppose.

**Gomez:** Oppose.

**Williams:** Motion passes 3-2. The Board will be in closed session.

[PRESIDENT WILLIAMS SIGNALS THE BEGINNING OF CLOSED SESSION BY STRIKING THE GAVEL ONCE. PRESIDENT WILLIAMS THEN STRIKES THE GAVEL THREE TIMES AT THE CONCLUSION OF THE CLOSED SESSION TO SIGNAL THE CONTINUATION OF THE REGULAR MEETING]

**Williams:** Okay, the Board of Education is now in session. It's approximately 3:15 P.M. May I have a motion for number four: to approve the two 18-19 interim report?

**Bedell:** So moved.

**Williams:** So moved, and a second by...?

**Barke:** Second.

**Williams:** ...Dr. Barke. Any questions? I mean, Trustee Barke. I do that all of the time. I'm thinking of your husband.

**Barke:** I know, you do that all the time. It's all right.

**Williams:** Excuse me. Trustee Barke, second. Any discussion? Barring that there's none, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Oppose? Abstain? Motion passes 4-0, and, the good Trustee Gomez is...has left us.

**Bedell:** Do we have a report out from the lawyers?

**Williams:** Thank you. If we can at this time, for the record, I need a report out of closed session...for closed session one. That will be Mr. Jonathan Brenner.

**Brenner:** Thank you, Mr. President. Counsel gave an update on the litigation pertaining to closed session number one. No resolutions pertaining to the resident...litigation were taken up or passed. Our February bill was reviewed by all Board members present, was voted upon and approved, 4-0, with all members present voting in the affirmative. Member Gomez was not present. That's the update on closed session number one.

**Williams:** Thank you, sir. Update from closed session number two, our good special counsel, Mr. Greg Rolen. Can you report out on two, three, and four?

**Rolen:** On item number two, there was no action taken. On item number three, we received an update, the status update, on existing litigation from trial counsel, and no action was taken. And, on item number four, the Board received advice and counsel on a matter of pending litigation.

**Williams:** Very good. Okay, moving on to item number twelve: charter submissions. Hello.

**Gaughran:** Good afternoon, President Williams, members of the Board, and Dr. Mijares. Today, we have one submission. Samueli Academy is submitting a material revision request. They are requesting to add seventh and eighth grade to their school program. So, we will hold a public hearing in April at the April board meeting, and action will be taken at the May board meeting.

**Williams:** Seventh and eighth grade?

**Gaughran:** Yes.

**Williams:** Exciting.

**Gaughran:** Junior high school.

**Williams:** Exciting.

**Gaughran:** Thank you.

**Williams:** Thank you very much, Kelly. Okay, moving on to item number thirteen. Aracely.



**Chastain:** Great. Good afternoon. Today the Board will hold a hearing to consider public input regarding the request for a material revision from the Vista Condor Global Academy on their admission preferences, which was submitted at the February 13<sup>th</sup> Board meeting. Prior to public comments, representatives from Vista Condor Global...Academy are allotted ten minutes to address the Board. Then, the hearing will open for thirty minutes of public comment. Santa Ana Unified has requested and been provided with all of the documents related to the material revision. I now call Mr. Richard Handsberg, attorney representative for Vista Condor Global Academy to the podium.

**Handsberg:** Good afternoon, Board members. We're here for what will hopefully be the shortest material revision ever. In order to apply for our state eligibility grants for lease reimbursements, we're required to add some technical language per the Code of Regulations to our charter. Literally, it's a one-sentence addition to the charter, and it simply says that we are within a specific elementary school district that is 55% or greater freedom of use large population, which makes us eligible for the grant. That is the only change to the charter, and, with that, I'll answer any questions you might have.

**Williams:** Thank you for making it so simple.

**Handsberg:** For a long day, I tried.

**Williams:** We've had a long day. Okay, thank you.

**Chastain:** The hearing is now open for public comments from individuals who have submitted a comment card to address the Board. President Williams, please call for the first speaker.

**Williams:** Do we have any cards?

**Boyd:** I have no speaker cards.

**Chastain:** As there are no members of the public wishing to comment on this item, this concludes the public hearing for the Vista Condor Global Academy material revision. President Williams, I now turn the meeting back over to you to facilitate any questions the Board may have.

**Williams:** Very, very good. Thank you, Aracely. You're awesome. Okay, so, at this time, we're at item number fourteen. We're a tad bit behind, so, we're going to go into closed session right now to hear...

**Boyd:** Were there any...there weren't any questions? Okay. I'm sorry. I...Jack was talking, so I wanted to make sure I didn't...

**Williams:** Yeah.

**Sisavath:** Jack.

**Williams:** So, we're going to go into closed session; hear from our attorney about the significance of this case. And then...

**Boyd:** Prior to the hearing?

**Williams:** So, maybe I opened my mouth too soon. I'm just going by what you gave me, and it says to go into closed session. Did I flip-flop?

**Boyd:** You...we've already done closed for the...take a five-minute recess to clear the room. I'm sorry, because you've already done all of your closed sessions. We thought that there was one more closed session there. So...

**Williams:** Okay.

**Boyd:** We apologize.

**Bedell:** She was talking.

**Boyd:** His red line, he's following his red line.

**Williams:** I'm following my red line. I'm being...doing what I'm being told to do. As a good husband, I'm used to that. And, my...and, you know, people ask who wears the pants in the family. I say I wear them, and I wear whatever she wants me to wear. Okay. So...

**Boyd:** We always say we're the neck.

**Williams:** Okay, at this time, I'm going to follow the red line. We're going to have Mayu, where is Mayu, if you could...? I need to clear the room. Okay, clear the room.

[THE BOARD ROOM IS CLEARED, PER PRESIDENT WILLIAMS' REQUEST. ONCE THE BREAK CONCLUDES, PRESIDENT WILLIAMS ANNOUNCES THE CONTINUATION OF THE BOARD MEETING]

**Williams:** The Board is back in session here. We just finished the expulsion. We have announcements. Good Associate Superintendent, Nina Boyd, and...any announcements?

**Boyd:** Yes, as we were talking earlier, the CCSA Conference is in Sacramento beginning next week, and Mari and Lisa will be representing the Board. Kelly Gaughran and myself will also be there. And, NSBA is at the end of...their annual conference is in Philadelphia, March 30<sup>th</sup> to April 1<sup>st</sup>. Mari and Jack are representing the Board at that one. And, on Wednesday, April 10<sup>th</sup> is your next board meeting. And so, submission deadline is Wednesday, March 27<sup>th</sup>. We have a little bit of time this time.

**Bedell:** Yes.

**Boyd:** And then, I'd like to call on Renee to give an update on Community School Number Nine. We mentioned it...next, I mean, last month. That is the project that we're in line to get school facilities money for...to finish the construction.

**Williams:** After that, I do need to make...we need to make a Board decision about the time start for our next meeting.

**Barke:** We should do it before Jack leaves so we have an extra body here, too.

**Boyd:** I'm sorry, I couldn't hear.

**Williams:** So, we need to move the start time for April's meeting up by an hour.

**Bedell:** So moved.

**Barke:** Second.

**Boyd:** To nine o'clock?

**Williams:** To nine o'clock. Okay, so, we have a motion that's been made, and a second. And, any discussion? No further discussion. All those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Oppose? Abstain? Motion passes 4-0 to move the meeting up to 9 A.M. Okay. Renee.

**Hendrick:** In your red folders, do you have...I gave you a couple pictures of the architect rendering for Community School Number Nine? And so, just to give you a little background, since we have a couple of new Board members. We actually purchased this property and closed escrow in 2013. This will house our alternative school, about three-hundred-and-fifty-four students. We had completed our request for proposal for services for the architect, which was HCM. Our construction management team was Kitchell Construction, and our contractor for the

lease is CW Driver. We closed a completed escrow with Karcher Partners when we purchased from the Carl Karcher Family Trust.

On May 8, 2013, we submitted all of our plans and were approved in October of 2014. So, we have been basically waiting for state funding since that point, and so, the bond passed on Proposition 51 in November of 2016. We've been on the waiting list, waiting for funding. We were actually like one-hundred-and fifty-six, I think, on the list. And, we were, at one point earlier last year, told that they would run out of the bond authority before it actually got to us, but so many districts have dropped off, we actually got notification that in June, we will be going to State Allocation Board for our apportionment. And so, that, at that point, would be able to start the process of building.

Unfortunately, for us, because of the time-lapse, we do have to go back for re-approval through the Department of State Architects, because you only get four years. And so, we are updating everything as we speak, trying to be ready, but it is exciting news. We've waited a long time for this. And, even within our client, our program. this is an area that we really need a permanent location for our students. So, we're really excited and hopefully, I can bring you good news after June, but we actually did get the apportionment, that we can move forward.

**Williams:** And, again, Renee, where is the actual property? I forget.

**Hendrick:** It's actually off the 91 freeway at Harbor.

**Williams:** Okay.

**Bedell:** That's right.

**Williams:** That's basically on the map. If you remember, Dr. Rose had a conversation about homeless people camping there. Yeah.

**Williams:** Okay.

**Hendrick:** They...the city's done a really good job of partnering with us to keep that area. The City of Anaheim owns the lot behind us. And, I don't know what they'll do with it, eventually. They would like to buy our property and have a used car sale lot there, but we've refused to do that. So...

**Williams:** Right, and how much money will...do you think it will be, or can expect?

**Hendrick:** Well, our estimate, five years ago, was about ten million dollars to build the school. We haven't put in all the escalations for cost between now and then. The question will be whether the state would...how much they will give us, but we have been planning on having to have some expenditures for furniture and equipment, which should be included in the grant, but I don't think they'll be enough granting ability...grant ability for that.

**Williams:** So, what do you think that the cost me may be? Twelve million?

**Hendrick:** I'd say probably thirteen to guess.

**Boyd:** Probably thirteen to fifteen million for the entire project, including that F and E, which is furniture and equipment.

**Hendrick:** Yeah, if you include that, yes, probably closer to thirteen...fifteen. So...

**Bedell:** Renee, Dr. Williams has triggered something in me. Do we have somebody in the department whose title is Development Officer?

**Hendrick:** A Development Officer?

**Bedell:** For example, let's say Trustee Sparks would like to name the auditorium in honor of her

mother.

**Hendrick:** Right.

**Bedell:** So, Trustee Sparks is told to name the auditorium, you need...we do this all the time. An auditorium is three million. A classroom – I'm making this up, obviously – classroom is...we're doing this right now in my department. We're building a one-hundred-and-eighty-five million dollar engineering...and we're naming everything. I'm...the joke is, if you go in, you're going to see a named urinal, right? You name closets; you name land.

**Sparks:** Offices.

**Hendrick:** Well, yeah. We're a little bit different because we're considered a financial hardship district. And so, we should receive 100% funding from the state, which is a very precarious situation for us, because we can't spend a dime until we get the state apportionment. Otherwise, they'd score that against us.

**Bedell:** I see.

**Hendrick:** And, as far as naming, that may be a conversation down the road with the...superintendent. We couldn't actually use it towards building because that would mean the state would just give us less money, basically.

**Bedell:** Right.

**Williams:** I see.

**Boyd:** The project would have to be completely completed, because if it's not closed out and the Division of the State Architect hasn't signed off on it, what you're describing, districts do, because they have a fifty percent share in the project. And so, they offset their share. It's the way that it works for financial hardship is, the 50% share that the district would contribute, the state contributes it.

So, the state is doing their 50% share, and also, the 50% share that the County Office would normally do, because they recognize that the County cannot pass a Countywide bond. And so, that's the difference. And so, that's why there's no naming selling that...the naming would be on the outside of the building in terms of the Board. You know, the...what we do on properties we own. Harbor Learning is an example. There is, you know, a plaque out there in terms of...

**Bedell:** But, once it's all built, once it's all equipped, then could Lisa name the auditorium in honor of her mother and not go endowment?

**Boyd:** We need to check code sections with counsel, only from the standpoint we want to make sure that the state couldn't come back and hit us for something. So, normally, we don't name anything for that reason. I mean...

**Williams:** An offer on behalf of Dr. Bedell, he's going to give a million dollars to have the gym named after him.

**Barke:** I thought it was going to be in your name.

**Bedell:** The gym. Right? Huddle-free floor.

**Boyd:** And remember it's an alternative education high school, so, it doesn't have the same broad scope that a traditional high school has. So, you're not going to have a gymnasium. So, you will have a library, but beyond that and...maybe, you know, a tech center. But, because they're doing instruction in the classroom because we do independent study and seat time, it's set up very differently.

**Williams:** Very good.

**Hendrick:** I'm sure once we get down closer to the building, we would talk about either ribbon-cutting ceremony or something.

**Williams:** Sure, like we did with the one before that.

**Boyd:** Harbor Learning Center. I think the difference is because regulations have changed and the State Allocation Board is still making changes with the Office of Public School Construction. So, until it actually gets funded, as Renee said. You know, she's being cautious because we've seen over years the fact that there is not enough money. They used to give you a percentage of the construction cost to furnish and equip the school. But now, they don't. It's all one lump sum.

And, what we ran into with Harbor Learning Center was we furnished and equipped the school and then afterwards, we had to do deducts of copiers and...computer equipment and...so forth, because the state deemed that we had too much in that environment, even though, based on the number of students and the way that it was structured and so forth, we thought we were doing our due diligence. We had to fight the state on that, and we ended up winning a portion of it, but not all of it. So...

**Williams:** Interesting. Very good.

**Bedell:** Good news.

**Williams:** Yeah. It's exciting. Anything else?

**Boyd:** I was not sure...is the Board going to begin discussion on the draft document from last month, on that Notice of Violation? Or are...I didn't know if there was input from the Board on what you saw or questions.

**Williams:** So, kind of some thoughts on that because I'd like to...head in a direction with the charter appeal process that is less adversarial and more instructive and more positive. I'd like to still continue to look at that. I want to get the input of...if the Board wants to give their input now, thoughts on that, but as far as making a policy, I think that's where you're talking about going with this?

**Boyd:** Well, the Board had asked us, right, to draft some language for a potential policy that you all could respond to, or cleanup, or whatever. So, that's all that we did, and we submitted it for its first review last month. But, there were no comments or anything, and so, we just left it on the agenda as a draft. And so, not sure what the Board's pleasure is in terms of the conversation.

**Williams:** So, what I'd like to do is maybe after the charter school meeting that...my two Trustees here, to my left, will be attending. If they can look at that and get back...

**Barke:** See best practices...

**Williams:** Best practices, so we get all stakeholders involved. You can get the staff involved. We can come back to the Board as a whole and talk about that process.

**Barke:** Sounds reasonable.

**Williams:** Okay. Any public comments?

**Boyd:** There are no cards.

**Williams:** Okay. So, barring that there is no other further business, we did move our meeting to 9 A.M. And, anything else that we need to talk about? Otherwise, might I have a motion for adjournment?

**Bedell:** So moved.

**Williams:** So moved. Second. We are adjourned.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE CONCLUSION OF THE BOARD MEETING]