

BOARD MEETING 10-16-19 TRANSCRIPTION

[PRESIDENT BARKE STRIKES THE GAVEL ONE TIME TO SIGNAL THE BEGINNING OF THE REGULAR BOARD MEETING]

Barke: I call the meeting to order.

Boyd: Okay.

Barke: Do a roll call.

Boyd: 9:05 AM.

Sisavath: Trustee Sparks?

Sparks: Here.

Sisavath: Trustee Williams?

Williams: Present.

Sisavath: Trustee Barke?

Barke: Present.

Sisavath: Trustee Gomez?

Gomez: Trustee Gomez is not present for the meeting at this point in time.

Sisavath: Trustee Bedell?

Bedell: Here.

Boyd: Your red line in your red folder. The discussion item that you wanted to talk about - board meetings, was listed as emergency board meeting, so we wanted to adjust that because it's not an emergency board meeting.

Barke: Okay. Do we have to vote on that or we just do it?

Boyd: You would amend -

Barke: The agenda?

Boyd: The agenda.

Barke: I don't even remember seeing that on the agenda.

Boyd: Under information items, board discussion.

Sisavath: It's in the red line.

Barke: Oh, is it just in the red line? But even here, it just said board meetings in the agenda in the book. No? Does it say emergency?

Sisavath: Did I change it?

Boyd: I thought she changed it.

Sisavath: I did.

Barke: Yes, you did.

Boyd: She pulled the wrong one last night.

Barke: We're good. No wonder. I didn't see that. That's why I was asking you.

Sisavath: I pulled the wrong one.

Barke: Okay, good. I thought I was kind of losing it there.

Williams: I will make the motion to adopt the agenda with the substitution of the resolution #15-19, item number seven. I cleaned up the language and found a few typos. The essence of the resolution is unchanged. The whereas and the therefore is basically the same. The language is cleaned up and the typos and everything are removed, and that is version 1.2. If you look in your red folders, you'll have that resolution 1.2., so I'll make the motion to adopt that with those changes.

Sparks: Second.

Bedell: Madam Chair, I'm confused. Are we doing the minutes?

Boyd: Just the agenda, adoption of the agenda.

Bedell: Just the agenda for today?

Boyd: Yes.

Bedell: Okay, I have a change as well.

Barke: Okay. On his same item?

Bedell: No.

Barke: Okay. Do we have to vote on your item?

Williams: This would be a subsidiary motion. If Jack wants to introduce -

Barke: But it's not on your item, it's a different item.

Boyd: It's still the agenda.

Barke: All right, go ahead, Jack.

Bedell: I apologize. Staff did not have a chance to get this. I'll go to the consent calendar and take number two out of consent. Any discussion?

Williams: I think that's a friendly amendment. We don't need to vote on that. We're removing consent item number two to the regular agenda.

Barke: We don't? We do. All those in favor?

Sparks, Williams and Barke: Aye.

Gomez: I'm going to abstain, because I'm not sure what we're voting on. I think it's just the changes in the agenda but I haven't had an opportunity to look at that. I'll just abstain.

Barke: Okay. Jack?

Bedell: I'm going to abstain also because I don't understand what Ken just did with this motion.

Barke: You made the motion.

Bedell: It was not that. My motion was to take consent. Are you just voting on consent?

Williams: No.

Bedell: No.

Gomez: We're just voting on to make changes to the agenda.

Barke: We've got three and two abstains. We'll just do it. We're just going to correct your item. That's fine.

Boyd: Maybe I could clarify. As I understand it, what Ken was doing, he mentioned that in your red folder there is an amended copy of the board resolution on the budget. He made some corrections that he sent yesterday afternoon. He found some typos and some other things. I didn't see them highlighted. When you get to this, will you be able to show where they are?

Williams: I'd have to take the two and compare them.

Boyd: No problem.

Williams: The substance of the resolution, the whereas and therefore have not changed. The typos and the grammar, and a few other nuances have been added to it but it's in essence the same.

Bedell: Madam Chair, parliamentary wise, the document that we're referring to is a different document than what was originally submitted to us, therefore.

Barke: Yes, it's another document.

Bedell: That's where I'm confused. If it's a different document, subsequently I defer to the chair for her ruling, but shouldn't that reference be I move to substitute because it's corrected? Isn't that right? Because it's different than what we have. Is that not correct? It's a different document.

You've corrected it, which we all do, I understand that, typos, even if the essence is the same, it's

a different document technically.

Williams: Technically.

Bedell: That's why I'm confused.

Williams: We're substituting.

Bedell: Yes.

Williams: That's what you want?

Bedell: That's what I'm saying.

Williams: Right. That's what we're doing, substituting.

Bedell: Parliamentary wise, I think that's the right decision.

Barke: Okay. We're good? All right. I don't think there's any public comments. I don't see anybody.

Boyd: There are no public comments and they could only be related to the closed session. We didn't receive any cards for those.

Barke: Excellent. We can move to closed session now.

Boyd: Are you recessing?

Barke: Yes.

Boyd: 9:12 AM?

Barke: Yes.

Boyd: Thank you.

Barke: Thank you.

Boyd: 9:09 AM according to my watch.

Bedell: We need any documents?

Boyd: No.

[AT THIS POINT IN TIME, THE BOARD IS IN RECESS AND THE BOARD MEMBERS GATHER IN THE BOARD CHAMBERS FOR THE CLOSED SESSION. UPON COMPLETION OF THE CLOSED SESSION, THE BOARD MEMBERS RETURN TO THE DAIS]

Boyd: You're going to what?

Barke: I'm going to start by asking for report out of closed session.

Boyd: Do you want to do it loud enough so that the –

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONTINUATION OF THE REGULAR MEETING]

Barke: We're going to start with a report out from our closed sessions.

Brenner: Thank you, members of the board, President Barke. On item number one closed session, an update and discussion was had regarding the litigation that is pending between the board and the superintendent. No action was taken other than the action that Mr. Rolan will report on in just a moment.

Rolan: Thank you, members of the board, Mr. Superintendent. The board voted on our legal invoices. The board voted to approve Haight Brown and Bonesteel's legal invoices by vote of 3-1-1. Trustees Barke, Williams and Sparks in approval. Trustee Bedell abstained and Trustee Gomez voted against.

Boyd: Legal bills for what period of time?

Rolen: From July through September 2019.

Boyd: Thank you.

Rolen: On closed session number two, the board had discussion and received information on a matter of anticipated litigation. No action was taken.

Barke: Thank you.

Williams: Very good.

Barke: Next, I would like to call Sunny to the podium for our invocation.

Meagher: Good morning everyone and thank you, Ms. Barke, for giving this opportunity to lead this prayer. Before I lead the prayer, this invocation this morning, I would like to read a couple of scriptures from the Holy Bible to encourage everyone that God is in midst of us. In Matthew chapter 18:20, it says, "For when two or three are gathered together in my name, I am in the midst of them." And in Hebrews chapter 4:12-13 says, "For the word of God is living and active, sharper than two edged sword, piercing to the division of soul and of spirit."

The verse 13 says, "No creature or human being is hidden from his sight but all are naked and exposed to eyes of him to who we must give an account." These are the two verses from the Bible which gives us the blessed assurance that God is watching over us, and he is in midst of us. That being said, I would like to request everyone to stand up if you're able or close your eyes to give thanks for God's unconditional love and his amazing grace.

Almighty God, o gracious God, o sovereign God, o creator of Heaven and Earth, we thank thee, praise thee, glorify thee for giving us this beautiful morning. Lord, as we come into thy presence, we pray for all our elected officials of Orange County Board of Education. Lord, bless them with good knowledge, wisdom, strength, courage, peace and understanding that they faithfully serve their respective duties. Lord, we pray for all the children in this country. Bless them with good knowledge and wisdom. Bless them with knowledge and wisdom that you have given to King Solomon that they may flourish and come out in flying colors in the areas of engineers, doctors, scientists, attorneys, and future leaders of this country.

Lord, please help our state legislators to pass good bills that our children may profit in learning the godly way and be the leaders in the coming years and generations. The Bible says in Deuteronomy 6:6, "These commandments that I give to you today are to be in your hearts. Impress them on your children. Talk to them when you sit up, sit at home and when you walk along the road, when you lie down and when you get up." Lord, we pray for the president and vice president of this great country, USA. Bless them as you blessed King David and Solomon. Make them great leaders like Moses and Joshua. Lord, you be their guide that they may serve this nation with peace and prosperity.

We pray for all the soldiers and law enforcement officers who protect us day and night by sacrificing their lives and their family to protect our families. Lord, you cover them under thy wings, Lord, with heavy heart today, Lord, we pray to forgive us for going against your laws and commandments. This country, which was formed on Judeo-Christian values, is feeling threatened by the same values. We have gone so astray and become stubborn and rebellious that people are complaining that your name has become offensive to them. Lord, we ask thee for thy

mercy and forgiveness upon us even after all the stubbornness. Lord, you still love us. Thank you for the unconditional love which you pour upon us.

We pray for all who are present, all of them who are present in this meeting. Bless us, guide us, and keep us safe. Bless us that we may be a blessing to many people in the city, in this county, to the state and to the country. Protect us from all the evil attacks and enemies. No evil weapon which is formed against us shall prosper. Y'varechecha Hashem, in Jesus' name we pray. Amen.

Board Members and Audience: Amen.

Williams: For those who would like to remain standing, if you would join me in giving our allegiance to the greatest flag, the symbol of this great country.

Board Members and 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.

Barke: I would like to call for a motion to approve the minutes.

Williams: I make the motion to approve the September 11 and October 7 minutes.

Sparks: Second.

Barke: Okay. Do we have any discussion on the minutes? No discussion on this side? Any discussion on this side? No? All those in favor?

Board Members: Aye.

Barke: Passes 5-0. We are now going to quickly recess this meeting to go to the facilities corporate board meeting to adopt the minutes.

Williams: I so make the motion to adopt the minutes of the September 11 -

Bedell: They can't hear us.

Boyd: They can't hear us.

Williams: I so make the motion to adopt the facilities corporation meeting minutes of September 11.

Bedell: Second.

Barke: Okay. All those in favor?

Board Members: Aye.

Barke: Everyone's in favor? 5-0? All right, now I'd like to request a motion to vote to return to our regular meeting.

Boyd: You need roll call for everybody.

Barke: May we have a roll call for the facilities meeting?

Sisavath: Trustee Sparks?

Sparks: Here.

Sisavath: Trustee Williams?

Williams: Present.

Sisavath: Trustee Barke?

Barke: Present.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Bedell?

Bedell: Here.

Barke: Thank you. Okay, now I'd like to call for a motion to approve the agenda. Discussion and call for a vote. Do I have a motion to approve the agenda? We did the minutes.

Boyd: You did the minutes.

Barke: We just need to do the agenda and then we're finished.

Gomez: I thought we did that at nine o'clock?

Williams: The original motion was to adopt the agenda?

Boyd: Yes.

Bedell: Ayude me, por favor. I need help. What are we doing?

Boyd: Before Mari was able to call, there was a motion that we took the minutes for the facilities corporation. She had her red line to do the agenda for you all to formally adopt the agenda and then the minutes. We just want to make sure protocol wise you've done all that.

Bedell: Merci.

Barke: You made a motion? Can we get a second?

Bedell: I'll second it.

Barke: Second. All those in favor?

Board: Aye.

Boyd: Thank you.

Barke: Now I'd like motion to return to the regular meeting.

Bedell: So moved.

Williams: Second.

Barke: All those in favor?

Board: Aye.

Barke: Okay, 5-0. We're back.

Boyd: Consent calendar. There are no public comments, I'm sorry, for the general. All the public comments are for items specific.

Barke: All right. Can I get a motion to approve the consent calendar?

Williams: So moved.

Gomez: We're all over the place here.

Bedell: We're talking about the consent calendar for the facilities meeting? No.

Boyd: No. We've already gone back to the regular meetings.

Bedell: We go into the regular meeting and we're going to the consent calendar and that's been moved to delete?

Boyd: Yes. You already did that. You're taking items one and three on the consent calendar because item two, you wanted to hold it separately.

Bedell: That's right, thank you.

Gomez: We're good.

Bedell: Do you understand that, Trustee Gomez?

Gomez: I finally do, thank you.

Bedell: My pleasure.

Boyd: Ken made a motion for the consent calendar?

Sparks: And I seconded it.

Boyd: Thank you.

Gomez: That's for items one and three.

Boyd: For one and three.

Barke: Any discussion? All those in favor?

Board members: Aye.

Barke: Passes.

Boyd: Now you can take number two as a separate item since it was pulled.

Bedell: Yes.

Barke: Yes, and we will move that. We'll do that after number nine. Can we do that under board recommendations?

Gomez: Why are we moving it?

Bedell: It just moves down to the next item, correct?

Gomez: We can do it now.

Bedell: We can do it now.

Boyd: There were just some question on the items. That's why it was pulled from consent.

Bedell: You can just drop down to the first item of new business, correct? Or, whatever.

Williams: A point of parliamentary order. According to our rules of governance that would probably be most likely under the president's discretion to move it to wherever on our agenda since it was taken off. When we made the motion it was not specified where it would be. Since I have an important time to beat to take care of my wife, I would respectfully ask that it would be at the end of the item.

Bedell: At the end of what item?

Williams: At the end of our agenda after item number nine.

Bedell: I appreciate that and I wish your wife well, Trustee Williams. This is in fact dealing with the school dashboard local indicators. There are several things that are in this that are pertinent to the success of our unique 5,000 students whom I frankly think we do not discuss enough in this meeting. I have some serious questions about the options they have. I don't want it to get lost because in that case we're losing children. Where would you suggest that it be put? That could have been done earlier and the agenda could have been amended to where we could put it.

Williams: I would recommend that it goes after item number nine.

Barke: We are going to make it 9.1 and that way we can proceed with the charter schools.

Williams: We're not ignoring you, Jack. It's still going to be there.

Bedell: Again, I want to be sure that the public knows there's such huge things here for closing the achievement gap. Priority number seven, the question is to what extent do our ACCESS kids have access through A through G? That's huge.

Williams: Absolutely, and I agree with you and support you.

Bedell: I don't want it to be lost. I would much rather have it be highlighted in another meeting rather than buried. The public needs to hear about our unique 5,000 students.

Barke: We weren't going to bury it. We were just going to move it down.

Gomez: We're actually spending more time discussing where to put it than we could have already made the discussion.

Bedell: I'll defer to the president, but I want to be sure that we get to it right here in the public.

Barke: We absolutely will get to it. We'll move it down to 9.1. Can we call on Kelly, now, for the charter school submissions please?

Gaughran: Good morning, President Barke, members of the board and Superintendent Mijares. Today, Oxford Preparatory Academy is submitting for an early charter petition renewal which will adjust the original term, which was from 2016 to 2021 to a term beginning July 1, 2020 through June 30, 2025. Should the board accept the early renewal petition at today's board

meeting, the public hearing will take place at next month's meeting on November 6 and a decision will be rendered at the December 11 board meeting. I now call Jill Marks, executive director for Oxford Preparatory Academy to the podium.

Marks: Good morning, President Barke, board trustees and Superintendent Mijares. On behalf of all the parties associated with Oxford Preparatory Academy, it is with great pleasure that we present to you our official charter school renewal petition. We assure you that the same careful preparation, dedicated teamwork, and tenacity that went into completing our initial petition was intensified with a composition of this renewal petition. Thank you for supporting Oxford Preparatory Academy, Saddleback Valley, also known as OPA for short. We are excited to share the success of our school as you revisit the charter petition.

We look forward to our continuing partnership as we venture into the next phase of providing quality educational opportunities for the students of Saddleback Valley and neighboring school districts. Upon renewal, we stand firm in our commitment to offer a learning environment that supports students as they consistently perform at the highest levels in the state of California, a goal that can only be compared to our unequivocal determination to achieve success. Charter schools continue to lead the charge in promoting and sharing new, innovative and experimental ideas in education.

By approving our renewal petition we will continue to increase opportunities for learning and access to quality education for all students; create an educational choice for parents and students within the public school system; provide a system of accountability for results in public education; foster creation of new professional opportunities for teachers; encourage community and parent involvement in public education; attract private and homeschool students into the public school system; and prepare our students to excel in high schools and guided career pathways.

Ultimately, open early submission of its charter renewal petition best ensures the security of the school students and its educational program. As a result, OPA respectfully requests the board give the school's charter petition for renewal the appropriate consideration under existing legal standards upon submission. Thank you.

Barke: Thank you.

Boyd: There will be binders available for you before you leave today.

Barke: Thank you.

Bedell: Madame President? Thank you for your presentation. I don't remember us being asked to do one of these before. Have we done one early? This is new, right, Kelly? I would like for me, just speaking for myself, I would like to know when you come back next month, why early? I don't need it today. I don't want it today because we've got other stuff going on and it will help you think about it, okay?

Marks: I understand.

Bedell: Secondly, for the staff, is this precedent in what it could mean for the rest of our charters? Thank you. Thank you very much.

Marks: May I ask a clarifying question?

Bedell: Sure.

Marks: When you're asking for precedent, are you talking about precedent in this district or statewide?

Bedell: I'm going countywide. Our charter-wise.

Marks: Okay. Thank you very much.

Bedell: Sure. My pleasure.

Williams: I would be interested in a statewide. Let me add to my good trustee. I'm interested in statewide.

Sparks: The more data the better.

Williams: Yes.

Bedell: Right?

Marks: Thank you very much.

Barke: Do we want any discussion now or just move on?

Boyd: Actually, that was just submission and generally it's just an overview of what to expect. Their presentation will be next month. They can answer the questions and staff can answer the other questions that you had posed.

Bedell: Thank you.

Barke: Thank you. Aracely, next we'd like to have you.

Chastain: Good morning President Barke, members of the board and Superintendent Mijares. Today the board will take action regarding the Vista Heritage Global Charter School Academy renewal petition. As legally required, the petition has been reviewed according to California Education Code. You've been provided the Orange County Department of Education Staff Report and Findings of Fact.

Based on information gathered throughout the entire review process, OCDE staff recommend that the board approve with conditions the Vista Heritage Global Academy Charter School renewal for the period of July 1, 2020 to June 30, 2025. Prior to board discussion and action, representatives from Vista Heritage Global Academy will have 10 minutes to address the board. I now call Dr. Don Wilson, lead petitioner for Vista Heritage Global Academy to the podium.

Boyd: Prior to calling Don, we do have one public comment. We typically take the public comments before. Aracely, I'm sorry, I didn't let you know. Michelle Anderson?

Anderson: Good morning Superintendent Mijares, President Barke, honorable board members and charter staff. I'm Michelle Anderson, regional director for the California Charter Schools Association for Southern California. First, I want to thank the staff for all of the collaborative work they have been doing with the charters throughout Orange County and new petitioners. We greatly appreciate that collaborative effort and it certainly bodes well for the families of Orange County to have schools of choice. We wholeheartedly support the submission of the OPA petition for renewal. This is a phenomenal school doing an excellent job. High scores, student progress, students going into high school definitely ready for the subject matter.

This is a case where a quality charter school is definitely working for families. For agenda item five, CCSA wholeheartedly supports the renewal petition for Vista Heritage Middle School. The

school is well managed. The students have been well-served and are continuing on a path of impressive academic growth. They are showing and beating, in some cases by double digits, the academic performance of similar schools in Santa Ana. This is phenomenal to give families in Santa Ana an opportunity to have a school of choice and we hope all families get that same choice. Finally, for agenda item six, CCSA is going neutral. Thank you.

Boyd: That's the only public comment we have. Don't?

Wilson: Good morning board. It is a pleasure to be here and as always, and as we had 15 minutes at the last meeting, I will not take up 10 minutes of your time today. I think the only thing that I would like to say this morning is one, how grateful we are to have been working with the County for these last five years. It has truly been a collaborative process. The support that we get from your staff has been incredible. When they have pushed on us, it has made us better. We're really grateful for that work and for all the work that you guys have done with us.

I don't want to mention names of other schools today, but I do want to say that all of the scores are now out and they're official, and what we're really proud about is that we are offering a choice for parents and for their kids that is significantly better than the schools that they would have attended otherwise. When you compare our middle school now, this is all the official data. When you compare middle school to the surrounding schools, it is by double digits that we're outperforming them. What's interesting is if you compare us to all middle schools in Santa Ana, we're outperforming them in ELA as well and that includes their gifted and their high achieving schools as well.

Then when you compare us to Santa Ana as a total, we are outperforming them as well. Again, we're not here to try to make somebody feel bad, but we want to say that we are grateful for the opportunity. We're making a difference in children's lives. We've transformed our school and school experience and we're grateful for everything that you've done for us. Thank you very much.

Barke: Thank you.

Chastain: Thank you Dr. Wilson. At this time the board will proceed with deliberations and vote on the charter school renewal petition.

Williams: I'll make the motion to grant the renewal approval of charter petition as written. That would be option number one as recommended by staff.

Bedell: Second.

Barke: Do we have any discussion?

Bedell: Yes.

Gomez: Yes.

Barke: Okay.

Bedell: I defer it to the very distinguished person to my left.

Gomez: Dr. Wilson, could I have you come back up? Thank you very much.

Wilson: Of course.

Gomez: I just have a couple of questions. I won't say clarifying questions, but a couple of questions. First off, I really appreciate the decrease in the suspension rates. That's wonderful. The parent engagement, you listed one thing of principal's coffees as one thing there that you're

doing. How many parents attend those on a regular basis? Do you have about an average or so?

Wilson: I'm going to bring up our assistant principal.

Gomez: That's perfect.

Wilson: Our principal is not here today. He's actually in Houston for a conference with the ISSA Asia Society and our global partners. He had to fly out this morning. I'd like to introduce to you, Brian Bailey.

Bailey: Good morning.

Wilson: He is our assistant principal and he's at all of those coffees, so he will have that information.

Gomez: Okay, good.

Bailey: On average once a month with coffee with the principal, there's about 75-100 families that attend.

Gomez: Okay great. That's wonderful because when we talk about parent engagement, we really like to see some numbers that demonstrate that. Also, you talk a lot about the community partners the Chamber of Commerce, Healthy Smiles. I'm familiar with some of the organizations that you listed, so that's wonderful. Also, you talked about some of the teacher training and Cal State Long Beach and Pepperdine. How many student teachers do you take, on an average?

Bailey: Currently we have one placement going on right now in social studies.

Gomez: Okay, you take one or two each academic year, or each semester?

Bailey: We don't overdo it. One or two per semester. Okay, thank you.

Wilson: I'm a ventriloquist.

Audience: [Laughter]

Gomez: I was kind of noticing that. You've mentioned something about the current facility limits enrollment. What is the plan going forward with enrollment?

Wilson: That one I don't need to be a ventriloquist for. I'm very knowledgeable about that. In our current facility, which we are grateful to have, we can house about 300 students for the middle school section and we're about 175 for the elementary. That is at capacity right now. We have plans for that same site. They have been approved through the city of Santa Ana through the planning commission. We got a 5-0 approval for our plans and that would take us from where we are now to house 900 students, which would be what we have in our charter for 450 for the middle school, 450 for the elementary school. That has completely gone through the entire process with full approval. We are now just missing approval at the city council.

It has been an uphill battle as you know. Santa Ana Unified denied us Prop 39, but they also are fighting against this building. However, we are hopeful that with the new elections coming in that we'll have a vote to help us move forward. We are hoping to have our final decision in early December for that building and it literally is just one decision away on that. Red Hook is the company that we're working with who will be financing it and then we will be leasing it through them, and then eventually purchase that from them on that property.

Gomez: As you increase enrollment, are you going to increase class size?

Wilson: No. In the petition that you hold it's limited at 25 kids per classroom.

Gomez: Okay. There's something talking about maintaining the ratio of 24.9, so that's going to

stay.

Wilson: That stays the same. All of our budgets have been created -

Gomez: Based on that?

Wilson: Based on that.

Gomez: Based on that enrollment and that ratio. Okay.

Wilson: We are a fundamental believer that the more attention we can give kids at that ratio, not only do we have one teacher per 24.9; we actually have an additional adult in the classroom with that as well.

Gomez: I hope we don't get rid of that 0.9 but let's make it 25. That's all the questions I have. Thank you.

Bedell: I just need a point of clarification from Trustee Williams. Trustee Williams, you moved that the staff recommended this number one. Staff recommended number two. We need that clarification.

Chastain: I apologize. Staff recommends option number two to grant the approval with conditions.

Bedell: The conditions are for the public?

Chastain: I'm sorry, I don't think I understand your question.

Bedell: There are two conditions so the public knows what?

Boyd: He's asking what, for the public, what those two were.

Chastain: We needed a leadership job description in the charter petition.

Boyd: The admission requirements were wrong.

Chastain: Exactly.

Bedell: Those are minor things. You can live with that?

Wilson: The position is a position we currently have at our middle school campus in Los Angeles. We don't have the position here.

Bedell: Sure.

Wilson: We did not add that. We'll put the description in. The second one is we have four petitions right now. Two are in renewal and one was a brand new school. The admission requirements for LAUSD got put in inadvertently. We're just swapping that out.

Williams: I'm hearing, Trustee Williams, number two would work for them, for the petitioners. Is that correct?

Wilson: That's correct.

Bedell: I would support that as friendly, Mr. Williams, if you're okay with that?

Williams: Let's do it officially. I will withdraw my initial motion.

Bedell: Trustee Williams, you're rampaging with collegiality today.

Williams: It sometimes happens. I will withdraw it and make a new motion to adopt the staff recommendation of option two with the two amendments to the MOU of admission requirements, and Aracely, what was that second one?

Chastain: It was reverting the charter back to the admission requirements that you guys had previously approved that were incorrectly put into the charter. It's basically a correction. It's not necessarily a change.

Bedell: It's not substantive per se?

Chastain: No, it was just incorrectly put in there.

Wilson: Just before the collegiality goes too far -

Audience: [Laughter]

Wilson: If you do choose option one, those changes are going to be made anyway. What it does

is it limits us having to go back to the board, get our board to change it, sign the MOU. Option one and option two actually accomplish the same thing given that these are very, very minor switches. Option one is paperwork light. Option two, it has a little bit more paperwork with it, but the results will be exactly the same way.

Williams: We'll still stick with number two.

Wilson: Okay.

Williams: Make it simple, make it easy. Admission requirements, and what was the second one, Aracely?

Chastain: Adding a description of a leadership position that they currently don't have at the charter but they may have in the future. That's part of the charter.

Williams: Okay.

Wilson: We definitely will have it. It's our community outreach person. We will be definitely adding that person to the charter. It's good to have it in there anyway.

Williams: The admission requirements and the description, those are the two items that we're going to be adding to option two in the MOU. The motion's made and Jack, did you want to second it again?

Bedell: With pleasure.

Barke: Do we have any more discussion? Beckie, anything else?

Gomez: No, I'm good. Thank you.

Bedell: Just a second please. I want to be sure we've taken care of the admissions and I appreciate you're on top of some of these issues. Sometimes we have presenters who are not. This is very helpful to us to expedite our business.

Wilson: We had our renewal yesterday in Los Angeles.

Bedell: After being distracted by Trustee Williams, I remembered what I wanted to say. You said several times that your kids are doing better than neighborhood kids. As I understand the Charter Act, you therefore are supposed to be working closely with the district in which you're embedded to help them go up as well. It's joyful news that you have these great results, but as I understand the reciprocity now, how are you helping the local district? Just what are you doing to get these things? The share?

Wilson: It's a great question. Had Santa Ana Unified been here today, I would have reached my hand across the aisle and welcomed them in partnership as we have before. One of the things that we did last year, we have a special grant for project Lead The Way, which is an incredible program. It's a hands-on program that helps students in engineering and technology. It's project-based. It gives kids a reason to learn these things. I actually reached out to Marjorie at Santa Ana Unified and said that we would be happy to share that grant with you, help you set up a classroom, and share our training with that. It went unheeded, because they wanted to deny Prop 39.

Even though there is this animosity, and I just want to be honest about that, that's going on right now. I happen to know a lot of the people who work at Santa Ana Unified. They were fellow doctorate students at USC and I have a great respect for them. I would say that even though that they have been asked to do a certain job, behind the scenes, we definitely are friendly and shake hands. We're trying very much with love to work with them. We've invited them to our school to see what's going on. I'm a particular expert in readers and writers workshop and way of counsel.

We've invited them to our trainings and said I would love to go and work with them and that as well, restorative justice, reader and writer workshop. We are very collaborative. We want to be collaborative and the best I can say is we just need to get them to be willing to walk across the aisle with us as well.

Bedell: I'm going to respectfully request that our chair reach out to that board's chair and have a replication of pieces of this conversation because historically that was one of the ways to help ease the approval of charters in the local district. That it was going to be a reciprocity and your results are very impressive. What concerns me is that there are kids who are not getting that result who might get it. It's been of special interest to several of us on the board is English language learners, the disadvantaged child, that kind of stuff. I think Mari's got very good skills and she can work with that board president. You're our charter. We want that to work.

Wilson: Quite frankly, if I were a parent and I was looking at a school with 27% suspension rate versus a zero suspension rate, my question would be one, can I get to the other school? Two, what's going on?

Bedell: Exactly.

Wilson: If we can help and that is an area of expertise of ours and of mine in particular, and we would be happy to help there.

Bedell: Thank you.

Barke: Thank you.

Bedell: Thank you, Mari.

Barke: Sure, of course. Happy to help. Anything else? Any other questions? I would just comment that I have visited and I'm very impressed with school. I was also at the very sad city council meeting. I wish you the best of luck and hope that it's shortly resolved and you can expand and do more than you're doing, so thank you.

Wilson: Thank you very much.

Barke: I'd like to call for a vote. All those in favor?

Board: Aye.

Barke: 5-0, passes. Thank you.

Wilson: Thank you very, very much.

Barke: Thank you.

Boyd: Aracely, just so you know, we have a number of public comments before you call the first person., we'll do that.

Barke: I'm quickly going to grab my Achievers book. Thank you.

Chastain: The board will now take action regarding the Achiever's Global Academy Charter School petition, which was submitted on appeal following denial by the Garden Grove Unified School District. As legally required, the petition has been reviewed according to California Education Code regarding charter school positions received on appeal by a County Office of Education. You've been provided the Orange County Department of Education Staff Report and Findings of Fact.

Based on information gathered throughout the entire review process, which included a clarification meeting held with the petitioners on September 20, OCDE staff recommend denial of the Achiever's Global Academy Charter School petition on appeal. As noted in the staff

report, there is substantial information illustrating that the petitioners are demonstrably unlikely to successfully implement the program and the petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition. Prior to board discussion and presentations by the school and the district, we'll take public comments.

Boyd: For the board members we have 12 speakers, and we do have translators for some of these speakers. If you have not presented before, please, once I call your name, I'm going to call two names. If the first person will go to the podium, the second lineup so that we're prepared to keep moving through the process. Speak clearly into the microphone and if you are doing translation, just please remember to pause and our translators will read a portion so that they can keep up and there's clarity and understanding. The first person coming up is Sara Monge followed by Irene Flandre.

Monge: Hello, good morning. My name is Sara Monge. I am a proud Garden Grove Unified District parent. GGUSD has received national recognition for its academic success. I appreciate having the choice of charter schools in our district, but I expect the elected county board of education to hold all schools, including charters, accountable for a student's success. I have had many concerns while hearing from Achievers Global Academy. I attended the district's public hearings where clear answers from the Achievers' petitioners were never given when she was asked about important things like whether the school has enough staff to supervise our kids or how they are going to pay for the staff to work after school.

If Mrs. Carrillo was unable to answer even simple questions in either hearing, how she can run the school? I do not believe that this school is prepared to serve students. I believe approving this charter school will be a waste of public dollars. Please deny Achievers Global Academy as your staff recommends. Thank you.

Boyd: Irene Flandre followed by Loren, I'm sorry, I can't pronounce it. T?

Flandre: Good morning. My name is Irene Flandre and I'm a proud Garden Grove Unified School District parent. My students attend Heritage Computer Immersion Academy and benefits greatly from the wonderful coding program offered there. I do not appreciate that Mrs. Carrillo portrays district schools as low performing and then assume that her charter school will be successful without providing enough details of how this will happen. Not one GGUSD parent advocated for Achievers Global Academy and she does not know our community.

While her presenter has advocated for charter schools in general, the speakers she brings are all from outside of the district. Besides, Mrs. Carrillo, who specifically supports the Achievers programs, Achievers has been seeking approval from all districts since last December and from other districts before that, but she did not bother to get one signature or even ask us our opinions. I ask the county board to please deny this petition that does not reflect community voice. Thank you.

Boyd: Loren, followed by Tan Luong.

Toquiantzi: [MS. TOQUIANTZI UTILIZES A SPANISH TRANSLATOR]

Translator: Good morning, my name is Loren Toquiantzi and I'm a proud parent of the Garden Grove Unified School District. I am urging the county do not approve the Achievers Global Academy. I respect school choice for all students and their families, and we have always had many options. My kids attend Russell Dual Language Academy and they also attend Fitz Intermediate Computer Immersion Academy. We love both schools. Our districts have won awards for the development of English language. They also offer many other programs. I am not sure about what is the type of support our English learners are going to receive at the Achievers Academy, but I'm very concerned about the lack of supervision planning before and after the implementation of this school - the charter school that is being proposed. I haven't heard about any volunteer teacher that is planning to work at this school site. Ms. Carrillo has said that she has spoken with many parents of the Garden Grove Unified School District but she hasn't mentioned where or when. Not any of our parents have seen her in any of the events of our school and our community. It looks like she's more concerned about opening a school than what the needs of the community are. This charter school seems to be more hers than a charter school for our community, and I'm requesting the county to deny this petition.

Boyd: Tan Luong, followed by Lourdes Xool.

Luong: Good morning. Thank you, superintendent, members of the board, members of the community. Hello, my name is Tan Luong. I'm a parent of Garden Grove Unified. I worry that if Achievers Global Academy is approved, it will present a risky option for parents who did not have time to attend the public hearings and learn about the flaws in this charter petition. I worry students will lose instructional time, because the petitioner does not seem ready to open her school or have a clear understanding of what parents and students need, especially since she has not engaged with a single parent in GGUSD from what any of us have ever seen.

I have heard district staff ask the Achiever's petitioner how the school would provide afterschool instruction for English learners as well as have enough staff for supervision before school and she cannot answer. I don't think a charter should be approved when it does not have an organized plan or any supporters. As board members. I would imagine you would listen to the staff experts who you employed who recommend not approving this charter. Please deny Achievers Global Academy. If I can just have a quick moment, if we can look on the board we have the words here, "Board of Education, Orange County, California, Quality Education, in God We Trust." Thank you.

Boyd: Lourdes Xool, followed by Linh Bui?

Xool: [MS. XOOL UTILIZES A SPANISH TRANSLATOR]

Translator: Good morning, my name is Ms. Lourdes Xool. I'm a proud parent of the Garden Grove Unified School District. I'm very excited about all the opportunities that the students from the Garden Grove Unified School Districts have been provided. My son is a trumpeter in the school jazz band of the intermediate school in this school district. Thanks to a transfer for its excellent education and we recognize and we commute a far distance by bus because we wanted to keep ourselves in this school district. The students have opportunities to receive university

credits. They can receive these credits with their associations with all the partnerships that they have with the community colleges, also with our local community colleges.

All the students are well prepared for future careers. It is clear that the petitioners of the charter Achievers Global Academy doesn't know her community and she doesn't know our successes. She belongs to the Santa Ana Unified School District and she doesn't know our community. Our community is the Garden Grove School District. For years, Achievers Academy has failed, incomplete student regulations just because they want to open the school in two districts.

I am not willing to support a new school that could cause the same results for students like the ones the school district that me as a mom chose for my son, which is the Garden Grove Unified School District. Thank you for listening to our petition. This is the board of education and many teachers are very proud of this board. Please take into consideration that education that a prepared teacher that studies a lot against the things that the charter school are offering us. Thank you.

Boyd: Linh Bui followed by Andrea Perez.

Bui: [MS. BUI SPEAKS VIETNAMESE THEN UTILIZES A TRANSLATOR]

Translator: I will read this for you in English. Hello, my name is Linh Bui. I am a proud parent of Garden Grove Unified. If Achievers Global Academy has not proposed a quality charter petition over the years that it has submitted the petitions to both Santa Ana and Garden Grove, how can parents expect the school to operate successfully? Many Garden Grove Unified students are English learners or are classified as low income and greatly benefit from the district's programs and attention to their needs.

The districts' teachers and administrators come from similar backgrounds and know what it takes to be successful. The district has always had the attitude that language is not a barrier and that our students can and will succeed. The banners of our graduates through all the cities we serve attest to that fact. I respect the district's assessment of the Achievers charter petition as well as your own staff and ask that the county board please deny this petition and allow us the control of our district that you want for your own county. Thank you.

Boyd: Andrea Perez followed by Guadalupe Montes de Oca.

Perez: Good morning. I just wanted to let you know I made a few changes to the speech that was turned in earlier. My name is Andrea Perez and I, too, am a proud parent of Garden Grove Unified School District. I am not in support of Achievers Global Academy. Achievers characterizes our district students as unlikely to succeed when, in fact, most of our students score above standards. From the public hearings, it appears that the Achievers petition has a lot of problems and that led the petitioner's to focus on the district's lowest performing schools to justify why her charter school students should be approved. Achievers cannot provide the same services as the district, and for years, it seems that the petitioner has failed to propose a satisfactory charter petition.

I am concerned about all the issues brought to the board's attention at the September 11 meeting, including the unauthorized use of a teacher's signature and the petitioner's inability to provide clear and accurate answers to fundamental questions regarding her programs, student supervision and budget, including the number of classified staff, certified student coverage and budgetary aspects. I'd also like to point out that the name of the school is missing an apostrophe after Achievers to show possession, which my daughter noticed at the initial presentation to the Garden Grove school board last year. I wanted to remind you that GGUSD is an award winning honor roll district. Please vote to deny this petition in the interest of ensuring only quality choices for students in the Garden Grove School District. Thank you,

Boyd: Guadalupe followed by Loren Atuatasi.

Montes de Oca: [MS. DE OCA UTILIZES A SPANISH TRANSLATOR]

Translator: Hi, my name is Guadalupe Montes de Oca, and I'm a proud parent of the Garden Grove Unified School District. I've had my kids in this district since 2011. I'm really impressed with the continuous improvement of all the amazing programs that the school district is offering to the students. I have listened to all the public hearings of the Achievers Global Academy and I'm concerned about an uncertain developed program with no parent or staff supporters could start operating. I will be sadly surprised if the county board is considering Achievers Global Academy like a good idea for public education and using public funding. As a parent, I cannot expect that you are wishing this to any child. We request you to deny this petition. Thank you

Boyd: Loren followed by Esther Morales.

Atuatasi: Hello. My name is Loren Atuatasi, and I am a proud parent of Garden Grove Unified School District and my children attend New Hope Elementary and Fitz Intermediate. I, too, attended both New Hope and Fitz. Our district is not only committed to our English learners, but also inclusive of our bilingual student population. This is why they provide so many options for us. We know there are many other qualified local school districts and charters for us to choose from, but we want our choices to be the best choices.

I have heard concerns regarding Achievers Global Academy. Some include the lack of faculty, poorly developed budgets, and lack of afterschool staff. These are all major concerns of the parents. I hope that the county board will take these thoughts seriously and ask the charter school to rethink their petition before it seeks approval to serve our community and put our students' futures at risk, something none of you would want for your own children. Thank you

Boyd: Esther followed by Samantha Carrillo.

Morales: Hello, my name is Esther Morales. I am a proud parent of Garden Grove Unified School District and this year's president of the PTA council. I am thankful to the district for the many parent involvement opportunities available to us to participate in our district. The district has been recognized as the best in Orange County and has a true dedication to students with disabilities. Our district has a high graduation rate, and its students meet rigorous college entrance criteria at a higher rate than county or state average. I made a few changes. I just want to point that out, two last-minute changes to the copy that you have received. I am supportive of

charter schools, but I do not know how I can trust the program offered by Achievers Global Academy.

I was surprised to hear that Achievers proposed such a long school day with afterschool tutoring yet the petitioner was unspecific as to whether credentialed teachers would provide extended day instruction. As the parent of two special needs students, I am also very concerned about the lack of detail for how special education students will be served. As of today, this charter has failed to provide basic information as to their petition. Parents, district staff, and the community agree with your own staff who has shared with you their concerns, which are our concerns about this petitioner. Respectfully, I ask the board to please deny this charter. Thank you.

Carrillo: Good morning, members of the board and superintendent. My name is Samantha Carrillo. I am here to ask the board to vote yes to approve Achievers Global Academy as a new charter school in Orange County. My mom is very passionate about education and the community. She cares so much about students and their families. She cares for the students as if they were her own child. She gets really sad when she reads about the problems in education, especially those that affect minority students. I asked her why she works so hard trying to get this school approved and she told me that God has blessed us all with special skills and talents. Our life purpose is to help others and this is the way that she was meant to help people.

She taught me that serving God isn't always easy and that one must never be discouraged or quit. She wants what is best for students and their families and really wants to make a positive impact on their life. As someone who goes to a charter school, I understand the benefits. It's a very welcoming place for students who may have been bullied in a public school because we're like a safe space for them to come talk. There's also small school sizes, so it's better for the teachers to be able to get to know the students better. They're able to teach them better and help them to pass on to college.

I also helped my mom talk with the parents of Garden Grove, and I saw that the impact she had on them. She was able to help the students. She was able to teach students very well. Why take the choice away from parents who may want to put their kids in a charter school? Also, it's my mom's birthday tomorrow and this would mean a lot, more than an Amazon gift card or anything. Thank you. I hope you approve the charter school, because I can assure you it would have a positive impact on the community and the future. Thank you for your time.

Boyd: Kim Hopko?

Hopko: Good morning, board president, trustees and superintendent. My name is Kim Hopko. I am a representative from Expatiate Communications and if approved, Achievers Global Academy will have their special education students served by our company, which is a special education management firm. We currently work with school districts, charters in both LA and Orange County and we can assure you that all special education students who are enrolled at Achievers Global Academy will receive comprehensive services in accordance with their individualized education plan. I'm happy to answer any questions about special education when the time comes. Thank you very much.

Boyd: That concludes the public speakers for this item.

Chastain: Prior to board discussion, representatives from Achievers Global Academy and Garden Grove Unified School District will each have 10 minutes to address the board. I now call Ms. Virginia Carrillo, lead petitioner for Achievers Global Academy to the podium.

Carrillo: Good morning, members of the board, President Barke, Superintendent Mijares. I would like to respond to the findings that the Orange County Department of Education had on our petition. First of all, for the first finding about admission requirements, this claim does not establish a lawful reason for denial. As we mentioned during the clarification meeting, we are amiable to discuss changes to this preference. As far as governance, we did have a situation with one of our board members and we truly apologize for what happened.

This board member, along with the rest of our board members, we have met with them, we've discussed our educational program, they know the approval process and we discussed through in-person meetings, as well as through written correspondence, what their requirements are and they know about the operation of finances and leadership of the school and understand their duties. The board members are fully capable as well as they have experience as being board members. We will have ongoing board member training to assure best practices for all of our board members. As far as our financial and operational plan, we do not agree with the findings and we continue to have confidence that all the estimates are accurate and the projections based on the currently recorded finding amount.

The projections are based on the most current calculations that were released August 2019. The staff reports some of the revenues are overstated, but we disagree with that. We have our enrollment figures that are set at a 138 for TK through third, and we're going to have our ADA rate of 95%, which we actually anticipate will be higher than that. We also are likely to exceed Garden Grove's unduplicated people percentage of 75.34%. We anticipate serving students who have similar, enrollments to students who are underrepresented or have difficulties in different schools in the district. Based on those calculations, our assumptions are underestimated.

We anticipate that we will serve a majority of the students eligible for free and reduced lunch who are also eligible for SB 740 funds from the state, which will help with our lease costs and our facilities. Also, we are able to have other means of supporting art, a need with, through fundraising and donations, which we did not include in our budget. We feel that the OCDE has overlooked reserve in year one of \$91,000, which is above the reserves that are required. We also believe that any other additional questions, we could definitely answer it when it comes to the budget. When it comes to our charter renewal, we mentioned that we will correct this discrepancy in regards to our educational program.

We believe that the Orange County Department of Education report is confusing and misleading. We believe that the details provided during the clarification meeting helped to address the questions the district posed regarding student supervision. I know that's really important, so we made sure to be very specific when we talked to the Orange County Department of Education through the clarification meeting. We have an inclusive model of before and after school, which would be from 7:30 to 4:30 and that includes core instruction with teachers providing the

support. Our model also provides student supervision with quality instruction, and from 4:30 to 5:00, we will contract with an outside vendor for additional afterschool programming.

In terms of our educational program, our sample schedule was just a sample. This point was also clarified during the clarification meeting. I, myself was an English learner, as were most of the friends that I attended school with. I know how important it is having a solid ELD program and the consequences of having long-term English learners who fail to reclassify. Throughout the petition, there are multiple detailed examples of our plans to support English learners, which include ELD instruction through designated, as well as integrated instruction, throughout the instructional day. The claim, it demonstrates a lack of understanding of our petition and the details for our English learners support.

We have time between 4:30 and 5:00 that is supplemental as we mentioned, and it does provide additional opportunities for students to practice their language skills with staff versus not being able to perhaps practice English at home. On pages 73-80, our petition explicitly details identification support monitoring and reclassification English learners. On page 73, our petition states that all English learners will receive intensive daily English language development instruction during a specific period during the day in addition to the integration throughout the content areas as recommended by the new California ELD standards.

On page 74, our petition states that our systematic English language development will be weaved throughout the curriculum for all English learners in the school by explicitly teaching the components of literacy. On page 75, our petition states that the instructional program for AHA is designed to promote academic language, language with a discipline, language acquisition and proficiency as well as oral language development and enriched learning opportunities for all English learners. We have project-based learning and cooperative learning activities. We have also oral presentations in all content areas. We will have technology as a tool for projects and presentations.

We will have students collaborate, in-group performances and reports and students will be provided with differentiated academic tutoring. We feel that this addresses that particular concern. In general, we believe that the findings were somewhat misleading and not completely accurate. We are willing to work with any other clarification you may need in order to address the concerns that were brought up by the findings. Thank you for your time and your consideration.

Chastain: Thank you. I now invite the representatives from Garden Grove Unified School District to the podium. Introduce yourselves, of course.

Mafi: Good morning, President Barke, school board members, Superintendent Mijares, staff and community. I'm here with our board vice president, Mrs. Teri Rocco, who will speak subsequently, and I'm Gabriela Mafi. I'm the proud superintendent of Garden Grove Unified School District. On behalf of the district as well as our parents, a little smaller group than before, we didn't want you to have to do with extremities. We're here to strongly encourage you to take to heart the thorough assessment conducted of the Achievers Global Academy petition by both our GGUSD staff and your own OCDE staff, and concur with the overwhelming findings that the

petitioner is demonstrably unlikely to successfully implement the program, and the petition does not contain reasonably comprehensive descriptions of the required elements.

As such, we're asking this board to deny the appeal. As I mentioned last month when I stood before you on September 11. Garden Grove Unified School District is, just as each of you, supportive of the state laws governing public charter schools. As is the case of everything we do in Garden Grove. We used due diligence to read and reread and analyze the lengthy, and to be frank, not super well organized charter petition to ensure understanding. I'm very proud to serve in GGUSD with the board; while their personal and political ideologies vary widely, red and blue, this way and that way, we've always come together in consensus to do what's best for kids.

Publicly elected board members and nonpartisan roles, they put aside affiliations and perspectives and attend to each charter submission based on the petition before us, which is what the law asks. For example, upon receiving the notice of the grade level expansion of seventh and eighth grade of Samuelli, which is a very reputable charter that's located within our district boundaries but is charter to the county, we sent a letter of support. However, we did have some questions. I subsequently met with their executive director and principal, and we planned future collaboration to ensure ongoing communication. However, in this case, the individual petition at hand is Achievers Global Academy.

At each of the two public hearings our district has held for this petition, for the previous and the current, we've been transparent with petitioner Virginia Carrillo about our specific concerns. Other than correcting the invalid signature on her first submission, she has not ameliorated that petition. She was unable to answer the majority of questions at either hearing and did not follow up as she indicated during the hearing with further clarification. After identifying a number of serious concerns in her application, including her lack of student supervision before school, inability to detail afterschool interventions, and many other elements that are detailed in your staff's recommendation. We did deny her petition.

Apart from the problematic content of her petition, as you know, we had concerns with the first submission. As she explained on September 11 in front of this board, that she knew she had to contact a third teacher in question to have the minimum signatures. She did not do so. Then, accidentally uploaded that person's name and signature in lieu of her own even though she would be the principal and not a teacher at the school. Following a very lengthy report with detailed feedback for the petitioner, rather than taking the time to address and correct the issues, just six days after our December 4 board meeting denying her petition, she emailed to resubmit it. Staff was again tasked with conducting a very lengthy reading and review of what was a virtually unchanged petition.

While her second submission now had the required number of teacher intents, the flaws in the application remained which was very surprising. Rather than remediating the flaws, she seemed more interested in rushing the process. The Public Charter Schools Grant Program serves California public charter schools. They provide startup and initial operating capital to assist schools in establishing high quality, high performing charter school operations for California students and their families with funding to plan and implement new charter schools. I believe,

and would assert that most taxpayers feel the same. Schools gifted with these funds should first prove they have submitted a proposal that outlines a high quality, high performing program.

While Ms. Carrillo may have such a program in mind, her petition does not describe such a program. In addition to the issues regarding curriculum, instruction, and supervision, as you're aware, there are blatant financial inconsistencies. As we've highlighted before, and as the OCDE staff pointed out to you, the appeal did not meaningfully resolve these issues rather exacerbated the ending fund balance to a negative \$237,910. We do not consider our concerns with this petition as minor or easily remedied. Mrs. Carrillo while a lovely lady, obviously a wonderful mother, and happy birthday, does not appear to possess what we would be looking for or most charter schools would be looking for in a school principal.

A school principal launching a new school requires a knowledge of budgets, experience, ability to multitask, possess skills around finances, curriculum, and supervision. While the county, if it chooses to go against the recommendation of its staff and our district will hold future liability, we will be faced with receiving returning students whose education has been compromised back from an ineffective charter. I say this, because it's happened before in other circumstances. This isn't a chance we're willing to take and we hope you won't either. After all, we serve all students in local Prentice. In every situation I always think, would that meet my standards as a parent?

I, for one, would not send my children to a school of 138 students with only one administrator supervising students, the promise of parent volunteers, especially knowing as an experienced school principal that I can't be available every single morning before school, because I'm going to have emergencies. I'm going to have parents that come in. I have things I need to care for. Also, I would not send my children to a school that had unspecified and unqualified adults spending hours of afterschool interventions lacking specificity. I wouldn't send my child to a school where the principal and teachers had no knowledge or connection to the local community. The California Charter Schools Act provides county boards the authority to review denied charter applications.

I'll be completely frank in sharing a growing perception among the Orange County public school districts, which you serve. That any charter, even those that don't meet legally required elements as identified by the district and OCDE staff after careful analysis, may be approved by the majority of the board sight unseen. Knowing that the care of any governing board, including yours, takes in serving the children and families, I know that's not the case. In conclusion, our district understandably does not want the county to approve a charter located in our district with serious defects where the petitioner is reluctant to address deficiencies, and according to your staff, board members are even confrontational about being asked questions.

While Mrs. Carrillo no doubt has the very best of intentions, the petition before you, upon which you must base your decision, presents a picture of an unsound school with clear indicators that it's unlikely to be successful. We urge you to base your decision on the petition and deny the appeal.

Rocco: Good morning, county school board members, Dr. Mijares, and staff. My name is Teri Rocco. As Dr. Mafi mentioned, I am the vice president of our board of education for GGUSD.

I'm here today on behalf of the district board to let you know that we stand by our decision to deny the petition for Achievers Global Academy. The district's board has a fiduciary responsibility to our community. We take transparency and sound business practices seriously. The district's board expects that a charter petitioner will be transparent, forthright, and honest in their dealings and representations. In addition, we have a duty to act in the best interest of the students in our district.

As you heard from Superintendent Mafi, it's not the district's intent to marginalize charter schools. We've honored our legal obligation to process this petition based on the Charter Schools Act. Our focus has been to review the entire position. I applaud our district staff for conducting a comprehensive review and making recommendations to the board. I'm proud that our board dedicated time to study the recommendations made by our district. Our district denied the initial petition and referenced numerous areas of concern, which were provided in detail to the petitioner in anticipation that she would remediate the defects.

The lead petitioner failed to correct our concerns, and insisted that our board take action on a resubmitted petition, which contained minimal changes at best. Once again, staff reviewed the petition and found repeated flaws as well as new flaws. Achievers Global Academy is unlikely to be successfully implemented, and our resolution of denial reasonably supports this. This charter lacks evidence that it would be able to remain a viable enterprise. It fails to have sufficient qualified staff for the program it plans to offer. It lacks even a temporary location for board meetings or parent participation, and it's unclear how parents will participate meaningfully in the governance of the charter school.

There's no coherent plan for serving English learners and special needs students. The petition and its budgetary materials propose inconsistent first year facility expenses. Achievers submitted a revised budget to the county; yet, its financial reserves continue to be contrary to California law under the terms of its charter. Also, the OCDE staff report indicates that governing board members for Achievers have not yet familiarized themselves with the contents of their own petition. Its governance plan, like other necessary elements, is not reasonably comprehensive and shows that this school is not prepared to open. There's been virtually no support for the school. During many hearings, a number of our district parents have spoken as they have today against the petition.

Ms. Carrillo has submitted this petition five separate times and cannot actually articulately describe a sound education or operational program. We urge the county board to recognize and consider the serious gaps in this program. It's just simply not the right time to approve this. If you do, I respectfully would ask you, what are we doing wrong? What did we miss as we conducted our comprehensive review? Thank you.

Chastain: The board has traditionally had three options for action regarding a charter school petition. Option one grants the appeal and approves the charter school petition as submitted. Option two approves the petition with conditions. This action would result in the approval of the charter, require an execution of an agreement to address the issues outlined in the staff report, and establish appropriate timelines for the petitioners to meet the conditions as specified. Option three denies the appeal and denies the charter school petition. OCDE staff recommends denial of

the Achievers Global Academy Charter School petition. President Barke, I now turn the meeting back over to you to facilitate the deliberations and take action on the charter school petition.

Barke: Thank you, Aracely. Jack?

Bedell: Thank you, Madam President. Ms. Rocco, I have some questions for you as a board member and then the superintendent. Did this rejection pass your board unanimously each time?

Boyd: You need to go to the mic, please.

Rocco: Yes, it did.

Bedell: How big is your board? Five or seven?

Rocco: Five.

Bedell: Five, okay, thank you very much. That's very helpful to me. For the superintendent, I appreciate how you have brought parents here today to deal with this. You mentioned that there were examples of questions that the proposer, I heard you say couldn't answer which is different to me than wouldn't answer. Where would you go with that?

Mafi: I would say, and I have the transcripts from both of them. It wasn't that she refused to answer. She's always been very cooperative and lovely. She just had answers that she had to check. I would need to get clarification. At the first public hearing, she presented on her own. The second one, she had to defer to the back office management in order to answer virtually any questions about the budget.

We had some specific questions about staffing, because it's unclear who's going to be working outside of that 8 o'clock-2:30 school day of teachers. There didn't appear to be sufficient funds to pay for their only two classified positions. She said it was two people. It was four half-time people, but four half-time people don't equate to 2.5. The numbers didn't add up, and there were a number of times, and I could send you the transcript, where she said I will find out. I will find out and get back to you.

Bedell: Did she?

Mafi: No.

Bedell: Thank you. You also mentioned the words financial inconsistencies, and I heard something about a \$237,000 problem?

Mafi: In the recent resubmission, there were inconsistencies in the year-end budget, and we provided a follow up to the board following the September 11 public hearing. When Ms. Carrillo and the board resubmitted information to clarify, it actually, according to your staff's report, worsened the situation, did not improve it.

Bedell: Since you've been superintendent, have you opened a new school at all in Garden Grove yourself?

Mafi: Have I opened, you mean a charter or any school?

Bedell: Any school?

Mafi: Oh, yes.

Bedell: That's helpful to me. How would you compare the involvement of the parents in a school you opened compared to the parental involvement you've seen here?

Mafi: We've opened a number of schools. Most notably, a CSBA Golden Bell winner -Monroe Dual Language Academy, which is now in its fourth year. We did a two-year planning process.

We identified the principals. We had a principal who was an experienced principal who had led two schools previously. Because it was an open enrollment school, it was converting from a local school; we had public sessions throughout the community. We encouraged input. We identified key teacher leaders who would be able to work and explain to parents what was happening. Dual language can be very complex. Knowing that we wanted about 50% native Spanish speakers as a Spanish dual immersion.

We also have Vietnamese and 50% English speakers. There was really two years of work in engaging the community because it's not, if you build it they will come. You want to make sure that this is something that your parents and community want and that you have everything in place to make it a successful program. In fact, last year CSBA gave it the Golden Bell Award.

Bedell: I heard you say that the proposer was given suggestions to remediate or requirements to remediate, right?

Mafi: Correct.

Bedell: And did not fulfill those suggestions or requirements? Is that correct?

Mafi: She may have remediated in her thinking but not in the actual proposal that we received or anything in writing. For example, there's still the question of who exactly is supervising the students before school. Who's providing the afterschool interventions? At the second hearing, she said teachers would just volunteer their time. You can't count on teachers volunteering two hours a day, four days a week to stay after school. Then, in the before school time she said that the parents would volunteer. What I expected to see was a coherent plan because if I drop my child off at 7:30, I want to know who's there with that child; and I want to know that you have the funding to provide the required supervision for 138 children.

Bedell: Okay. Could I have Ms. Anderson please? Thank you very much Michelle, thank you for coming today. One of the things that I've admired you for over the years is that you go around Southern California advocating for parent choice. You have been consistent on that. I hear from fellow school board members in other counties that you're consistent in that message. You curled what's left of my hair this morning, because you said, and I don't ever remember this before, help keep me straight on this. You said your organization is neutral on this position.

Anderson: Correct.

Bedell: For me who listens to you, and I'm not being funny. This is huge. Could you tell me why? I'm not being cheeky here. Some people would say you automatically approve charters. I know that's not right, because I know you kill some, quote unquote, before they get this far. Why did you go neutral on this? Help me on this.

Anderson: This is a first for me -

Bedell: Yes.

Anderson: - and I think for the majority of my colleagues.

Bedell: Right.

Anderson: We go through a petitioning review process with developers who come in and meet with us. This developer had gone through our summit that was held at our conference a year ago,

which was an intense training session. She went through additional workshops, went through the petition process, and had her petition reviewed. It was based on our processes, legally compliant, looked at it, and we gave it support. We recommended it for support. In going back through and reviewing some information that came up after the submission and after our review, we've decided that there were some capacity questions. Rather than continue with the support, we changed to neutral. It does not mean that those can't be addressed, just that they weren't for us based on our criteria.

Bedell: I genuinely appreciate your collegiality and your candor in that answer. Thank you.

Anderson: You're welcome.

Sparks: Can I jump in on questions since you're up here? I was wondering, to the extent that you agree with the statements on the financial and operational plan that say in the second submitted budget, inconsistencies remained with respect to the unduplicated pupil count, incorrect revenue assumptions and inaccurate calculations. After OCDE staff analyzed the revised budget revenues were overstated, expenses were understated, and the \$250,000 loan was incorrectly classified as revenue as opposed to a balance sheet account. Then, the projections of deficits. Can you speak to that?

Anderson: I cannot. We do not do a financial review. Virginia, do you have your back office here? I would have them come up and I would have them speak to that. To clarify our petition review process, we look for legal compliance and we look for an educational program fitting areas of SPED, English language learner certification, and things of that nature. Operationally will it open and go on time? Budgets is not an area where we spend time in the review process. We strongly suggest that our groups work with a back office provider or hire somebody that's going to be full time on their staff to do that work.

Barke: Anything else?

Bedell: Madam President? I was going to make a motion. Is that possible?

Barke: Yes, you can.

Bedell: I'll move that we accept the staff recommendation to deny.

Gomez: I'll second.

Barke: Any discussion on that?

Sparks: If I can call up Ms. Carrillo for a second? Given what I just read about the financial operational plan that the OCDE staff put together in terms of responding to your revised budget that you had turned in, in your statement you had suggested that there were some inaccuracies in OCDE's response. Can you speak to what you're speaking about, particularly relating to these financial and operational plan issues?

Carrillo: Yes. It stated that our assumptions were inaccurate, but it was too vague for us to really address that. We made assumptions based on the unduplicated student count with students with similar enrollments as the types of students we plan on servicing. As far as the back office provider, they stated that they use the calculations based on the most current spreadsheets that should have addressed all of those concerns. Unfortunately, that back office provider, we're having a bit of difficulty with at this time.

That's why they're not here to answer, or to be able to really address those financial concerns. Information that we received from the Orange County Department of Education, even the deficit, 237, that actually included a loan payment, which should not have been included. That amount, even that in itself is not accurate. We are a bit concerned as to the inaccuracies or misinformation from the Orange County Department of Education findings.

Sparks: Thank you. Could I have someone from the staff speak to these numbers and put those together?

Hendrick: There were a lot of inconsistencies, and they did not have their back office provider attend the clarification meeting. We did allow them to do a revised budget. Even with that, when the staff went through and were trying to correct some of the inconsistencies, that's how part of that 237 came, one of the examples when she talks about the loan, they have not gotten any information regarding the state school revolving loan which is a much lower rate. If they don't receive that, they'll have to go out and sell the receivables, which is what a lot of new charters do. The interest rate for that is over 20%. When you factor in that cost in here, that's part of it.

Their unduplicated count, they used it as 75.34. Yet, when you looked at their reimbursements for child nutrition, they used 85%. We were asking what's the difference? Their answer was, well, it will be higher than 75%. There's just a lot of vagueness, and I will just point out, I felt like the charter school team did a really nice job of not trying to be overly critical. They really gave them some grace in some of those answers, but that number doesn't factor in all the things we've seen in our experience that could go wrong in a charter. There's no major facility improvements in here. There's isn't any of the things that in a first-year startup charter could happen. They say they're in compliance with the federal regulations to have a 5% reserve. They don't make that until 2025 if possible at all. That's where some of the concerns come from.

Sparks: Thank you.

Williams: Again, I thank Garden Grove for presenting a very professional and balanced and not creating a circus like we've had in the past. I think that's been very evident that this has been way too adversarial. Charter schools are very emotionally laden with issues. We, as a nation are already too divided, as well as in the state, and in the community. Ad hominem attacks are never good upon people who you disagree with. I want to thank you for doing your best to keep this above reproach. It has also been said that this board approves all charters and that's not true. Historically, we have not approved all charters. We only approve good and strong charters. Some we have not approved.

It's also been said that the only thing that it takes for us to be trustees is just to be 18 years of age, live in the district that we represent; and that's the only expertise that we have in education and that we have to listen to the experts. Well, this board has been very responsible in listening to our staff and listening to the experts but we've adopted and have passed good strong charters before despite our staff saying they would not be successful. We know those charters are very successful and they're doing extremely well. We've seen a lot of strong charter school leadership that came in here and gave us a good plan. Everything looked good and we approved them.

Yet that strong charter, that strong leader had a lot of challenges in getting that school started; Unity being the big one. Erin Craig is an incredible person, but the challenges and the roadblocks that are there for a charter school to get started, it is huge, it's big, and it's hard to overcome that. To Virginia, I want to thank you for everything you've done. You worked very hard. Your heart is gold. You care about the kids. That's very evident. I am going to support the denial of this. I have to let you know that. It's because of many different factors. I would love for you to be successful, but I just don't think the core basic concepts and foundation of a good, strong charter school is there with you.

I don't think you have all of what it's going to take to be successful. I wanted to validate you as a community leader, someone who cares very passionately about people. That is commendable and I thank you for that. In essence, I don't think this school is prepared to open. I'm going to support Dr. Bedell's motion.

Barke: Thank you for that very diplomatic and kind speech. I think it's true.

Boyd: Mari, you need to speak closer to the microphone.

Barke: I just wanted to thank Dr. Williams for his very kind, diplomatic, and genuine thoughts. I appreciate that and I agree with him, so thank you. Thank you everybody who's here and for everything they've contributed to this process.

Bedell: Call to question?

Barke: Yes?

Williams: What does Beckie want?

Barke: Beckie, do you have anything?

Gomez: No. I just have real concerns about this presentation. There were gaps in the responses. Instead of just saying they're wrong, there were no facts to back that up. I am concerned about the governance. Some of the founding members, if you look at that chart, almost everybody had expertise on everything. That wasn't evident in the petition. I, too, am concerned about the before and after school supervision. I appreciate the PTA president that was here. As a former PTA president, I know what it's like when you have volunteers and they don't show up. I don't think we can count on volunteers to supervise before and after school. There were gaps in the budget.

For an example, the facilities, there was a comment and I couldn't go back and find it, but there was a decrease in the facilities and it went down to \$128,000, but it didn't say what the facility was or whether it had been secured. That was for year one. In year two there was a 21% increase in that facility's budget, but it doesn't say what's going to happen. In year three, there was a 13% increase. I don't know that this budget could be sustained. The school relied on a lot of parent involvement, yet there was no budget for a parent engagement coordinator. There were many gaps that I saw. I will also support the denial of this petition.

Barke: I think we're ready to move on. Call votes?

Bedell: Does this have to be a roll call?

Barke: Do we have a second? We had a first and a second? Yes? You were the first and you were the second?

Williams: Beckie was the second.

Barke: Beckie was the second?

Gomez: I thought you were the second. I'll second it.

Boyd: Jack made the motion and Beckie was the second.

Gomez: Yes I did. I forgot.

Barke: All those in favor of the staff's recommendation of the motion?

Board: Aye.

Bedell: Madam President? Could we have a 15-minute break?

Barke: Ken really needs to leave. Can we do just item seven and then take a break of 15 minutes? Is that all right?

Bedell: Of course.

Barke: I know Ken really needs to leave for good reasons, so let's just quickly get item seven. Then, we can have a break. I agree. I'm ready.

Williams: I so motion to approve board resolution #15-19 as discussed in the agenda adoption, the version number 1.2 with the grammatical errors that were corrected, and a word here and there.

Barke: We have a motion and we have a second. Do we have discussion?

Gomez: I'm a little bit concerned, because we got a revised copy of this on the dais this morning. I've not had an opportunity to look at this. I guess for me, this resolution, people elected us to be stewards of education. They did not elect us to keep pursuing litigation. That does not benefit the students. I'm concerned that the board majority continues to waste taxpayer dollars. We need to really get back to the business of educating our children and being good stewards in our communities and for our students. I've mentioned this before, but back in September, we had a discussion about establishing a budget committee. We did so of Trustee Sparks and myself.

We attempted to meet. We couldn't meet until February. We talked about presenting the budget in a fashion that we could all agree upon or give suggestions so that we could do this. In May, we had a budget study session on May 2. We had a special meeting for litigation, and we had no budget discussion. On June 12, we had a budget presentation. On June 26, this board approved a budget when we had ample opportunity to do it prior to then. That's what's caused all this confusion. At that time, the board decided to change some of the items. We continue to pursue this litigation, and we're just wasting taxpayer dollars. I can't support any resolution that's going to continue this.

Barke: Jack?

Bedell: I'm of several minds on this here, because I think it has some implications for what the other 56 counties or whatever we have in California. I have a question for the proposer. Dr. Williams, item number four, what would be your sense of a motion that went all the way up to three and deleted number four?

Williams: You're making reference to page three -

Bedell: Page three, number 75.

Williams: - their board, the board resolves. Could you repeat the question?

Bedell: The number four resolved.

Williams: Why was that added?

Bedell: No. I'm asking you philosophically and pragmatically, what would be for you the implication that for the board friendly, let's just go again with the top three and take out four?

Williams: Good question, my good friend. Number four was added because we had an emergency meeting last week, and there was a board majority that we would pursue litigation. The good Trustee Gomez, I think, doesn't understand the resolution, because she's not involved in all the details as to what's happening. The purpose of the resolution is to provide transparency for the public as to the events of which we are here today. The essence of the event is that we disagree on the process of the board. A budget adoption for 2019-2020 years. The board did have an opportunity to review the budget in May as Trustee Gomez articulates. We did have questions at the first meeting there in June. The question was asked by myself, is there anything in this budget that we can reduce? The answer by the good staff member was no. I didn't like that.

This board then, on June 26 we took the proposed budget by the superintendent, and we voted to remove about \$175,000-\$180,000, which is less than like 0.07% of the budget related to board travel, executive committee travel, conferences and the lobbying. The rest of the budget actually, of those budget resolutions, is in exactly in sequential order of how we got here. I can read it out loud, but basically we're in a position where we're working with the California Department of Education. We are working with the state superintendent of instruction on this budget that was properly adopted not once, but two times. They have yet to go through their process to formerly tell us what is wrong with that.

It is difficult for the public to understand this whole process. It's very difficult for my good board members here who are not a part of the intimate executive committee discussion that occurs with counsel on this issue. I can tell you one thing. It can all go away right now, Dr. Bedell. It can all go right away. I'll ask the good county superintendent. If you'll sign it and submit it to Dr. Thurmond up north in Sacramento, then, we're done with and there's no more public funds being spent. It is that simple. With those words, I don't need to say anything else.

Gomez: I think I need to weigh in on this too. It can all go away as well if we agreed to the budget that the superintendent submitted; and at the midyear, we look at some of those changes going forward. The ones that you were proposing. Yes, it's less than a percent change in the budget, but I would challenge that we're probably approaching that in legal fees. I struggle with that. I think we need to get back to the business of education and not litigation.

Williams: I agree with you, Beckie. Legal fees are terrible. I agree that it's a waste of funds, and these funds should go towards our programs. The CDE asked us in a previous letter to work with the superintendent and to resolve these things. To that end, this executive committee and our legal counsel have worked towards that but nothing occurred. The last communication by the executive committee to the superintendent and his legal counsel was not answered. That was over a month ago. Then, the CDE sent a letter and said you are at an impasse, and we're going to force these sequence of events upon you. A subsequent letter was sent by our counsel saying you can't do that, because the letter of the law was not met by you.

We're in a quandary, but it's not this board that caused it. This board agreed by a vote of 3-2 or 3-1-1 on the reductions in the budget, which did not affect any program. It did not affect any salaries. It didn't affect any benefits. It only impacted our travel for the conferences, the registration fees, and the lobbying. We've already adopted a budget. It's already been signed by our appointed clerk. It's been sent to the California Department of Education, to the

superintendent of public construction, and he has failed to do his duty. That's where we are. It could go away, maybe it may. No official litigation has been filed with the court. There's a lot of work that can be done. We will work towards that end, the executive committee, to make sure that we don't go down that road. I do extend a hand out to our good superintendent. Let's resolve this.

Mijares: I don't want to protract the meeting, but you opened the door. The reality is, that recommendation was that the entire board engage in discussion, not just the executive committee, the board. Historically speaking, the executive committee of the board, it provides symbolic leadership but nothing becomes law until this governance acts on it. In all transparency, the recommendations that the board made were non-substantive. They were recommendations made in terms of the financial impact. They were made to risk control of the budget development process. If it's \$170,000 now, next time it's \$2 million. These cuts are targeted at reducing programs because if you defund the programs, you defund them. They can't be acted upon. You can't commit to these programs.

Williams: There's no programs that were defunded, Al. You know that.

Mijares: Once you start a precedent, you've been on the board 24 years and you've always -

Williams: That's a hypothetical, though.

Mijares: No, it isn't a hypothetical. It's the reality of it. You're not only fighting me, you're fighting the state of California. The first time you did the budget process, it was done erroneously. You had a hearing, and then you went to adoption. These recommendations should have been discussed vigorously at the hearing. Instead, you went to the final approval process, and at the last moment, the twelfth hour, inserted reductions to the budget. That was done erroneously, and the state asked you to redo the whole thing. All I'm saying to you is that if you wanted \$170,000 out of the budget, I will find that money. I told you that before, but you targeted an area to set a precedent. It's strictly precedential, so that in the future, you can do the same thing but attack programs that you believe aren't consistent with your political ideology.

Williams: That's a good point that you make and we did discuss it. You said you would agree at that July meeting to help us make it so technically it would meet the criteria. Then, July 19, sir, you sent out a memo so that you will not agree to amend the budget. You put us in a situation where we had to scramble to put a budget without staff help and we did. We did it. We did it appropriately.

Mijares: No, you didn't. You went outside of the entire electronic process for budget submittals.

Williams: No we didn't, Al. We did it perfectly to the state document template that was provided.

Mijares: It wasn't the budget that we submitted, Ken. You got an outside contractor to develop the budget, make the amendments you wanted, and you submitted it independent of my office. That's not the norm.

Williams: That's correct. Why did that happen, sir?

Mijares: That's not the norm.

Williams: Why did that happen?

Mijares: You answer that question.

Williams: You said it in a memo dated July 19 that you will not help to amend the budget to

what the board would like. You, sir, were the one that put us in that situation.

Mijares: I'm willing to help. You want to end it now, then I'm willing to take the \$170,000 you recommended, approximately, take it out of a fund that I believe makes most sense for the organization. If you'll allow me to do that, we can end this right now.

Williams: The argument is going to come down to why not cut conferences, travel, and lobbying? You want to take it from furniture for the staff and for schools.

Mijares: Not necessarily furniture.

Williams: That's what you said in your last communication.

Mijares: That's one area. We can find more.

Williams: Why didn't you answer us? Why didn't you answer four weeks ago when we –

Mijares: Because I wanted to talk about it at the last board meeting. You refused to discuss it as a board. In fact, you challenged the state superintendent. You said no, he didn't say the full board. I have a transcript that will say that, Ken. This whole board needed to act. I tried to engage the board at the last board meeting. Read the transcript. You decided not to. You decided that it had to be done by the executive board, because you didn't want the full board to be involved.

Williams: We have a process. We have a law called the Brown Act. I can't go to every individual board member and ask them what they want to do. It has to be done in public.

Mijares: Correct.

Williams: We did our due diligence with our attorney and your attorney to work this out. We went back and forth a couple of times, and you failed to answer the last letters from Mr. Greg Rolen.

Mijares: You submitted on that night a counter proposal that your board had not seen. Two of your board members or perhaps three did not see that proposal and I -

Williams: They would have seen it afterwards, but you didn't give us an opportunity to present it to them.

Mijares: That's not how it works. It has to be transparent to the full board.

Williams: It should be. It should be transparent -

Mijares: With the full board.

Williams: - and that's what we're talking about now.

Mijares: I'm advocating to them. It should be their voice advocating for themselves. I'm saying to you that it has to be the entire board that acts upon these matters, not just two members. I find it very ironic, paradoxical even, that you criticize the former administration for excessive use of the executive committee. Now, you've taken that to a whole different level far exceeding your predecessors.

Williams: Incorrect. I never criticized the executive committee. You have no idea what you're talking about.

Mijares: You took issue with the hiring of our general counsel.

Bedell: Madam President?

Williams: Now we're getting into the weeds.

Mijares: You opened the door.

Williams: Now we're getting into the weeds.

Bedell: Madam President?

Barke: Yes, sir?

Bedell: I will admit that I was surprised by what the executive committee proposed. I interpreted them as being ad hominem attacks on the administration. It dealt with traveling with the superintendent, as I understood it. It left board travel alone -

Williams: That's not true. It effected all travel. It affected the unrestricted travel, Jack.

Bedell: That's fine. I stand corrected. I don't think I'm wrong, but I'll stand corrected. That said, Madam President, where are we now with having a county budget? My understanding is we don't have one, correct? Okay. I'd really would like to hear from the president. My understanding is we don't have a budget, right? Because we don't have a budget, we revert back to last year's budget.

Williams: Correct.

Bedell: Is that correct?

Williams: That's correct.

Bedell: I want to know if we're reverting back to last year's budget, let me just bounce this rough to you to see where this goes, because this is going back in respect to what Ken's talking about. I have a motion. It's just theoretical at this point. Resolve the superintendents submit the very first budget, and therefore, the board and superintendent work on formalizing, that's codifying for me, budget review procedures that include clear, direct involvement, and approval recommendations to the superintendent. Approval recommendations, right? That's what I understood we theoretically had when Lisa and Beckie, they could make recommendations. We could approve recommendations to the board, the superintendent. Am I wrong on that matter, Madam President?

Barke: Greg, would you come up and help us here, please?

Rolen: Could you ask the question again, please?

Bedell: And it was very eloquent, Greg. I don't think I could. Seriously, my understanding is we are at a situation where we're going to revert to last year's budget.

Rolen: Correct.

Bedell: One of my concerns has been the 24,000 teachers in this county whose payroll we process will not be impacted by this.

Mijares: No, it will not be.

Rolen: That's accurate.

Bedell: That's good. We have that time. The members of the executive committee and I want to be fair here. That said, the amount of money that they are looking for, \$187,000, \$177,000, was insignificant or little, right? I mean, it's not \$10 million or something. If it's insignificant and little and if the budget is not going to be impacted, literally, because we're reverting to last year's budget, what would be wrong with formalizing clear-cut procedures approved by the board not just the executive committee, where we in fact have approval recommendations?

We approve recommendations to the superintendent. For example, cut \$200,000 from travel. Cut \$1 million from computers. Cut all board travel, whatever. Cut board stipend, whatever. It seems to me by reverting to last year's budget, we buy a year to have a better harmonious relationship in the department.

Williams: Jack? If I may say a couple things? Sorry, Greg. The question says basically that what you're proposing is we recommend to the superintendent what the budget look like?

Bedell: Let me give you an example. Say we recommend that we do not believe that there should be, theoretically, any travel to professional conferences. This board would vote somewhere between five and zero on that recommendation to the president. The president would get an absolute vote recommendation from this board that says we want you to do something about, or we don't want to do this. We've never really done that.

We've had these hortatory suggestions, we don't like this, we don't like that. We never really did much of that either historically in my 14 years. Ken, I don't know if the 10 years before I got here, but we've never really done that. Say, we don't want you to approve any buses that aren't diesel and we could make a green statement, for example. I think the superintendent seeing that he's got a large vote majority from his board on X is going to listen to that.

Williams: My only thoughts to that, and I'm getting out the original resolution by the Orange County -

Bedell: The delegation?

Williams: - Supervisors back in 1977. I just graduated and was just in my freshman year of college -

Bedell: I was in fourth grade, Ken.

Audience: [Laughter]

Williams: - Again, in February and June, legally the transfer of the educational duties were given to the board and not to the superintendent to adopt a budget. The supervisor's functions were transferred to the board, not to the superintendent. There is clear up legal precedent. We've been going through this, as you know, for the past four or five years as to who actually adopts or changes the budget. I don't know how you feel, but the superintendent traditionally has proposed a budget. We have the board meeting in May and the first meeting in June where we talk about what we can do with it. I hit a hard line. Nothing could be done. When it came time to actually adopt it, there's nothing that stops us or does not allow us to make reductions at that time.

That's part of the technicality that was raised by the California Department of Education, that we disagree with by the way. Because of that technicality, on August 1, we readopted a second time. This board took a vote to readopt that budget. It was the same vote, same conversation we had then as we're having essentially now. That hopefully answers some of the –

Bedell: I'm more sanguine about this. We're going to have a budget. It's going to be the 2018-2019, not the 2019-2020 budget. I think we have time. All six of us are elected. The superintendent is countywide whereby one fifth of the county. My bottom line is if this board says in a strong vote and for me that's 4-1 or 5-0, that we do not want the county office to do X, I can't believe that superintendent will not listen to that. Also, I think it's very possible. I have seen this in other organizations.

I don't know if Trustee sparks has seen that in the private sector. I've seen faculty vote for something that is clearly illegal, clearly illegal and in some cases very discriminatory, but it was

the sentiment of the group. This has to be some check or some abilities not to get the organization in trouble, Ken. That's what I'm saying. I have faith that if this board is firm on something, and it wasn't firm on the recommendations for the \$187,000. It was 3-2.

Williams: In America, it's a majority, not 4-1 or 5-0 that passes a budget or passes things.

Bedell: I understand that.

Williams: It was a 3-2 decision. Three of us felt that the budget reductions were a reasonable improvement. We made that decision. You can't overturn what's historical now.

Bedell: No.

Williams: What can be undone and stop all this nonsense is if the superintendent will agree that the board has the ability to adopt a budget from his proposed budget. I If he would just sign it and send it, we're done. No more money will be spent. It's as simple as that, but the superintendent will not sign it because he feels we do not, as a board, have the ability to adopt and change the budget he submits.

Mijares: Dr. Williams, you mention that the board of supervisors in 1977 transferred that authority to you, which is indeed true. But, it doesn't mean that you had the authority to develop a budget. That same board of supervisors has been sued by the Orange County Sheriff. When the county sheriff wanted a budget that they didn't agree with, a superior court ruled in favor of the sheriff's autonomy to make these decisions that dealt with law enforcement. All I'm saying to you is that it may have been given to you, but it didn't mean that you had the right to control spending decisions that I believe we needed to make.

Now, going back to you, Dr. Bedell, I would more than be happy if all five of you are on the same page on an item that you want me to look at and perhaps reduce, I would be very, very eager to do that. I would also want to educate you on the consequences of that decision. Is it a federal law? Is it a state law? Is this something that we're doing for the department of ed. that we can't recede on? In that sense, you might now change your mind. If you didn't change your mind, then we'd have to figure out, where do we go from here? If it's an appropriation given by the state with very clear conditions as to how it's to be used and you tell me don't do that anymore, then I would have to say, well, if there's a multiplicity of now affects that are going to take place, consequences that we may not be able to sustain; what people fail to realize is that my office is elected.

A lot of what I do is in concert with the state department of education. That angers some people. In a way, these are extensions of the state. In fact, all of our schools are nothing more than state-sponsored schools. You could say, well you take my taxpayer money. But you know, we have a lot of districts whose tax payer money does not pay for that, because they don't have the tax base. Money comes from other parts of the state to support that district. Money filters through the state. It's just a truism. We have to accept that.

Sparks: The bottom line is the board has met all the statutory requirements. We've lawfully, timely, and properly adopted the 2019-2020 budget. The board has submitted this budget to the California Department of Education and state superintendent of public instruction without your signature. We have followed all the legal requirements and this is a legal decision. That's where

we are right now.

Mijares: Correct.

Sparks: The authority of the board and in 1977, I was in fourth grade, actually.

Audience: [Laughter]

Gomez: I think she's calling you out.

Audience: [Laughter]

Bedell: Very effectively as usual.

Sparks: We followed California code. This is a legal question that will have to play its course, and I'd like to hear from Mr. Rolen.

Rolen: In the interest of brevity, I agree. There's been a lot that's been said here today. There's been a lot of arguments going back and forth, legal, philosophical, financial and otherwise. The board and the superintendent are at an impasse over who has the authority under the State Education Code, under law to make these changes to the budget.

[THE LIGHTS IN THE BOARD ROOM ARE ACCIDENTALLY TURNED OFF THEN BACK ON QUICKLY]

Rolen: And I hope that wasn't God -

Audience: [Laughter]

Rolen: or we're all in trouble. The resolution is to institute appropriate litigation to resolve this issue. The suggestions that the good trustee are well taken, but it doesn't get us out of the \$90,000 impasse we are at. Respectfully, sir, I understand your comments concerning the implications of budget reductions. We asked for those clarifications, and we didn't get the answers. Unless there's anything else, they're going to turn the lights off.

Mijares: I want to go on record saying I don't necessarily agree with that. But, it is in litigation as you say, or I'm not sure it's in litigation yet. Right now, it is in the hands of the state. Whether you take issue or not, that's up to you and the board. But, it's in the hands of the state, and we'll see what they do. If it goes to litigation, I know that the litigation that we have exercised over the last maybe year and a half, two years, maybe a year and a half, has totaled \$1 million. That's a lot of money, a million bucks. It's going to get higher than that. That's money that's taken right out of the classroom for the most neediest students in all of Orange County.

Sparks: You can settle the case right now.

Mijares: No. You sued me. I didn't sue you.

Williams: I'm going to call for the vote.

Barke: I'll second. All those in favor of Ken's resolution?

Barke, Sparks and Williams: Aye.

Gomez: Are you asking proposition now?

Barke: Excuse me?

Gomez: Are you asking proposition now?

Barke: Yes.

Gomez: No.

Bedell: No.

Barke: It passes 3-2. Thank you all. I have to take care of my wife.

Bedell: Please send her our best.

Gomez: Can we take a 10-minute recess?

Barke: Yes. We're going to take a 15-minute recess. Thank you. Thank you all for your patience.

[DR. WILLIAMS EXITS THE PREMISES AND PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE 15-MINUTE RECESS. UPON THE CONCLUSION OF THE RECESS, PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONTINUATION OF THE REGULAR BOARD MEETING]

Boyd: For the record, I just wanted to mention that we have two students that have joined the board meeting. They're from USC School Leadership Academy. They're in the administrative credential program. We have Ana Heinback and Megan Shill. They've been observing the board meeting. I wasn't aware of their presence until the break. I wanted to make sure for both the record, and so that they can get their appropriate hours credit with the university.

Barke: Welcome. You got quite a diversity of a meeting today. I don't think they're all quite this exciting. Today, they had a little bit more color than usual. We can now move to item eight. Did you put that on, Beckie? Is that you?

Gomez: Yes.

Barke: Do you want to lead on that?

Gomez: Sure. Basically, it's a resolution to promote full and fair funding for California schools. The resolution talks about California's investment in public schools and what we need to do. Again, encourage our legislators to take a look at the funding and get us back up to a reasonable amount to fully support our students in our schools. I would like to ask for the board support on this resolution. Then, have it be shared with all of our districts within the county, to our legislators that represent Orange County, as well as the state.

Barke: Is there any discussion?

Bedell: Excellent idea.

Barke: Nothing to say, Jack?

Bedell: No.

Barke: Lisa?

Sparks: I'm just looking it over.

Boyd: Is there a second on that motion?

Bedell: I do.

Boyd: Okay, thank you.

Sparks: I'm good.

Barke: We'll call to vote?

Bedell: Is there roll call? It's a resolution.

Barke: I don't think so. All those in favor?

Board: Aye.

Barke: It passes.

Gomez: Thank you for your support.

Barke: I believe you're the lead on the next.

Gomez: This next one is talking about Assembly Bill 48, looking at a bond again to support our schools and support our facilities to improve them. Also, looking at career technical ed., which

obviously is close to my heart, because that's what I do. I think this is just another opportunity for us to show our support for this. Again, I would ask that we share this with our local districts as well as our legislators.

Sparks: How much is the bond?

Barke: \$15 billion with a b. Jack, any comment?

Bedell: The only thing I want to say is that in the name of collegiality, originally this bill was just for the UC, the community colleges, and CSU. It got broadened to include the K through 12 community. It helps with those infrastructures.

Boyd: It was actually two bills done. There was K-14 and then a university -

Bedell: That's putting it more accurately.

Boyd: Yes.

Barke: I have some issues. In general, to me a bond is a tax and a bond is a very expensive tax. At \$15 billion, I think just conservatively it becomes \$30 billion. I feel that we need reform more than money. I feel like we have a lot of money. We're way down at the bottom and we just keep throwing more money. Then, sometimes it gets redirected. I take issue with the resolution actually.

Gomez: Would you like some more detail, maybe?

Barke: Sure.

Gomez: I'm amenable to bringing it back. We can go and take a look at it.

Boyd: If I could just remind this board that this state school facility bond fully funds our construction. I know that you all haven't been on the board previously when we have a project that's coming up. It will probably go before OPSC next month. We're hoping for the fund release by spring. Should the bond that is currently there not have enough money by the time we get there. Then, this bond would actually fund our construction of the facility over off of Harbor. We've been waiting for the last three years to move through the process at the state level.

Also, the school districts within our county as well as charter schools, because there's carve-outs for them as well, that the local bonds that they pass then they're able to get a 50% share so they can leverage their funding for facilities. I just wanted to make sure that you and Trustee Sparks were aware of the historical nature around school facility bonds. If there's more information that you all need related to that, then staff can get that to you during the interim.

Gomez: It does talk about the matching funds will reduce the need for additional property taxes, which I appreciate.

Barke: I just feel like year after year we ask for more money, we get more money. As a matter of fact, there was an article in the paper just today in the opinion section just by the Register, their own editorial. I think they're fairly fair and balanced. I'm not going to read the whole thing, but just the last couple statements, California should not stand for an education system that so poorly educates its students that barely half can meet or exceed the state's own standards on English and far fewer can do the same for math.

It's time for Californians to look closely at the cozy ties between the representatives in the legislature and unions like the California Teachers Association and vote out those who

consistently put union interests above all else. Many times I just don't feel like the best interests of the kids is there and the money goes where it should. I just feel like we're taxed to death. I would love more information and we can do that next month.

Gomez: Is the timing on this –

Boyd: Certainly, you could bring it back next month. The timing is not critical that it be approved or rejected at this meeting, so to speak. I think it is also all the programs on the state school facility bond funds go directly to the school districts to do either modernization, new construction or career tech. They can't be expended for anything else. They probably have more oversight than any of the other areas that we see, just from the standpoint of the way that it's regulated. That's one of the reasons why it's taken as long as it has for it to get to the point that you can get funded and get a fund release to move forward because of the many layers.

Barke: I'd also love to see actuarial what that \$15 billion bond actually costs.

Boyd: I don't know that we'll have that, because this is new. That may be coming in the upcoming months. We'll certainly reach out to see whether or not that bills been done.

Gomez: I'm amenable to bringing it back and getting more information. How's that?

Barke: Sounds good.

Gomez: Okay. All right, thank you.

Barke: Moving right along. Jack, you're up. 9.1 Which was actually, what was that four that we promised not to bury? The indicators.

Barke: Are we on item three or two? Where are we?

Boyd: Item two.

Gomez: Item two.

Barke: Okay.

Bedell: My questions were consistent with my comments earlier about dealing with our unique children for whom we have the unique responsibility. If you could go, Jeff, you're handling that? If you could go to the document, originally agenda item number two dealing with ACCESS. There are some people in the audience who don't know what ACCESS is. Could you just give a pithy sentence?

Hittenberger: I'd be happy to, Trustee Bedell. We are privileged at the Orange County Department of Education to serve a number of students across the county. Who have a variety of gifts and needs in programs that specifically address those needs. And we offer a program of studies that is an alternative perhaps to their comprehensive high school experience and better meets their needs than what they've had previously. We have seven principals who are responsible for seven different kinds of programs within our ACCESS. We have four principals who work with our Chief of Special Education, Analee Kredel, in the Special Education Services division. This set of local indicators provides insight into progress within these priority areas that we have to report to the state regarding the dashboard each year.

Bedell: If you could go to page 21, one of the things that's been interesting to me, just about every set of standards that get rolled out, we have a huge crowd about multimodal leadings serially, right? We have not had anything about the science per say, have we?

Hittenberger: We have the next generation science standards that have been adopted by the state. In ACCESS, we have a curriculum committee in the science area that's currently looking at materials for adoption. That will allow us to fully implement the next generation science standards. Each of our curriculum committees in the core academic areas are led and facilitated by a teacher on special assignment is one of our outstanding teachers who's been in the classroom teaching this subject over many years. In the case of science, it's a teacher named Kara Petite. She is an outstanding science teacher. She is leading our teacher teams through the constant re-examination and strengthening of the course work that we offer.

To the greatest extent that we can, we're moving toward embedding science content and technology, engineering, and math content into career pathways within ACCESS and special education. For example, at juvenile hall we have a construction pathway that we're now implementing. Students who are at our Otto Fischer School at juvenile hall are able to gain competencies within the construction career pathway. When they exit that incarceration experience, they will have certifications that will allow them to move into the construction field, begin making a living, and have a constructive life in society.

Our special education division is implementing an agriculture and natural sciences pathway that we're super excited about. Having the sciences built on next generation science standards and then embedded within career pathways, we think is one of the most powerful ways for our students to learn those science guides.

Bedell: I was interested in priority 2.1, 2.2, and 2.3 The science standards are all at threes, right? That's initial implementation. That means that gives us a chance to fold in special science programs, materials, et cetera. Also, staff development in spite of the budget.

Hittenberger: Absolutely.

Bedell: Staff development as it relates to STEM.

Hittenberger: Exactly. Dr. Bedell, as you're pointing out, that rating of three early implementation as opposed to four and five with the other subject matter areas, it demonstrates sort of that next generation science standards and adoption of materials in science as an earlier stage of implementation than in some of the other subject areas where that adoption was made earlier. That's what that curriculum committee is.

Bedell: We have the opportunity to emphasize STEM.

Hittenberger: Absolutely.

Bedell: If you go to the next page 22, at the bottom of that page, I was a little concerned about number five in that three. Jeff, that concerns me about cutting edge teachers feeling like they're being supported in order to retain them. I was just wondering what thoughts you have about that one.

Hittenberger: I think you're right to point that out as an area of growth potential for us. One of the things we're really trying to do, Dr. Bedell, to your earlier point, is invest in professional learning for our teachers. Especially, with the series of new adoptions in the different subjects that have happened over the last few years. Now with really expanding our career technical education offerings within our programs, it's more important than ever that we invest in professional learning for our teachers. The challenges for our teachers, for example in ACCESS, oftentimes you're teaching four or five different subjects to high school students. Typically, you

would only be teaching your English courses or your history courses, and you are the math teacher.

Whereas most of our teachers are teaching across all of those subject areas with students with a variety of needs. It's an incredibly challenging environment in which to teach. This really indicates our need to continue to invest strongly in our teachers and their professional learning. That's an area that we are committed to growing in this year.

Bedell: Thank you. If you look at the top of page 24, I have not seen it used this way. It's the third sentence for creating a welcoming trauma informed. What other words will I know, given my age that would mean?

Hittenberger: Excellent question, Dr. Bedell. What we're experiencing now in terms of students coming to us in our schools is a higher level of trauma, stress, anxiety, depression than we've probably ever seen before. Things that are happening in society, mass shootings, and violence. Kids are exposed to things that are just unbelievably traumatic. When they come into a school environment, it's important that we are well prepared with trauma informed practice. Where teachers know what trauma looks like and have the skills to help students navigate through that trauma, how to build relationships with families and community that are able to kind of address those experiences of trauma so that students can move forward with their academics.

If you don't address that social and emotional component, the chances of them thriving academically are really limited. That's a big part of what we're working on now. You've heard about MTSS, social-emotional learning, mental health interventions, addressing issues of substance abuse. Those are all a very critical part of what we do in ACCESS. We've got to create an environment where those kinds of issues can be surfaced and addressed. That we bring the resources, interventions, and supports that will help students navigate through those traumas.

Bedell: In my everyday job, I see students whose social-emotional needs were not met.

Hittenberger: Yes.

Bedell: It's appalling to me that somebody would even consider that they don't even realize the relationship between that and learning as a whole person. In many ways, to go back to Mari's point talking about wasting taxpayers' dollars. If you don't deal with some of those issues, and I don't know what Lisa sees on her campus, but I see this all the time, and 23 years old and it's, really? That's tragic. Thank you, Jeff. Oh, I just have only 12 or 13 more. Just kidding. Priority number seven. Yes?

Mijares: Just earlier, Gabriela Mafi was talking about a 10 year-old child, you probably read about that in the paper, that committed suicide because of bullying.

Bedell: Yes.

Mijares: 10-year-old child.

Bedell: It's amazing to me that a 10-year-old would know how to do it.

Gomez: Yes.

Barke: The internet these days, you can learn anything.

Bedell: Jeff, on page 28, that's it for me on this item. In an earlier life I worked on A through G, what became A through G, right? One of the things that we found that many of the kids in rural areas had only access, and I don't know, maybe Trustee Sparks can help me with Oklahoma, but many of the kids in rural California had access only to biology. They did not have physical science. When we talked about a physical science requirement, those kids were going to be at a disadvantage. They always thought it was going to be the ghetto kids and the urban kids or whatever. They had access to it. It may not have been good, but they had access to it.

I would like at some point in time if you could, maybe nobody else is interested, I'd like to see how ACCESS deals with A through G. It may be the way they deal with it is encourage students to go to the community college to make the in lieu stuff. A through G is one of the cheapest ways to close the achievement gap. It doesn't take a lot of science. If you have them take a lot of rocket science, you're going to bring your math up with that third -ear requirement now going into a fourth. At some point, I would like to see ACCESS deal with that issue just if it's one page. I'd like you to thank the ACCESS people for recognizing what they do with our kids.

Hittenberger: I'd be happy to just give you a thumbnail right now and then follow up with additional information. We do have A through G coursework available in a variety of settings and formats, again, depending on the needs of students. For example, in our Pacific Coast High School program, A through G is available across the board for students. We have grad point online courses. They are available to all of our ACCESS students. They are all A through G approved, and teachers can work individually with students on.

It's a great way for students to do A through G coursework in sort of an accelerated and individualized format. Then our curriculum committees are sort of looking at the formation of new courses under the new standards and talking about A through G options that would be available perhaps in other formats. That's kind of a thumbnail sketch of where we are.

Bedell: Thank you.

Barke: Is that it, Jack?

Bedell: Perfect, thank you.

Barke: Nothing else?

Gomez: Can I just make a couple of comments about that?

Barke: Sure.

Gomez: You don't need to come back, Jeff. I just want to make a comment about all the family engagement that is going on. I think that is a huge support not only for our students but our families to make sure that the parents are involved and that the students recognize the importance of their family in their learning. I just want to make a comment and just again, please extend my appreciation to the staff in their work in that. Thank you very much.

Barke: Thank you very much. Thank you, Jack, for bringing that to our attention and not letting us skim over it.

Bedell: Thank you for honoring them.

Barke: Of course. Next, we're at staff recommendations. We've got Resolution #16-19, identifying the Gann actual appropriations limit for 2018-2019, and the Gann estimates for 2019-

2020. Can I have a motion?

Bedell: So moved.

Gomez: Second.

Barke: All those in favor?

Board: Aye.

Barke: Okay, Jack, I think you're back up.

Bedell: I'm going to postpone this until we have a full board meeting. I'll do the written resolutions before the next meeting in fairness to the board.

Barke: All right, we'll move that to next meeting. Did we have anybody that waited all day for that that's going to get really angry with us?

Bedell: They'll have to get over it.

Barke: Well, I kind of promised you I wouldn't do that again, because we did that before. Were you hanging out for that, Linda Cone? No? Term limits, you're holding onto that as well?

Bedell: Yes.

Barke: This is mine. The board meeting times, that was something that I wanted to bring up initially as discussion. Since I've been on the board, I hear, why don't you have your meetings in the evening? Everybody else has their meetings in the evening. I'd love to come see it. I'd love to come make comments, but I can't. I can't get time off work. I did a little bit of research. I looked at 14 boards, county boards, just because I could remember who they were and find them. There may be more, there may be less. I found the majority of boards do start their meetings at 5:00 PM or after. Actually, think I looked at four and nine of them,

if you don't mind, I usually don't like to use my phone, but the screenshot of it, because I get absolutely no Wi-Fi in here. I cannot use my phone. I cannot use my computer. So I screenshotted this, so I could just share with you. If you guys want, I can actually send you the attachment. I made it a Word document but I just, today, just wanted to kind of bring it up and just start the discussion and here we go.

These are just alphabetical. I'll just read a few off: Alameda is 6:30 PM; Butte County is 2 PM; Contra Costa is 5 PM; Glenn is 6 PM; LA is 3 PM; Monterey is 5:30 PM; Placer is 6 PM; Riverside is 5 PM, and they do three when they have closed session; Sacramento is 6:30 PM; San Bernardino is 1 PM; San Diego goes back and forth between 5 PM and 6 PM. If I understood that correctly, Santa Clara is 5 PM and Yolo is 3:30 PM. I just think that it would make us a little bit more transparent so that more people could attend the meetings. That was mainly what I thought is that it would make it transparent. I've had a lot of people ask me why.

Gomez: I think I also brought this up when I came to the board as well. Honestly, I don't remember what the answer was, but I think it had to do more with staffing - the county staffing.

Boyd: It had to do with the district board meeting. All of the district board meetings are held in the evening. Because you're an appeals board to the district in terms of hearings for expulsions and inner districts as well as charter appeals, it conflicts. There's no night that there's not a school district in our county board meeting, with the exception of Fridays. The boards have not entertained wanting to have a board meeting on Friday evening. This board has historically presented recognitions to school district employees or students from programs and so forth. A

district's ability to get students and/or if they're receiving a recognition or a business partnership recognition, then they've been able to bring individuals during the course of the day so that it didn't conflict potentially with their own meetings.

Those were the conversations that the board has held historically in the past. The board has also entertained, just as it did in August, because every August we have an afternoon meeting. There's question with regards to doing fluctuating times. We have done one or two evening meetings. The board has tested that. Previous boards have tested that and so forth. We did not see a substantial increase in participation. It was almost the same is what the report out was in terms of that piece. The biggest issue was the conflict with either district staff being able to be here and/or because of the appeals piece.

I also had pulled some information, so in the future if this is a discussion again, I did polling of all of the counties. I had staff take a look at that. There are eight county offices that meet between 8:30 AM and 11 AM across the state of the 58 counties and so forth. Of those, if we look at how many are meeting afternoon - 12 o'clock to five o'clock, that's probably the majority. There's only seven that actually meet in the evening where it would be six o'clock or after. The majority of them meet sometime between 2 PM and 5 PM.

Bedell: The districts will be out of school. Basically.

Boyd: Potentially. Some districts would be out of school, but it's still through the course of the school day in terms of bus transportation, that type of thing, or release time staff for whatever they needed to do before this board. There's more of a chance that people would be available. Let's just say it's a charter school appeal that comes up before this board, and it's an evening meeting, and it's Santa Ana Unified and it's the same night as their board meeting. From that standpoint, it puts us at odds in terms of being able to have representation. They need to be at their board meeting to do whatever their staff reports are. Then, to come to present whatever it is or answer questions that this board would have.

The same in terms of inter-districts, whether or not they'd have to make adjustments with staffing in terms of who comes to do those appeals. I don't know. That's just the historical background in terms of what has occurred in the conversations. As I said, the board has entertained looking at different meetings and modifying the schedule to look at that during the year. It was interesting that, I want to say it's three or four years ago the last time I know that we actually tried to schedule. We went and we made all the adjustments to the calendar. Then, those evening meetings were changed back to day meetings because as we got closer to them, there were other conflicts that came up.

Much like what you do now when there are conflicts with the board, we just go back, take a look, and make adjustments and so forth. There's also a lot of recognition programs that occur in the evening, universities, colleges, business partners, so forth. In terms of when those occur, certainly look at the calendar a year out. We often don't have the timeframes for when those things are going to be until after your agenda has been set. That's what I can provide you in terms of background.

Barke: Can you send us the list of what -

Boyd: Most definitely.

Barke: - I would love it. Because, like I said, I just picked 14, because I just knew the names and I was just randomly –

Boyd: We'll clean it up. We also have the district meetings in terms of when their board meetings are scheduled and so forth. You'll have both of them. We'll make sure that we get that provided, too. I just had staff going through and doing it, so I've been doing my polls and tallies at the bottom. It's not all the way clean yet, and I want to make sure it's clean before we get it to you.

Barke: It was a question that I kept getting. I thought trying to address what people asked and at the same time being transparent and just getting some information, figuring it out. Thank you, I appreciate it. What else? Maybe I can just ask a question. Is this something that I would address publicly or just ask you? This is the report from AI regarding Education Code 1240. Do you know what this is?

Boyd: Yes, I can talk to you about that after.

Barke: I just have a simple question. I just want to make sure.

Boyd: No problem.

Barke: Announcements.

Mijares: Ready? Thank you, Madam President, members of the board. I'll be very, very brief. I just wanted to let you know that yesterday, no Monday, the Love Them All Foundation Golf Tournament was held here in our great county. Analee Kredel, I want to commend her and former chief of special ed., Dennis Roberson. Both of them teamed up to support this. This is a foundation that is a 501c3. It is exclusively designed to help our special needs students. It's a great opportunity to raise money for them. Thank you, Analee. I also wanted to let you know just quickly that I had a chance to speak at the California Association of School Counselors Conference in Riverside on October 3.

I also had a chance to emcee the 2019 Boy Scouts of America leadership breakfast, which was held on October 10. Guess what? We had none other than Vince Ferragamo. I remember watching Super Bowl 14 where he was QB. In the third quarter, the Rams were ahead of the Steelers, but they lost it in the fourth quarter. Vince Ferragamo, really great opportunity. As you know, girls are now involved in Boy Scouts. It's still called Boy Scouts, but the girls are part of that as well. Money raised for both young men and young women. There still is a Girl Scouts by the way. It's kind of like they get to choose which one they want to go to.

Then I had a chance on Saturday the twelfth² to speak at the Jesse Miranda Center, Orange County Hispanic Heritage Month Prayer Breakfast. Jesse Miranda, as you know, was an amazing leader, par excellence in terms of the work he's done. There was a Jesse Miranda Center at Vanguard University. Then, it moved from Vanguard to USC. He is just a renowned educator who died at age 82 of lymphoma. He died in July, and it happened very quickly. He was diagnosed and just a few weeks later, he was in heaven. I had a chance to do that.

I want to let you know that we have a Costa Mesa High School student by the name of Rebekah Robeck, who's leading a big charge on Let's Be Kind campaign and is doing an amazing job. Spoke to our staff a couple of weeks ago. Dr. Hittenberger, thank you for helping get that started. She's feeding right into our 1 Billion Acts of Kindness campaign and she's just a very inspirational student. We're going to use her now to help with associated student bodies and how this can fan out not only in Orange County but across the state. That's all I have under my reports. Thank you.

Boyd: Reminder, the next board meeting is November 6 at 9:00 AM. Submission deadline would be next Wednesday, October 23. The CSBA Annual Conference is December 5 through 7 in San Diego. We have Jack and Mari confirmed to attend. California Charter Schools Association Conference is March 16 through 19. I know staff has sent out a reminder to let us know ASAP so that we can take advantage of the rates. I also wanted to let you know that in November, we will have a charter update and a status report on our charter schools where they are currently. We'll be sharing a data form that we typically provide to you in September. We've moved the date over. We didn't have conversation this month with a couple of the charters that you've asked us to continue to monitor. We wanted to make sure that ISSAC had an opportunity to look at their ADA and enrollment, and respond to a couple of other things that had come up before they come back. We will ask the administrator to be here at next month's meeting. That's all I have for you.

Barke: Okay. Any board members have comments?

Gomez: I just have one comment. I was able to attend the Newport-Mesa State of the Schools. I believe the young lady spoke there, too, about the acts of kindness. Those are always great presentations. We get to see students and get to see what's happening in the local school districts. If you get those invitations, I would encourage you to go. It's always a good thing to see what's happening.

Barke: I agree. I went last year. This year I was out of town, but it was very impressive. Great, I like to go to that stuff. Tomorrow I'm going to go to Garden Grove. Garden Grove is opening a new preschool, a low-income preschool. They're having an open cabin. I like to get out in the community. Jack, anything to share?

Bedell: No, thank you.

Barke: Any public comments?

Boyd: We have two. Paulette Chafee, followed by Linda Cone.

Chaffee: Hi, I'm Paulette Chaffee. I'm really pleased to be here today and talk with you a little bit. You should be really, really proud of Fullerton Elementary School District. I went on their Fullerton School Tour yesterday. We saw programs in three schools, Acacia Parks and Pacific Drive. What struck me at Acacia's school is the social-emotional programs that they have going in the classrooms where they have a morning meeting that lasts about 10 minutes. Every student gets to do a 15 to 20 second thing about what they did the day before or on the weekend. Then they have a little discussion about kindness and the students were asked to, at some point during that day, to give a compliment to another student.

This is all a wonderful, welcoming thing that students want to go to school because they're accepted, promoted, and recognized by their students and teachers. Then, we went outside to the lunch benches and they were doing this math concept program where they had all different kinds of items that they could count. This was first and second grade. They could count by tens, they could count by twos, they could count by threes. They put them all in cups and discussed how many cups they had and the basis for multiplication. The kids were having such a great time. To bring all of this to our schools is wonderful. Then we went to Parks Junior High where we saw the robotics program in action, and how they work their computers to get the robotics to pick up the cup to put on top of another cup.

All of that stuff is really amazing to me. We saw culinary, we heard the band. The science class we stopped in is collaborative learning. There were groups of four students. They had these cards. They had to put the cards in order, whether it reflected a gas, a liquid, or a solid. Then they had to tell each other why they put it in that category. My science classes were never like that. It was always a teacher at the front and you taking notes or what have you. Then, we went to Pacific Drive and we listened to two students do a one-minute speech and debate from their speech and debate class, which was fantastic.

I saw the preschool program. I'm part of First Five Orange County and these preschool programs are phenomenal in getting students ready for kindergarten. I just wanted to read one thing from the First Five program that we have. We have in fiscal year 2018-2019, First Five Orange County directed more than \$25 million to provide more than 2.8 million services to more than 153,700 Orange County children ages zero through five and their family members. Kudos to all of you for working together with First Five for our kids. Thank you.

Boyd: Linda Cone.

Cone: How to be very popular - speaking at the end of the meeting. I was prompted by what Dr. Hittenberger said. You're absolutely right when you say that they are very much a level of increase in trauma, stress, anxiety, and even suicide in our public schools. It's not just in the population group you serve. It's all over the county if not all over the state. I've been thinking about this for a long, long time. I am attributing so much of this to the wave upon wave of educational reform that we've been dealing with over the past few years. Initially, with Common Core, the upside down math, we heard about trauma coming out of New York with the Mary Calla Mia's report. I'm still hearing Common Core horror stories.

I don't have time to go into the detail. Laws affecting sexual education have not resulted in positive school climates. Again, I could give you a lot of horror stories. We're now telling kids in elementary schools they must be social justice warriors. If we don't solve the climate problem in 12 years, it's all over. If this doesn't increase trauma in a child, I don't know what will. I think the most disturbing aspect of this whole matrix, and it is a matrix, is the victim-oppressor matrix that I've been seeing. First initially in castles document, then in the NAEYC, which is the early childhood education document. Then in the Santa Barbara program adopted throughout Santa Barbara public schools.

I'm going to be forwarding Dr. Hittenberger, as well as a couple of other administrators, some parent comments. A middle school boy was beaten up in Santa Barbara just a few days ago. His crime was that he was white. I'm extremely concerned about this whole ideology of victim-oppressor that the United States is overwhelmingly a racist nation. Nobody wins when we have bad society-ology, particularly with our youngest kids. There are other factors. I'll concede that, but I think that we have to examine what we're doing in our educational system with regard to this increase in trauma, stress, and anxiety. When a 10-year-old child kills himself, we've got big problems, folks. Again, I apologize for taking your time after a long day. My time is up.

Barke: Thank you. I guess we will adjourn.

Bedell: Move adjournment.

Barke: Move to adjourn. I second it.

**[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE
ADJOURNMENT OF THE REGULAR BOARD MEETING]**