

BOARD MEETING 11-6-19 TRANSCRIPTION

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

Barke: We're calling the meeting to order. I think everybody knows the rules. If you're kind and polite, you get to stay. If not, the lovely man in the green will walk you out. Welcome, everyone.

Sisavath: Trustee Sparks?

[TRUSTEE SPARKS IS NOT PRESENT FOR THIS MEETING]

Sisavath: Trustee Williams?

Williams: Here.

Sisavath: Trustee Barke?

Barke: Present.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Bedell?

Bedell: Here.

Williams: Very good. I will make a motion to adopt today's regular agenda with the removal of item number four as Oxford Prep has withdrawn their submission; and, due to the situations that are beyond control, I move the closed sessions that were supposed to be before today be moved into our meeting today. The insertion will be, I'll leave it up to the privy of the president and the board.

Barke: To try not to further disrupt this meeting, perhaps we can do it at the end.

Williams: We need a second on that.

Barke: Can we get a second?

Bedell: I'll second it for the purposes of discussion.

Barke: Okay. Any discussion?

Bedell: I found the way this happened this morning to be very un-collegial. There were people who knew that the board meeting was postponed. The public was here for this meeting, and they did not know it was postponed. I had to leave Fullerton very early in the fog. I got here in an hour-and-forty minutes only to be told that the meeting was going to begin at 10:00. The public was amassing. I frankly find that it's interesting that the executive committee knew it, and I did not know it. I did not get an email to that effect. I frankly find that non-collegial, and I'm being nice about my feelings.

Barke: I will take full responsibility. I will fully apologize for not letting you know. The executive committee found out last night on a call with our counsel. Our counsel, as a result of what's going on with the board, was called to court this morning. On the call I said, great, I will email Nina and Darou. I thought I'd taken care of it. I just completely forgot to. I didn't realize that you guys did not know, and I thoroughly apologize. There's nothing I can do other than

apologize. It was not intentional. I did not mean to be un-collegiate or unfriendly. I didn't even think about it until I saw you guys here when I arrived at 9:30, and I thoroughly apologize.

Gomez: Well, the fact that the attorneys were not here does not excuse the fact that we should have met at nine o'clock, informed the public what was happening, then reconvened at ten o'clock. This is an insult to the public. It's an insult to your colleagues. It is completely inappropriate. You folks knew this last night. Pick up the phone for goodness sakes, I mean, come on. It shows no comprehension of our time.

Barke: I'm not sure what I can do more than apologize. It was a complete misstep by me. I just completely forgot that you would not be aware of that.

Gomez: I think you need to apologize to the public and those folks that were here at nine o'clock.

Barke: For any of those of you that were here at 9:00, I thoroughly apologize. I also was thinking that the meeting started at 10:00 and that most of you would arrive at 10:00 because you wouldn't arrive in order for our closed session. I thoroughly apologize to anybody that I caused to leave earlier this morning subject to any additional traffic. You have my utmost apology. I don't know what else to tell you other than it was a misstep by me, and I apologize.

Gomez: Who directed you to say that it was okay to not go with the agenda at nine o'clock? Was that one of our attorneys?

Barke: No one directed me. I said, oh, I better email Nina and let her know and the attorneys agreed. Yes, that's a good idea, and I think we were all just so busy. It was a last-minute court date that I think we found out about. We found out about it last night. I don't know that it was any direction. It was nothing intentional meant to upset anybody in the audience or up on the dais. I, again, I apologize.

Gomez: The attorneys didn't advise you that when you have a published agenda that you must meet with the public? The attorneys didn't do that when you were talking to them last night?

Brenner: Allow me to interrupt -

Barke: Thank you.

Brenner: - because this intrudes on attorney privilege -

Gomez: I think I'm asking her if you can you can hold on a moment?

Brenner: I am duty bound to advise the board as to matters of attorney-client privilege.

Gomez: I don't think you're our attorney in this sense. I think...isn't Mr. Rolan our attorney?

Brenner: I think the question calls for attorney-client privilege waiver, so I would advise accordingly. The board has full authority to waive privilege if it wishes. You're having a public discussion. An answer to the trustee's question, I think, would potentially waive privilege. I would just simply advise the board to consider the legal implications before taking that step.

Barke: Thank you. I appreciate that. I will go on our attorney's advice.

Gomez: To do what?

Barke: To end with an apology. I'm sorry. If I could give you back the time and everything I put everybody through, I would absolutely do that.

Gomez: Well, I think it needs to be clarified as to what direction you got to not hold the meeting at nine o'clock.

Williams: Let me say something. Beckie and Jack, I'm just disappointed that we're even going this far. We need a public meeting to talk about the business of the people. This did happen. Unfortunately -

Gomez: Exactly.

Williams: - as our attorney -

Gomez: - At nine o'clock.

Williams: I have the floor. As the attorney just shared with us, there is legal attorney-client privilege issues to deal with. You will be fully briefed on that in closed session. These are things that have happened. The good president did contact staff, Nina and Darou, and unfortunately, those emails didn't get to you. Things happen. I would ask for much grace and charity at this time. She already apologized. I'm not sure what else Mari can do. So, let's move on with our meeting.

Bedell: I think I have a right to speak if I'm recognized.

Barke: Yes.

Bedell: We have been told repeatedly, repeatedly, both in public and in private that the attorneys are everybody's attorney of our five board. Those attorneys, they have my number, they have Beckie's, they have everybody's number. The attorney could have called us, and I understand the situation you were in as I having been a previous president. The attorneys could have called us and told us, by the way, guys, we're not going to be there until 10:00. That's all it would have taken and none of this would have happened. There wouldn't be the ill will and the patronizing notion and grace. Thank you, Madame President.

Barke: You're welcome. All I can say is that I know the attorneys did not intend to upset or put anybody out there either, so I will apologize for them as well. You can speak with them during closed session.

Bedell: Thank you.

Boyd: President Barke?

Barke: Yes?

Boyd: If I could just add, I appreciate the fact that Darou and I have been brought into the conversation by virtue of the communication that came to us. I just wanted to make sure for the record, we did receive a communication from President Barke after hours with regards to the fact that the attorney was called away for business and that they would be doing a public meeting at 10 o'clock. Based on that communication, we thought that the attorneys had communicated with the full board, so we didn't do anything with that information. We were here at nine o'clock, because we didn't know if you all were going to start the meeting at 9:00 and then recess.

Barke: Right.

Boyd: Also, we were anticipating members of the public would be here, because the board meeting was posted at nine o'clock. We were here, and we did dialogue with members of the public who were here. We let them know what was occurring.

Barke: Thank you. I appreciate that.

Bedell: Madam President. I don't want to belabor a dead horse, but the public comments are related to closed session only. We're not going to take any public comments about closed session one or two until you determine where it's placed on the agenda. It's for the public who was here thinking they were going to deal with that then.

Barke: Well, I'm very open. I just don't want to inconvenience anybody any further. I thought if we could get on with the business of the agenda, start with our lovely invocation and then wherever it fits smoothly. If people want a set time and want us to do it sooner than later, that's fine. I wanted to inconvenience as few as possible, perhaps even do a working lunch with them or something of that nature. I don't think we have a long meeting today. Two things have dropped off the agenda, so we should have a shorter than expected meeting. I was thinking maybe even at the tail end.

Williams: If I can speak to the agenda of motion I just made? It was to remove item number four and move the closed session to the appropriate time that we decide. It was not removing public comments. Accordingly, public comments would be next.

Bedell: I'm comfortable with that.

Barke: Okay. Do we have public comments?

Boyd: You need to take a vote on the motion on the agenda.

Bedell: And I second it.

Barke: Yes. All those in favor?

Board Members: Aye.

Williams: Jack?

Boyd: He said aye. Motion passes 4-0.

Williams: Okay.

Barke: Should we start with our invocation or our public comment?

Boyd: Invocation.

Barke: Okay. We would like to call up the lovely Bishop Gale Oliver. I am so sorry for all of this beforehand. Normally things start a little bit smoother, but I'm sure after hearing you things will go smooth.

Oliver: Amen.

Barke: We are honored to have you here.

Oliver: I'm honored to be here. Thank you so very much. Amen. A moment of silence, just concentrate on the love of God for a few moments. Father, we come to you. We know that you are all mighty God, but the relationship, you are our father. We thank you, Lord God, for this day that you have made. And Lord, we want to thank you for the power of love. We thank you for the power of forgiveness. Lord, we thank you once again for your mercy, your grace, and your love. We pray now that you would just pour out your love on the board today. Everyone who's here to listen, those who are here to speak, we pray, Lord God, that everything will be done decently and in order, father.

Once again we do thank you, Lord God, that you forgive us of our sins, oh heavenly father. We lift up every single one of your children in this meeting this morning. We pray that everything will be done decently and in order. We thank you, for this is the day that the Lord has made. Let

us rejoice and be glad in it. We will give you all honor, glory, and the praise. It's in the name of my Lord and savior, Jesus Christ. May everyone be blessed. Remember, you're too blessed to be stressed. God bless you.

Barke: Thank you so much, I feel better already. Beckie will lead our pledge, please.

Gomez: Please join me in saluting our nation's flag.

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.

Gomez: Thank you very much.

Barke: I think we will -

Boyd: There are no introductions at this meeting.

Williams: I'll make the motion to adopt the minutes from the regular meeting of October 16, 2019.

Barke: Does anyone want to second it? If not, I'll second it. Any discussion? If there's no discussion on the minutes, can we vote? All those in favor?

Board Members: Aye.

Boyd: Passes 4-0. We have 23 speakers.

Barke: Oh, wow. Okay.

Bedell: Let's hear it.

Boyd: We have a timer. For those of you who have not been here to the county board meeting, the timer will light up green when you begin to speak. It will move to yellow then it will move to red, and then it will buzz. If you have not concluded your sentence at that time, I will let you know that your time is up. Then, we will have the next speaker come up. I'm going to call two names at a time. If you're the first speaker, come up to the podium. Second speaker, if you'll line up next to the wall, that way we can keep it moving so that we can try to get through these as expeditiously as possible. First speaker will be Jordan Brandman followed by Sarah Bach.

Brandman: President Barke, members of the board, staff, and residents of Orange County. My name is Jordan Brandman. I am a resident of Anaheim, Anaheim Elementary District and Anaheim Union High School District. I am also a former trustee of Anaheim Union High School District and currently serve on the Anaheim City Council. In the interest of full disclosure, I am also proud to be a candidate for Orange County Board of Education for district four to succeed Dr. Bedell. I came here to speak on a closed session item. I got here at 8:55. I had a meeting that ended...I didn't get home until 11:00 PM last night. I know the Anaheim City Council starts on time.

Anaheim Union certainly did, or Brian O'Neal my previous trustee and colleague would have had our heads. As I sat here for an hour under the words of In God We Trust, I thought of, and I am a devout believer in Judeo-Christian values. On Saturday and Sunday, temple and church start on time. How has this board lost its way? Do you understand board majority? By not starting on time, this is emblematic of the money you are wasting. Where is the fiscal responsibility? I grew up in Orange Unified. I remember that board. They were so fiscally irresponsible that they were recalled. Anaheim Union was so fiscally irresponsible before I ran, losing \$49 million of then the largest bond in the history of Orange County.

That board majority shifted, and we had to fix the school district. This board needs change. You need to get back to the business of serving the children. You say you care. Do you understand that what you are doing in this war against the superintendent and the state of California, you are hurting homeschooled children? You are hurting special needs children. Many of these children who were born with their parents knowing they were touched by God with the challenges they were going to have. Think about it. Be true believers in Judeo-Christian values. Get back and do your job. Know your role. Help the 27 school districts with what they need. Be compliant. Don't be Orange Unified in the 1990's. Don't be Anaheim Union in the early part of last decade, and certainly don't be Westminster School District in 2004, when they were told the state can take them over if they don't do their job. Thank you very much.

Boyd: Sarah Bach, followed by Alicia Walker.

Bach: Good morning, esteemed Orange County Board of Education staff and members of the public. My name is Dr. Sarah Bach and I'm the executive director of Sycamore Creek Community Charter School. Eight months ago to the day, we were granted a five-year authorization of our charter petition by this body. I'm here today to give you a brief update. Although there have been incredible challenges along the way to opening our inaugural year 2019-2020, most of which were facility related. We have persevered. On August 4 we opened our doors to serve families with children between TK and sixth grade.

We have a tight knit staff and community of families. I know they would concur with me now as I express my gratitude to you today for believing in our scope and vision to bring an educational program based on the core principles of Public Waldorf Education to North Orange County. Although due to some of our challenges again related to facilities, we're small in numbers. We hope and believe we will grow. The program we are providing, as you well know, is sought far and wide. Typically, it is too costly for families as it ranges between \$15,000 and \$20,000 in the private realm. Although we are in Huntington Beach, we have families coming to us from Long Beach, Anaheim, South Gate, Irvine, Costa Mesa, Garden Grove, Westminster, Orange, and even San Pedro.

Our office is taking calls daily from out-of-state families interested from states like Indiana, Arizona, and Washington. Furthermore, despite the great resistance and opposition from the district we are in, Ocean View School District, we have secured over 220 intent to enroll or re-enroll forms from current families and families within Ocean View School District for the next academic year. We take this as evidence that families want more educational choices and have strong interest in our Public Waldorf model. We expect that as the news that our school is open and thriving spreads our enrollment will increase. It is important that we are ready for that in terms of facilities in the years to come and are the needs of our growing community.

Today, I want to say thank you to the board and the hard-working charter staff at Orange County Department of Education for your support, your guidance, and confidence in Sycamore Creek. I expect that you all are used to hearing complaints more than appreciation. That is why I wanted to speak briefly today to let you know all your energies and efforts for kids, all kids, charter students, traditional public school students, special education students, English learners, high-

academically, low-achieving students, and all learners are what bring you to this work. We at Sycamore Creek are incredibly thankful for all you do.

Boyd: Alicia Walker followed by Thomas...thank you.

Walker: Good morning. I would like to start today just by sharing a story that took place at our dining room table last week at dinner. I am a mom of three, a small business owner, and sit on the board of Sycamore Creek Community Charter School. Last week as we gathered around the table, my little boy who is in second grade at Sycamore Creek asked if he could start the meal with giving thanks. I thought that was great and of course my response was absolutely. He just proceeded with giving thanks to mother earth and for the food that we're about to enjoy and thank you, mom, for preparing it. I just thought that that was such a remarkable moment in his life and in our life as a family.

I wanted to come before you today and just give you all thanks. As Dr. Bach shared with you that we are very grateful for the opportunity to be a school in Orange County School District Department of Education. We thank you so much for the gift that you've given our family and the gift that you've given the community as a whole. To have this option as a mother of three, Private Waldorf Education was not going to be an option for us. To have this public option is really such a gift. My son's able to share finger knitting with us. He is thrilled to go to school. This was a little boy that not too long ago in kindergarten was complying and was meeting my expectations but was just miserable.

He came home and he would just tell me all the negatives about his day, nothing positive. In the morning, he woke up telling me he had stomachaches, and can I please stay home from school today. He was five years old. I knew that there was a problem and that we had to look at some other options and maybe cast a wider net. We drive in from Long Beach, and we're so happy to be able to come here to come to Sycamore Creek and to have a home in a place that fits his needs. I have several other stories I could share with you from other parents that have told me their kids are thrilled and thriving. It's just been such an amazing experience. Thank you for all the work that you do. You are truly appreciated. Thank you.

Boyd: Thomas, followed by Charlene Metoyer. Thomas, will you please say your last name for the record? I just couldn't.

Klaehn: Yes, it's Klaehn. K. L. A. E. H. N.

Boyd: It's a k? Okay, thank you.

Klaehn: Sorry for that. Good morning, dear board. Usually I don't speak in front of official bodies. I just wanted to use the chance to come here and express my gratitude that my child is allowed to have Public Waldorf Education. I am very familiar with Waldorf Education. I've known about it for many years. When I heard about the opportunity that there would be something like this in a public school, I had to take the chance. I have two children signed up, one in kindergarten, one in first grade. They are extremely happy. They enjoy what they do. Every day is an adventure for them. I see that they thrive, and this is something that you can count it on your good deeds.

I want to speak about the way I figured out that there is a Public Waldorf School. This was by a flyer, which was distributed by the Ocean View School District, which we've attended before. It was actually the opposite of advertisement. I'm a physicist by education. When someone tells me, please don't do this, I have to figure out why. I looked into it and I figured out, okay, so this is a Waldorf School, which I knew from the beginning. That letter was written in a very dismissive way saying that actually what this school wants is to take valuable resources from the Ocean View School District, and this is all they want. They are collecting signatures just for that purpose and we do not agree with their educational agenda.

Waldorf School is 100 years old. The idea of Waldorf schooling, there's a number of really successful people who had Waldorf schooling. I am German by region so that means I know a bit of that history. One of the famous German chancellors was a Waldorf student, Helmut Kohl. He was the guy who was the chancellor when the wall broke down. There is value to that system. The reason why that is often not looked at very favorably is that value of principles sound rash, too, if you do not deal with the idea of what's going on there. The idea is a child is not a race, that education is not a race, that you have to take the child where it comes from, where it is at the moment. These are things, which I appreciate a lot and which I want to see for my children.

It's not a race. You can connect to nature. You grow from the moment that you are. I find it sad that Ocean View School District did not take the perspective to try to do something together to learn from that. It's a very dismissive stance. I think that there's a chance being missed. I'm very concerned since Sycamore school is exactly in this district that there might be a conflict, which might harm the future education of my children. I would like to urge the board to do whatever is necessary to keep this project alive, because I think it is a really, really great opportunity for my children. I would hate to see it that after a couple of years this has to die because of this resistance. Thank you.

Boyd: Charlene, followed by Michael Scott.

Metoyer: Good morning. Charlene Metoyer, president of the Newport-Mesa Unified School District. The district urges you again to hold the ISSAC representatives accountable for their blatant misrepresentations, lack of legal compliance, and to ensure that ISSAC is providing students a sound education in accordance with appropriate financial practices. We appreciate that an ISSAC update is on the agenda today and urge you to ask questions and demand honest answers. Don't allow ISSAC to make inaccurate statements or deflect concerns about their finances and operations. Originally, ISSAC denied that Padmini Hands was actively involved in the charter.

More recently, ISSAC claimed that they had never hidden that Dr. Hands' involvement was there despite this board's meeting transcripts providing a clear record of ISSAC's contrary statements when trying to convince you to approve this charter. Now, Dr. Hands is officially ISSAC's executive director as we predicted, despite ISSAC board member, Vanessa Besack telling this board that Dr. Hands is not involved and would not be the executive director. The misinformation didn't stop there. In September, principal Williams told you that ISSAC had 104 students, but upon questioning by this board purported to clarify that she meant enrollment of 104 with attendance of only 71.

In fact, ISSAC had already submitted documentation to the county specifying enrollment including absences, not attendance, of only 71. ISSAC has effectively ignored our public records requests. First, they are failing to provide any records. When the district followed up, apparently excluding many disclosable public records from what they finally produced including information that should be in their agenda and minutes. ISSAC is not operating with the required transparency. In September, a former ISSAC employee or consultant claimed that ISSAC was promising parents services that did not exist. ISSAC failed to pay her on time. When they did pay her, the check bounced.

While we didn't know if any of those claims are true, the assertion certainly caused concern about both ISSAC's operations and its fiscal stability. As you are aware, ISSAC is severely under-enrolled. We know that students have withdrawn from ISSAC and reenrolled in district schools. Low and declining enrollment means corresponding reductions in ISSAC's funding, which in turn compromises or even eliminates the school's ability to implement the program described in their charter or to find sound educational program. Fiscal solvency is critical to ISSAC's ability to serve students and the interests of students must be everyone's primary concern.

We implore you to demand that ISSAC provide full and honest answers, to hold ISSAC accountable for its ongoing misrepresentations, to mandate legal compliance and transparency, and most importantly to ensure that ISSAC is fiscally viable and providing students the educational programs promised in the approved charter. Please do not simply accept ISSAC's statements at face value. Pursue accurate answers to these important issues and demand accountability on behalf of students. Thank you very much again for your attention.

Boyd: Michael Scott, followed by Shelby Tipton.

Scott: Good morning, board of trustees and cabinet. My name is Dr. Michael Scott and I'm with the Irvine International Academy. Right now, we have 97 of our 128 spaces pre-enrolled for a Mandarin immersion charter school. Maybe you've heard this before. What do you call a person who speaks three languages? Trilingual. What do you call a person that speaks two languages? Bilingual. What do you call a person who speaks one language? American. We want to work on that in Irvine that is 50% Asian. China's economy is larger than Germany, France, and the United Kingdom combined. It's the second largest economy in the world. Two hundred thousand American students study Mandarin. Three hundred million Chinese students study English.

The state department says Mandarin is three times harder to learn than any other language, but for five and six-year olds it's as easy as play. I consulted with Ontario Montclair School District. They asked me to help them start their Mandarin program. This year, it started with two kindergarten grades. Two of the teachers were of the four I recommended, fluent Mandarin speakers with masters and BCLAD credentials. For the last eight years, I had been doing professional development in China at over 70 schools, including Beijing Normal University, top teaching university, Beijing II Exploratory, the top school and Dr. Liu, the principal is considered the most prominent principal of China.

She's also in charge of 31 other Beijing schools and her husband, Dr. Chen, is the director of China's education committee. He has to approve all curriculum taught in China. She asked me to start this school, a Mandarin school in California. I have experience with charter applications. I have not been disappointed with the amount of work this is turning into. Yu Ming is another example. They use the 90% Mandarin, 10% English model that we're going to start our TK, K, and first grades with. Then we add 10% English every year. By fifth grade, it's 50% Mandarin, 50% English. Yu Ming has the same scores. I have a paper to give to you on the dashboard as Irvine does, which is an excellent school district. Both tests are given in English.

Yu Ming students have one advantage. They are completely fluent speaking, reading and writing Mandarin. Chinese and English use different sides of the brain. It creates an amazing brain interface. A 2018 MIT study concluded it's nearly impossible to achieve proficiency without beginning before the age of 10. This opportunity opens only once in a lifetime. Thank you.

Boyd: If you have documents for the board, you can hand them to me.

Scott: Yes. We've added two board members. They won't be in their RPO application, so I'm giving you their resumes now.

Boyd: Kana, or excuse me, Shelby Tipton, followed by Kana Noriega.

Tipton: Hi, I'm Shelby Tipton, and I've lived in Costa Mesa for the past 25 years. I've raised eight foster kids that I've schooled in a Newport-Mesa Unified School District. I currently have three kids, two of which are attending ISSAC. I just came here to tell you that it's the best school that I've ever had the opportunity to be a part of. My kids are succeeding beyond my expectations at ISSAC and they're blooming. Academically they are strong, they engage every day, and they learn every day. Also, they have an understanding beyond academics. They're able to demonstrate kindness, compassion, and wisdom. They have secured an attitude of gratitude, and I'm thankful for ISSAC for that.

Whatever ISSAC's secret is, it's working and my children reflect that every day. Anyone who knew my son before ISSAC, they would tell you the difference is huge. He's learned things that they just aren't doing in the school in my area. I live right next to Rea, but it wasn't working out for us. It's made a tremendous difference in our lives. I hope it's there for my youngest daughter who's one. I just appreciate your time. Thank you.

Boyd: Kana Noriega, followed by Karin Trinh.

Noriega: Hi. Good morning. I'm sorry. As a mom, I have to be a multitasker [MRS. NORIEGA WAS HOLDING HER INFANT CHILD AND KEPT HER YOUNG DAUGHTER AT HER SIDE WHILE SPEAKING]. For the record, before I start, I just wanted to share my feeling that my daughter and I didn't feel welcome here, because there was no diaper change table in this restroom in the public building. I thought the law was made accessible with all the babies with public buildings. My name is Kana Noriega. My son is happy going to ISSAC. We speak at home Spanish, Japanese, and English- three languages. I'm a preschool teacher. We feel like education for our kids is very important. My homeschool is College Park. My husband was researching public schools and found that very low grade of College Park, and it was very disappointing for us.

By the time that we learned about the transfer system in March, it was too late to apply for this year. We didn't know what to do which school we can put our son. Then, we heard about ISSAC. As soon as we learned about their educational philosophy, we were very happy. We felt very confident to put him in school. However, Sandra Lee one of our friends who work at the Newport-Mesa District, expressed very negative comments about ISSAC even before his school started. It was very weird and sad. My husband and I, we are very happy, extremely happy that our kid has the great fortune be part of ISSAC. It was the first time he sat by himself.

He loves going to school. He said, "Mom, I really love going to ISSAC." I shared about all the projects that my son is doing at ISSAC with my friends. Their kids are going to other school and they get impressed at the ISSAC teaching. They can see in the project the diversity and creativity identity that ISSAC teaches. I understand that we are all here for the education, for the future of the community, and for the happiness of the children. I truly, strongly believe that ISSAC is one of the schools that gives importance to children's happiness. Thank you for hearing.

Boyd: Karin Trinh, followed by Marika Nakagawa.

Trinh: Good morning, esteemed members of the board. I'm here today as a proud parent that supports the International School of Science and Culture. My son is in kindergarten at ISSAC, and has been thriving each and every day. He's so excited to tell me about his day and what he's learning. We chat about his day during our car ride home, and sometimes he even quizzes me on math problems he's learning in school. He's surpassing me pretty much at this point. It's been quite the positive experience, but it wasn't until a recent conversation we had around the dinner table that I realized how important it is for me to continue to show my support to ISSAC's mission.

Just to provide a bit of background, the school's first project for the students was to investigate citizens around the globe and throughout history that demonstrated compassion, wisdom, and courage. The school wide project even ended with all the kids presenting their project to visiting parents and families at the school. One night prior to this culminating event, our family was having dinner. My husband and I were discussing the financial crisis occurring in Lebanon. My husband said, "It's really sad people in Lebanon don't have any money. There are so many protests going on right now, because families don't have money to buy food to feed their families."

Suddenly, and without even realizing he was listening to our conversation. My son chimes in and says, "What can we do to help?" I had to pause before responding. In that pause, he further astonished us by saying, "We are global citizens, and we should show compassion to people who need our help. Can we give them some of our money?" I had to pause again, but by now I'm literally speechless. My mind is racing. In all of this time, I've really been reading the communications that the school has been keeping us updated on about the project. It wasn't until this very moment that I realized not only did he understand and take a concept he's learning in school and apply it to real life, but he was applying it to a situation that was happening not here.

He understood that the world is big and that we should help. Not just our people here, which we do discuss all the time, but, to help everyone across the globe. For me, that truly was a turning

point. The decision for us to move him to this school was not easy and not one we took lightly. We didn't know if taking a risk on a new school was worth really the risk in our son's education in the long run.

I have sat in more than one board meeting and heard all the concerns and points on the opposing side. I was nervous that even if the school could prove the concept to the board and get the school open, could the school really thrive under pressures and tactics of the opposing side? Yes, even as a longtime supporter of ISSAC, in the back of my mind, the nagging thoughts of whether he's learning anything different or special was always there. Thank you for your time and for listening to my story.

Boyd: Marika Nakagawa, followed by Massiel Bueno.

Nakagawa: Hi, good morning. I'm Marika. My son goes to ISSAC, and he's in kindergarten. We went to normal public school, elementary school from Costa Mesa, Paularino Elementary for TK last year. We only had one-year experience with public elementary school, but I can still share some of the experience. Paularino was making changes and tried to get more academically in the classes they offered. But, my son was still feeling bored in the classroom. The teaching style is just normal public school where everyone was taught the same pace and same way. I went to one of the open class sessions, and I saw some kids were not even listening. Due to the bigger class size and the schedule of teaching the certain material, it seemed hard for the teacher to really pay attention to each kid and find out who needs help, and who knew the material already.

That's one of the reasons I prefer ISSAC's teaching method. Every child gets attention from the teacher and guided as needed. As a smaller kid, they need more attention from the teacher. It is more important to make sure they understand everything, because they are building the base of their study. Everything is new to them, and they need to build a strong base to move up. I strongly believe that if kids are not taught well in their early ages, they will have more trouble in middle school or high school. They need to use all their skills they have learned to learn high school materials. ISSAC charter school provides the education we need for our future, and they offer the best approach for learning.

I also have a degree in marketing and economics, so I can also share my perspectives from economics point of view. It is a great asset for the area and neighborhoods when schools like ISSAC is providing the best education and building respective educated characters. These kids will most definitely have higher test scores too. They will be able to bring up the scores for the middle school or high schools in Costa Mesa. That's what I think. ISSAC provides the best way of education. Also, it would be good for the neighborhood. I know that test scores are not the only thing we should look at, but from this point of thinking, the city of Costa Mesa should be happy to have ISSAC as part of their schools. For a child, one year is long and –

Boyd: Finish your sentence.

Nakagawa: One year is long and they have to learn so much in one year. Let's not waste the precious time of the children. We should act now.

Boyd: Your time is up.

Nakagawa: Okay. Thank you so much.

Boyd: Massiel Bueno, followed by Halima Mohamed.

Bueno: Good morning. My name is Massiel Bueno. Why does the state of California need charter schools? Because we live in America. As Americans, we need choices. Are we not a first world country? For example, I come from Irvine Unified School District to ISSAC every day. IUSD was supposed to be this applauded school district. For our family it was not. My son was bullied by a team of other kindergarteners his age. The issue was never resolved as the leader was a child of a mother that attended that same school as a child. They're longtime natives in that area. Our concerns were immediately swept under the rug.

I immediately started looking for other Irvine schools to attend. For first grade we had tried this brand new \$25 million facility in Irvine-technological school. I can tell you what a waste of money. My son would maybe get one worksheet per week that was unfinished and not even corrected. I brought the issue up and it was swept under the rug yet once again. There was no learning going on in the classroom. This teacher was a first-year schoolteacher. She was ill-equipped. She couldn't handle 28 kids in the classroom on her own. She would say the f bomb and lash out in volcanic fashion. At ISSAC, we have a 1:12 ratio per kid and a trilingual school. It may not be immersion, but it is trilingual.

I am here today because I feel my children are finally at a school where they are learning exponentially where their educational needs are finally being met-hallelujah. This is why it is important we keep charter schools intact and options for parents that are not happy with their local schools and/or their local districts. It is unbelievable to me that in this technological era we are so backwards and think that hindering a school that aids learning to all children is appropriate.

No wonder every other country in the world like Japan, China, UK, and Canada outscore the US in education year after year. This is a prime example of why we test so low educationally as a country. Why can't we be the first world country where everyone thinks we are? Shame on anyone that disapproves of this magnificent school –

Boyd: Your time is up.

Bueno: - and they have to jump hurdles every day just to stay afloat. Thank you very much. We reap what we sow.

Boyd: Halima Mohamed, followed by Svetluna Leontieff? Sorry.

Mohamed: Hi everyone. Thank you so much for giving me this opportunity. My name is Halima. I'm a parent of ISSAC. My son is a second grader. Finding this school has been a miracle for us. We came from also a school in [inaudible] district and yes, everything is good, but at the same time we were having a lot of bullying, a lot of struggle. My son was complaining about being an only child that looks like this or so may difficult things that I faced as a first-time mom. Being at ISSAC for two months, he has never mentioned that he's different but rather embraced for who is and where he is coming from and what he looks like.

Everything is impressive. He has embraced being in ISSAC. He has embraced other people who look different rather than saying, "I want to be like them. Why am I the only one that looks different?" He's embracing that and learning from other people. He wants to learn their languages. That's been something that's truly eye opening for me as a parent, because I'm learning as well. I'm hearing at ISSAC from all the different cultures that people will embrace. My son, he wants to learn Chinese. He was all day singing in Chinese, all day singing in Spanish, and even wants to learn my language. Every day he wants me to write him flashcards in my language where before he was protective. It's like he didn't want me to speak to him in my language.

Now he wants me to teach in my language. His dad speaks a different language. He speaks Swahili. He wants his dad to teach him Swahili. He know already that his dad always knew Swahili, but he has now a desire to learn all these languages because of ISSAC. He came out of his box where before he didn't even want to hear anything, but just don't speak to me anything. Only speak to me in English and yes, we embrace our American culture. We also have to be global citizens in order to compete in the 21st century. That's something that I'm learning as a parent from ISSAC that everyday I'm getting to like to learn. My child teaches me Spanish, and he is teaching me Chinese.

He's asking me to teach him Somali. He's asking his dad to teach him Swahili. He never wanted to learn those things except just speaking. Now, he's so eager to learn. All of his teacher's ask him what time is it in China right now? What time difference are we? He says, "I want to go to South America. I want to go to China." All these opportunities because of ISSAC and every challenge that we face always ISSAC staff is ready to handle, ready to work with us. We are always going to face challenges, but the fact is people working and willing to resolve and keep teaching kids how to be kind to each other, and how to get along, and how to work together.

That is the most important because everywhere we go, we are going to have issues. The key is kids working together and learning from each other, embracing each other's friendship instead of bullying each other. I think that's one thing I am so grateful for ISSAC and everything else. Thank you so much for giving me this opportunity. Thank you so much.

Boyd: Svetluna Leontieff, followed by Tho Tran.

Leontieff: Good morning. I just want to say thank you to ISSAC for giving us a choice an option in the Newport-Mesa School District. We are very happy with the school even though it is really requiring a lot of patience right now. It seems like everybody is against us, and we are trying to survive right now. We spent two years prior to ISSAC in a very top-rated Newport school. Me, myself, as being trilingual, it's very important for a child to learn another language. I think it's very beneficial that we have opportunity starting from kindergarten in the school to have Chinese and Spanish as well. Also, the low ratio of a child-to-a-teacher and children having way more attention. They're not bored in the class. It's a very big difference to me.

I switched to ISSAC from really one of the best schools in Newport where I was helping on a weekly basis in the class. I've seen how the system works. Even though it was only like last year, we had 1 to 22 kids. We have an aide in the class. We had a teacher, and we had two moms

helping in the class. It still didn't seem to work as the same as ISSAC's system works. I see way more progress in my child's education right now, than I saw in a Newport school. After only two months, he already knows quite a few words in Chinese and quite a few words in Spanish. He is trying to build a basic conversation, which I think it's a really big progress since they actually have it on an everyday basis.

Its everyday 30 minutes of each language, which is very important. We are thankful for this opportunity. We are all hoping in this school that we are going to have some support from the district, and we're not going to be bullied from other people who are against this school. Thank you so much.

Boyd: Tho Tran, followed by Thy Nguyen.

Tran: Good morning. My name is Tho. My son, Ewan, a third grader has been attending ISSAC for the last two months. Some of you may have seen me speak at a previous meeting, because I've been an advocate for ISSAC from day one. I wouldn't miss a board meeting to voice my support. I can spend the next few hours to tell you how wonderful ISSAC has been for Ewan and his friend, and all the wonderful daily conversation we have about what they learn and what they like about ISSAC just like what you hear from other parents speaking today. I want to make the most of my two-and-a-half minutes left to share with you the pains and the obstacles ISSAC staff, parents, and student have had.

In May this year, I received a letter from Newport-Mesa School District Superintendent Navarro, may I say, tearing down ISSAC and threatening the parents of the consequence of attending ISSAC. Coming from the school district superintendent, it must be rightly so. I was appalled at what was written, but thanks God I didn't listen. I must say those scare tactics work wonders. Many parents who love ISSAC education concept and philosophy were suddenly too scared to enroll. Many of them were told not to sign anything or there will be consequences from the school district. Those who believe in their heart in ISSAC's vision and mission persisted and enrolled. They have seen the kids' growth progress, and most importantly, passion for learning, and the drive to do better. I had to take my kids away for 10 days to Israel for my business trip. Despite all the fun and the good food, halfway through to the trip, Ewan said he misses school. He asked if he could go back, because he doesn't want to miss his Chinese, Spanish, and science lessons. One of the best projects Ewan does with ISSAC is My Environment, My Responsibility. As a mom with an environment engineer background, I was so happy to see what he learned. You won't see how much ISSAC parents want this school until you are a part of ISSAC parent-volunteers.

We donated money, time, spent endless hours to set up gym, volunteer in the classes, lunches, designed a website, distributing flyers, canvas events and neighborhood, because we believe ISSAC provides the best education any parents can hope for their kids. It will be too selfish for us not to share with other parents why we are grateful for our beautiful campus given by the school district. We are not always supported on ideas to improve security measures and facilities. For those who are still opposing ISSAC, may I say cut it out. If it was for education quality reason, I can say you do not have any credential and credibility unless you have sit through

everyday class with my son, attend all ISSAC staff development meetings, and see what a wonderful learning environment this is for their students.

I can also say it's a disservice as educators to bring down ISSAC for your own agenda. But, as my parents always say, don't compare, compete. I just want to finish twenty seconds. It takes a village to raise a child and will take a whole community to build and set up a new school. It takes someone with a vision, initiative, and sacrifice to make a great idea solution to a needed problem. What is the vision of the children education, school, community and society?

Boyd: Your time is up.

Tran: Are you willing to be an active part to make it better? That's all I want to say.

Boyd: Thy Nguyen, followed by Jill Marks.

Nguyen: Good morning. I'm here as an ISSAC parent. Last time I engaged you in a relaxing activity. I'm going to spare you that this time. I complimented my daughter recently, my TK daughter, on her positive attitude toward homework and she responded, "This school is very good. I'm having fun. I'm learning and the bearded dragon is here." ISSAC is for my child and I'm here for ISSAC. I say that not just as an excited parent but also as someone with unique insights into how children perceive and apply education.

Some of those insights come from my own academic journey. I started as an impoverished 11-year-old immigrant who spoke not a word of English. I turned into high school valedictorian, full academic scholarship to any public college in Pennsylvania, graduate of the Wharton School of Business, a law degree on scholarships from a two-year program, where a typical program would require three, and Fellow of the American Board of Child Advocates. These are just some of the achievements that have allowed me to create my own life path, two amazing careers, and a choice to walk away when my dream changed. The most valuable insights I've gained about education, I've others from a wide range of circumstances to achieve and to create their own successes.

The elementary kid who saw no value in math when all he wanted was to become a standup comedian. The hundreds of inner-city Philadelphia high school students for whom college was impractical due to social economic barriers until an organization I co-founded stepped in to offer them corporate internships and individualized mentoring. A ward of the state for whom graduating high school almost didn't happen, who is now a Fulbright Scholar. A UC Davis graduate who struggled with an Ocean school application, because she still needed to learn what my daughter is learning at ISSAC- how to write her own authentic story. A college graduate who wanted a career in finances but had no idea how to translate a pre-med education into marketable skills during job interviews.

I've interviewed prospective applicants from this geographical area for the University of Pennsylvania as its alumnus. I can tell you how our own local schools, public and private are underserving our children as they vie for an Ivy League education. Given my background, I obviously don't rely on my daughter's assessment of ISSAC in choosing the school for her. I'm actively helping the school to be built into an established choice for the community. Really, the

only factor and very important part of the statement from what I shared earlier was that the bearded dragon is here. Thank you.

Boyd: Your time is up. Jill Marks, followed by Stephen Blount.

Marks: Good morning, President Barke, members of the board. My name is Jill marks and I am the executive director of Oxford Preparatory Academy. On October 16, 2019, Oxford Preparatory Academy, known as OPA, submitted an early renewal request to address pending AB 1505 legislation. Now that Governor Newsom has signed this legislation and OPA is able to maintain our charter authorization with the Orange County Board of Education, we have formally withdrawn our early renewal request. OPA will submit renewal early next year per our charter.

We are looking forward to presenting information about how OPA is closing the achievement gap for all students and excited about the possibility to be renewed up to seven years. Thank you. Also, there was a request for information about schools that had been renewed earlier, prior to their term. I do have that information if there's still an interest in that. Thank you for your time.

Boyd: Stephen Blount, followed by Adrine Davoodi.

Blount: Good morning. I'm excited about all of the parents that talked about learning different languages. My father was a renowned linguist. His mother tongue was English, but he was fluent in Spanish and Navajo. He did extensive fieldwork and was always talking about idiomatic language. I was particularly thrilled to hear when the word Spanish was spoken; there was a hint of a Spanish accent. They're learning the idiomatic foreign languages. In front of you is my latest and greatest testimony write up in opposition to a stadium at Fullerton College. It has more pictures, more pages, and don't read anything more than my cover letter of two pages.

Please take note of what I write about being cognizant of preserving and spending the taxpayer's money in the wisest way. Then, the two paragraphs on sunk cost fallacy and comp card fallacy that puts everything else in perspective. There's a housekeeping item as they say. I looked up the transcript for my last comments before you and there needs to be a correction. In the second paragraph in the fourth line, why their logic is wrong from my athletic career, wrestling, cross-country. Then, being a fan of. The transcripts has "for." It should be "from." I checked the audio and it's very clear that it was from. A leader of an international nonprofit said to me once, she said, "Steve, you're good for 15 minutes to speak anywhere, anytime." So, I better end here. As Harvey...what was his first name? He always ended with second page. Anyway, thanks for listening. That's what he said.

Boyd: Adrine Davoodi, followed by Veronica Kroll.

Davoodi: Hello, board members. My name is Adrine Davoodi. I am a parent of a kindergartner attending ISSAC charter school. I'd like to express my complete faith and appreciation in Padmini, the founder of ISSAC school. I think she did a great job in relaying her vision to all the parents here. I personally have seen that vision come to life with my daughter who is in kindergarten. She comes home and she's able to speak to me and sing to me in Spanish.

Mandarin is a little more difficult for her but she's getting it. I think bilingual, trilingual abilities in children is definitely a marker for further cognitive development. I can see that in her.

Actually, our native language is also Armenian. She was going to an Armenian preschool for a year prior to ISSAC. Unfortunately, she wouldn't come home speaking in Armenian, because most of the time we speak English at home. She started at ISSAC and I started seeing her talking in Armenian as well. It's improved her ability in just being able to understand and communicate in multiple languages. I would love to see ISSAC succeed. I am actively involved in advocating for the school, volunteering, going out canvassing, and recruiting as well. I just spoke to the school's administrator, and I'll be starting to make proactive outbound marketing calls on behalf of the school as well to interested parents and families.

I'm really hopeful that we are able to bring up the attendance at ISSAC. I know it's crucial for you guys to see the school succeed as it is for myself. I'd like to see the programs that they had talked about, which are in the works of being developed, the musical programs, the gymnastics, along with some other life management classes be further explored at ISSAC. I appreciate your time, and I really hope that the community can see how beneficial it is to see the innovation and new ideas come out of a charter school. Then, also further be implemented into the public school system. I think that's one of the biggest benefits we can see from charter schools. Thank you.

Boyd: Veronica Kroll, followed by Michelle Anderson.

Kroll: Hello. I was here at the previous meeting. My statement to you was thank you for allowing ISSAC to open up. As I had mentioned, even though I have a kindergartener who is interested in languages, more has come through the fact that she's been there. She not only likes Spanish and Chinese, she's thriving with it. She'll sing songs to you. She's also interested, as many other parents have said, she now wants to learn German and Russian. My husband knows like about six languages, so it's in the genes there. The world is kind of catching onto that. A lot of schools are doing dual languages at their schools. I think it's time we catch onto that too.

What I was really fascinated about with ISSAC that recently happened is I had a parent-teacher conference and they did the testing with the children. I realized how focused this has become with each child. I didn't know my daughter was at first grade reading level. She's a young five-year-old. In other words, I could have put her in Pre-K. The girl is very tall. I'm glad that I put her in kindergarten, and I'm glad that ISSAC focused. She's not only liking languages, but she likes reading and math. She's now working on multiplications at home. What I really love about this school is that she loves makeup, she loves funny things, but that's not the focus at the school. It's not about who put on the prettiest dress, who looks best.

It's about who can get this math problem right? Who can problem solve this? From experience, I have not heard her telling me that somebody bullies her and that's a big one. When there is bullying involved, your child can't really think. The cognitive, it's not the same. When there's an environment where everybody feels the same, everything is normal, kids are going to thrive. I've seen it and anybody who opposes ISSAC come on over. Share with us what you have, what you know, and help it improve. The diversity is beautiful. The parents are just down to earth. Everyone is really nice and I see it's something that Orange County needs. Thank you.

Boyd: Your time is up. Thank you. Michelle Anderson, followed by Ravi Jain.

Anderson: Good morning, President Barke, honorable board members and OCDE staff. My name is Michelle Anderson. I'm the regional director for advocacy for the California Charter Schools Association. As you're aware, CCSA is a membership organization representing over 1,200 charter schools. We advocate for high quality schools of choice. To that end, I'm here to talk about a couple of different agenda items. To that end, we are here to fully support the high performing Scholarship Prep material revision for giving more students the opportunity to attend a high-quality school of choice. Go Scholarship Prep. The other charter that we are here today in support of is the new charter school, ISSAC.

This is the little engine that could that is serving students well in the Costa Mesa area. Yes, Newport-Mesa Unified School District has good schools, but dissect them further and look at the Costa Mesa area schools versus the Newport area schools. You will see that it is why the children of the Costa Mesa area that ISSAC is wanting to serve and why there's a need for this school. They are tackling those issues. They want to close the achievement gap. They're making themselves available to those kids, but this bothers Newport-Mesa Unified School District for some reason. It bothers them so much they've been on a campaign to destroy the school ever since it's been approved.

From someone who has been involved in a startup charter school back in 2010. It was the days of deferments. I can tell you that starting a charter is not for the weak of heart. It takes tenacity, perseverance, passion, and maybe a touch of craziness. Who'd want to start a school in this environment? Basically, you're starting a business. To demonstrate such, I have submitted to the board documents, written documents by both the boards of Ocean View School District and Newport-Mesa. They show some bullying tactics and are trying to destroy the charters. It's not appreciated, and it is noted. What we would like to do is make that aware and let you all know that this only makes charters stronger.

It's that passion and that little bit of craziness that makes them want to continue on the mission that they're on and continue to serve kids. Whether you approve with the decision made by the majority of this board or not, ISSAC was approved. It's operating in a less than friendly environment. They are successfully educating kids. To the district, ISSAC may not be a school of your district, but they are a school of this county. To continue your harassment campaign is unfair. Please let the school do what they are doing well by educating kids of Orange County; to continue to interfere is not in the best interest of children. Thank you.

Boyd: Ravi, excuse me. Ravi Jain, followed by Paulette Chaffee, and Paulette Chaffee will be our last speaker.

Jain: I received an email from ISSAC inviting me to this board meeting. Thank you. My kids attend Paularino Elementary. I've never gotten such an invitation to express my opinion. I am sure there's many more people from the Newport-Mesa School District who the parents could reach out to and invite to such a board meeting to voice their opinion. I've never gotten such an email-interesting. If Newport-Mesa really does care about children, why not hold a forum where

you present different choices available to the children and just have people from each side present their thoughts and ideas about what's good about their school?

I think that would be a good idea if you really want parents to understand what questions to ask and how to decide what's actually best for your child. I actually haven't made the leap to ISSAC with my kids yet. My wife and I have differences of opinions on many things. Initially, she went to the first meeting, I think it was at Tho's house. I didn't tell her we were going there. I just took her there. She was kind of hesitant. Throughout the time, my son's been sort of saying how's school? I'm kind of bored and this and that. She's become more open to the possibility of it but it's something that I'm doing my research on. I just like that there is that option. Even though I don't go there, my kids don't go there, I actually feel much more welcomed there. I feel more opportunities to participate in ISSAC than I do at my own school where I started volunteering in my daughter's classroom. She's in kindergarten and my son said, "Oh, when are you going to come to my class?" I asked his teacher if I could and she said, "Well, at third grade they're already kind of independent learners so we won't be needing your services." That's the sort of reception I got at my own school, Paularino. I'm briefly going to read from something.

Adam Grant, organizational psychologist: Stop Trying to Raise Successful Kids and start raising kind ones. "As anyone who has been called out for hypocrisy by a small child knows kids are exquisitely attuned to gaps between what grownups say and what grownups do. You survey American parents about what they want for their kids; more than 90% say one of their top priorities is that their children be caring. This makes sense. Kindness and concern for others are held as moral virtues in nearly every society and every major religion, but when you ask children what their parents want for them 81% say their parents value achievement and happiness over caring." Lastly, I'd like to say a prayer and a thought to the sad story of the girl from Garden Grove who took her own life. She was in a very bad place and I just don't want people to forget about that. Thank you.

Boyd: Paulette Chaffee.

Chaffee: Good morning. I'm Paulette Chaffee. When I graduated from college, I got my lifetime teaching credential. Then, I went on and got a master's degree in speech pathology. I've worked in public schools, clinics, and hospitals. I have also gone to law school, have a law degree, and have a law practice in Fullerton. I'm currently tutoring a couple days a week in a Title I school in Fullerton. I really enjoy kids. I think education is the opportunity for everyone. I am running for area four seat on this board. I have the background and skills to bring the board together to further the ends of education in the County of Orange. What happened this morning is no less than appalling.

You all have a responsibility to the kids, parents, and public in this county. Transparency is key. Communication is key. This showed a total lack and disregard of the public to who you owe a duty of service. I originally came to speak on the 2020 census, which is very, very important for Orange County. I went to an expo yesterday that was put on by First Five Orange County. I've been working with that group. I don't know if you realize that in 2010 when the census was taken, 18,000 Orange County kids between zero and five were not counted.

This resulted in lack of dollars for educational opportunities and programs, health care programs, university classes, et cetera, et cetera, and community engagement which we need. I'm also here to advocate for AB 48, which will provide funding and monies for buildings. The state of California is really trying to push for more of this. I want to see a lot of support from this board. I have some postcards here on the 2020 census.

Boyd: Thank you. That concludes the speakers.

Bedell: Madam President? May we have a 10-minute break?

Barke: We may. We'll take a 10-minute break.

Bedell: Thank you, very much.

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE BREAK. ONCE CONCLUDED, PRESIDENT BARKE STRIKES THE GAVEL ONCE AGAIN TO SIGNAL THE CONTINUATION OF THE REGULAR MEETING]

Barke: We are back in session. I'm going to call for a motion to approve the consent calendar.

Bedell: So moved.

Williams: Second.

Barke: All those in favor?

Board members except for Trustee Gomez: Aye.

Gomez: Wait, hold on. I have a comment first.

Barke: Okay.

Gomez: Oh no, I'm sorry. I'm thinking of something else. Go ahead.

Barke: Okay.

Gomez: My apologies.

Barke: No worries.

Boyd: Jack and Ken? 4-0? Thank you.

Barke: Yes. All right, I'm now going to ask for a motion to recess the regular meeting in order to conduct a meeting of the Orange County Department of Education Facilities Corporation.

Bedell: So moved.

Williams: Second.

Barke: Okay. We will go into recess so the facilities corporation can hold their meeting.

Hendrick: Thank you, Ms. Barke. What you have in front of you today is you'll have it under the facilities corporation. Just to remind everyone that the board actually purchased the property, then, they leased it to the facilities corporation for the readying of the Esplanade project. This is a self-contained project that only deals with Esplanade.

Boyd: Renee? We need to open the meeting first.

Barke: I'm sorry. For the benefit of the record, this regular meeting of the Facilities Corporation is called to order. Thank you.

Hendrick: Sorry. It's after recess. I'm trying to get you guys out of here.

Gomez: We appreciate that.

Hendrick: Our last financing was through December 1 of this year. We had to look at different options for financing. Since the rates are so much lower than they were when we first started this project back in 2000, one of the options we were given was that we could do a fixed rate 10-year

note which will make this lower than what we've currently been paying at 3.5%. Right now, depending on what the market does today, our last quote was about 2.83% for a taxable note. It also will shorten the term of the loan by three years. As a reminder, once we finish with this project the state will then have options to use the money that we generate once we pay off this loan to help offset any projects that we have that are state funded. I gave you a lot of information with this, so I can just answer any questions if you have that at this time.

Bedell: Madam President, if I may?

Barke: Yes.

Bedell: This thing always confuses me.

Hendrick: I know.

Bedell: But you don't have to agree with that, Renee.

Audience: [Laughter]

Hendrick: It's a complicated matter, Dr. Bedell.

Bedell: Thank you.

Hendrick: I wasn't agreeing with you. I was just agreeing that it was very complicated.

Bedell: Let me recover.

Boyd: That was a good save, Renee.

Bedell: We've had all this tumult about budget, no budget, budget, no budget, budget, and budget. Right? What, if any, is the relationship between what we're doing here as it relates to the county having a state approved budget? Does that make sense? I'm just trying to contextualize.

Hendrick: Because we're doing a direct sell with US Bank, who has been our financing person, it wasn't a requirement. Had we gone out to market, which we would have done if US Bank hadn't have offered us this deal. Then, we would've had a problem. The first thing they asked for is our approved budget. Since we don't have a current budget that may have hurt our bond rating, but we did have to go through that process. This is a direct sale.

Bedell: We then had the advantage of being able to roll over with the same company.

Hendrick: Yes that we've used.

Bedell: As I understand it, that may not have happened without a budget. Theoretically.

Hendrick: According to our consultant that we use for this, he was concerned.

Bedell: Thank you very much.

Barke: Any other questions?

Boyd: Can I ask Darou to do a roll call on this since we just went out of order on this agenda?

Barke: Yes.

Sisavath: Trustee Sparks?

Sparks: [TRUSTEE SPARKS IS NOT PRESENT]

Sisavath: Trustee Williams?

Williams: Here.

Sisavath: Trustee Barke?

Barke: Present.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Bedell?

Bedell: Here.

Boyd: Could I also ask the board to adopt the agenda for this facility corporation?

Audience: [Laughter]

Bedell: So moved.

Barke: Second?

Williams: Second.

Barke: All those in favor?

Board Members: Aye.

Boyd: Thank you. We're all caught up.

Barke: Any public comment?

Boyd: No.

Barke: Oh, I'm sorry.

Williams: That's okay. From a historical memory perspective, we began this road close to 20 years ago, 18, 20 years ago. Does that sound right?

Hendrick: About 2001.

Williams: About 2000-2001. When we did this project, it was going to look long term for a good investment for this board to take funds. That's how we got on it.

Hendrick: Right.

Williams: To help my dear colleague, Jack, this isn't so confusing to me. I think we're on the right track. We're doing very well. I have a little bit more historical recall memories, so I'm very comfortable with the process. What you're doing now then, Renee, is we're renegotiating a rate to a lower interest and to a shorter term by a period of about three years.

Hendrick: Correct.

Williams: Overall, the costs involved will be a money saver for us. I'm not sure if you can clarify, as my good colleague, Dr. Bedell, said, the tumult of the budget. We do not have officially an adopted budget, because of the California Department of Education and Superintendent Thurmond has not done their duty and responsibility as well as our superintendent not to sign the budget. That needs to be clarified for the record, Jack. And, I'm done.

Barke: Okay. Any other discussion? Public comment?

Boyd: No public comments on this agenda. If you call for a motion for a vote on this.

Williams: I'll make the motion for item number one.

Barke: Okay. Do I have a second?

Bedell: Item number one?

Boyd: It's right under your special recommendations on your -

Williams: It's under the facilities.

Boyd: - facilities costs for -

Gomez: Why is there a closed session on this?

Boyd: It's always listed. There's none.

Gomez: Oh, okay.

Bedell: I'll second it if you need a second.

Barke: All right. All those in favor?

Williams: I don't have any discussion other than the comments I just made. I think this is going to save us some money long-term. I think it's a good thing. I feel very comfortable with it.

Boyd: Ken? Could you speak up so that we can -

Williams: I feel very comfortable with the process being on this since the very beginning of 2000-2001. This is going to save the board money. I don't have any hesitancy about my motion as well as my vote for this.

Barke: Okay.

Gomez: I have one quick comment.

Barke: Okay, Beckie.

Gomez: I agree. I think it will save us money. I think the shorter term will certainly provide some flexibility for us. But, I do have some concerns that if anything else were to happen and we...not just this project but something else and we don't have an approved budget, it could be putting ourselves in jeopardy. We just need to be mindful of other things that may come up in this budget situation. I'll support the motion.

Barke: Okay. All in favor?

Board Members: Aye.

Boyd: Motion passes 4-0.

Barke: May I call for a motion to adjourn and go back to the regular meeting?

Williams: I make that motion.

Barke: Second?

Gomez: Second.

Barke: Okay. All those in favor?

Board Members: Aye.

Barke: All right, back to our regular meetings. Okay.

Boyd: Call up Kelly.

Barke: Kelly?

Gaughran: Good morning, President Barke and members of the board. Today we have one charter submission. Scholarship Prep is submitting a material revision request. Following today's submission, at the next scheduled board meeting on December 10 we will hold the public hearing. I now would like to call Jason Watts to the podium to introduce his material revision request.

Watts: Good morning, President Barke, trustees. My name is Jason Watts. I'm the cofounder of Scholarship Prep. I'm here today on behalf of our entire organization to submit a material revision. It would expand our countywide authorization to include unique support services for homeless youth as well as to add grades 9 through 12 to our educational program making us a cohesive TK through 12 school to serve the students and their families throughout Orange County. Originally, our countywide charter petition was approved in part to provide a comprehensive system of support to Orange County foster youth and their families. We have come to find though in time that our growing number of homeless youth also will require our intensive attention.

As you well know, homelessness is a growing and troubling epidemic in Orange County as well as our entire state. Because of the very nature of homelessness and lack of a fixed home for foster children, school district residential boundaries are relatively meaningless. The education code contemplates these sorts of special circumstances where the most sensible approach to effectively serve a particular population is through a single countywide charter rather than a

charter geographically restricted to a single school district. As the number of homeless youth in our school continues to grow, we realized that it was necessary to analyze the types of supports these students needed and that we were providing in order to attend school and be successful.

First of all, we knew our students and our families were hungry. Our solution on top of providing students with a free or reduced price lunch and breakfast was to partner with our landlord, New Song Church. They feed our community through the Second Harvest Mobile Food Bank of Orange County, consisting of 7,000 to 10,000 pounds of fresh fruits and vegetables delivered biweekly throughout the entire school year on our campus. The second issue our homeless students have faced was transportation to and from school. Our solution was to partner with HopSkipDrive, which provides a safe and dependable Uber type transportation solution to school on a daily basis. We've put the cost on our entire billing.

Another issue facing our students was having clothes to wear to school. Our solution provides our foster and homeless students dress code appropriate clothing for the entire school year. Since our first year, our parents have been clamoring for us to add a high school to provide a cohesive TK through 12 instructional program. Based on the academic success of our TK through eight program to date and in the interest of our families representing 485 students so far, we have decided to make this happen. We have established a leadership team ready made for this endeavor who have successful experience at the high school level including administration and program design.

Along with our strong academic program, the arts and athletics scholarship pathways that we've created align perfectly to transition our scholars to the rigors of high school and beyond. Thank you for your time and consideration of our request to enhance our program for Orange County students and families and we look forward to explaining more about our program at the public hearing. Thank you.

Barke: Thank you.

Boyd: A point of clarification. The next board meeting will be December 11 and that will be when the public hearing will occur.

Barke: Aracely.

Chastain: Good morning, President Barke and members of the board. Today I will provide information on behalf of the Charter Schools Unit regarding International School for Science and Culture, or ISSAC. On October 11, the charter school's unit received a parent complaint alleging that ISSAC had not provided her child with special education services in accordance with her child's individual education program, or IEP. On that same day, we met with Ms. Renee Williams, principal of ISSAC and a representative from the Los Angeles County Charter SELPA. Ms. Williams confirmed that the only teacher who held the proper special education credential resigned from ISSAC after the first few days of school and since then, the school had not provided special education services to any students with disabilities.

On October 15, we sent a letter to ISSAC detailing concerns related to ISSAC's failure to provide special education and related services to students with disabilities. On October 28, ISSAC notified us that they had contracted with a special education provider that will also

deliver a significant amount of compensatory time to comply with law for the period when special education was not provided to eligible students. The preliminary and revised budget submitted by ISSAC had been inaccurate due to a number of issues: incorrect enrollment, 150 students instead of the 69 currently enrolled, incorrect teacher counts, three teachers instead of the seven that are actually employed, and underestimated expenditures.

The school projected an ending fund balance of \$3,346. However, overestimated enrollment and underestimated expenditures, including teacher salaries and benefits, the hiring of Dr. Padmini Srinivasan as ISSAC's executive director that added \$20,000 to the budget, and compensatory special education service costs of at least \$10,000 will put the school in a negative fund balance. On October 29, charter school staff met with Dr. Srinivasan to provide technical assistance and address concerns regarding Brown Act violations, multiple loans extended to ISSAC from Dr. Srinivasan without ISSAC's board approval, school policies that may violate law, pending nonprofit 501 C3 status, and to review the fiscal stability of the school.

As a result of the information obtained at that meeting, we requested documentation to address the state concerns including an updated budget that accurately reflects enrollment, staffing, revenues, expenditures, and delineates cuts to the budget that will be taken to address the potential negative ending fund balance. Those documents are due on November 15. Representatives from ISSAC are present to respond to any questions the board may have. President Barke, I now turn the meeting back over to you to facilitate board discussion.

Barke: Thank you.

Bedell: I'll wait for my colleagues. I've been hogging the first spot.

Barke: Dr. Williams?

Williams: Who is the ISSAC representative?

Srinivasan: Good morning. Good morning to the board. Thank you for the opportunity to answer questions.

Boyd: Can you speak up just a little bit?

Srinivasan: Sorry.

Boyd: Also, state your name for the record?

Srinivasan: Yes. My name is Padmini Srinivasan. I am the executive director for the International School of Science and Culture. Should I make a statement of any kind or should I field?

Barke: I would like to hear a statement if you have one.

Srinivasan: Thank you for this opportunity to address you today regarding the International School for Science and Culture. ISSAC, as our charter school is called was established to offer a high-quality education, especially in locales where our team felt it would be a strong contribution or where there was a clear need. ISSAC's mission is to cultivate global citizens and power to build a peaceful society. We accomplished this through our trilingual program, advanced and individually calibrated academics with extreme focus and social emotional learning and a school culture supporting the students to achieve their potential.

I should mention as a note just for information that for about a year starting mid-2018 to about mid-2019, I was required to be bi-coastal for family and business reasons, which was the reason

why one of our board members made the comment of how could she even be actively involved. She's on the other side of the country, which is the comment that is being used to explain the conjecture that I could not be involved with the school. As a new school, ISSAC faced the predictable challenges of establishing a new school and program, building trust with the community, and enrolling a full complement of students. Several elements posed challenges in this particular case.

As we did the initial canvassing, there were a large number of families whose students were enrolled who expressed interest and we began a relationship with these families as potential enrollees. Over time, there was quite a bit of negative information that was offered to families, which as a new school lacking the credibility building time, I think that many, many people were affected. Out of these families, 216 I believe is the number, actually began the enrollment process on our student information system. For us to go on some basis of what is the number of active families that are enrolling, we had to use that as our initial basis. As we continued to check and follow up, we found that this number was dwindling, including some families literally afraid to speak to us.

It was kind of an interesting switch that happened in the response of these families to our staff's outreach efforts. We continue to track that. This is the reason why there was some discrepancy between what we thought may be the number of students attending and the number of students who actually attended. We did begin with maybe a handful of families who made the trip down to our school facility and decided after a few days of that that this was just not going to work for them in terms of the trip factor and being able to make it down the 55 to the school, so an explanation for that. We really worked to reach the families in Costa Mesa, particularly in the west side of Costa Mesa. That is where most of our canvassing was done.

Our school facility, which is a beautiful facility that was allocated by Newport-Mesa School District is located in Costa Mesa at the farthest possible corner of Costa Mesa from where we had been canvassing. It is about a block from Newport Beach. For many families, this distance posed a large enough obstacle that it prevented their child from attending ISSAC. We are now investigating the cost benefits of providing transportation. It looks very daunting. I know that there are a lot of families also working with each other to work out carpooling arrangements and so on. I'm not aware of the details of these, but I'm hearing some things. There were additional factors such as a delayed final facility assignment and late facility access.

We were asked to not announce where the facility was because the current occupants needed to be eased into their new facilities first. All of these things were cited by many families as reasons why they couldn't wait to decide, confirm, and ended up confirming schools elsewhere in order to be able to proceed in a timely manner over the summer. There were other critical timeline events that occurred at various points that delayed our ability to one, be very clear with our families, and it made us appear somewhat less organized and ready to go. Things like the late signed facility agreement, which happened June 17. On July 15, one office space was made available.

The front office space was made available to help us to begin to set up phones, et cetera. As it turned out, there was no phone service possible. There was no internet accessible. We ended up

running off of cell phones and hotspots. We did the best we could do with the appearance of lack of readiness. Assigning an address to ISSAC is actually something that also was changed. The location has an address but since now there are two entrances, a new address had to be assigned and that new address on a different street name has still not been ratified by the city. It requires action by the owner of the facility, which would be Newport-Mesa Unified School District.

However, we are using that address in agreement with Newport-Mesa and that happened even after school had started. Wi-Fi used to support phones and internet to allow for family communication did not exist until September. Examples of how this timeline impacted our final registration are: for example, we could not put our location information on communications, including flyers, posters, and banners. These delays for location, internet access, phone system, et cetera contributed to a sense among the community that the school was not properly authorized. Due to the Wi-Fi issues, et cetera, our email contact, et cetera, were restricted to personal cell phone, Wi-Fi hotspots, all of which put unnecessary limitations for several weeks after school began operations.

As mentioned, these delays and multiple communications from the district to the families also contributed to creating this impression that possibly ISSAC was not properly chartered. As we now have done in another series of outreach efforts towards this next year's Prop 39 application, we now are finding the situation where the families can come and visit. They can come and see the school in operation. They're able to meet the staff, the teachers, and even observe students in their classes. The sense of even surprise and a positive reaction has been wonderful to see in comparison to, not the negativity in that first Prop 39 application, but the negativity after we got approved.

There was a big shift in people's sense of the school, and I believe we are now rebuilding. We're now able to show what we can do and the response is positive. It is excitement. There are even some families saying I might want to move my student mid-year, because what I'm seeing is so interesting and impressive. We are progressing to pursue those options and opportunities. We are taking actions to correct and right size our staff and faculty. We are making efforts in other ways also improve our revenue source with fundraising. Thank you.

Williams: We're here today with an update. October 11, there was a complaint by a parent that there was a complaint that child was not provided an IEP. Is that resolved or does that child not have an IEP?

Srinivasan: This child is actually no longer attending ISSAC. I don't know the exact dates on this. I can find you the dates if you would like. I can provide you those details, but at the point when the complaint was lodged the student was already no longer at ISSAC.

Williams: I see. That was October 11, and your school began when?

Srinivasan: September 3.

Williams: Third. When did that individual, the teacher that was...had the proper certification to provide the IEP? When did that person leave?

Srinivasan: I want to say September 11.

Williams: Okay, so that person left on the 11th. There's a period of time where you were without this person -

Srinivasan: Without personnel.

Williams: - possessing the proper credentials and training to be able to provide that. Now you have that resolved?

Srinivasan: Yes. It is possible to contract with an organization that will provide these services including specialized services but also including the special education teacher to provide specialized academic instruction.

Williams: Okay. By the way, Nina, did we get the document on what Aracely presented today? Was that provided to us in our packets?

Boyd: No. The overview she just provided?

Williams: Right.

Boyd: No. That she read? No.

Williams: Okay. We haven't been able to really look at it in any detail. We don't have anything. Will we get it, though?

Boyd: Certainly.

Williams: Okay.

Boyd: She was giving you a status update in terms of where they are. The documents that the staff has requested aren't due in until next week. That's why she was just giving you the preliminary overview of where things are.

Williams: Got it.

Boyd: Once they respond then you will get that information.

Williams: That'll be for the next meeting? Are we going to come back and ask these same questions?

Boyd: Only if there's a need. The reason why ISSAC's here today is because it's a carryover from a previous meeting. The board had wanted ISSAC to come back, and we didn't have them come back last month. We talked about it in September, so we put them on the agenda for this month. We didn't know that these other things were going to come up. The informational items that Aracely provided to you in terms of the parent complaint and some of the other things. The budget issues are things just through the normal course of our oversight and accountability and working with all of our charter schools to ensure that they have the resources that they need. As they're preparing for their first interim budget then some of this is things that they'll need before December when they're trying to do the first interim approval.

Williams: Okay. Thank you for that clarification. I know we don't want to have a gotcha moment. I'm wondering if this is similar to a gotcha moment where we're getting all this information by staff. Are you aware of the allegations that were just made by staff?

Srinivasan: Yes.

Williams: You are aware of them? Okay.

Boyd: We met with the -

Williams: They're not new?

Boyd: Staff met with her.

Williams: Okay. Are you bothered by any of them? I am.

Srinivasan: We are committed to providing special education in the absolute best way possible. Our environment is an inclusive environment where we can have the students included in the regular class and have the services pushed in to the regular class because of many benefits. There's a lot of research on that. In this child's case, we had asked for assistance from the family

to help this child with some behavioral issues that were showing up. We met with the parents and asked for one parent to come and spend the day with the child to sit with the child in class. The parents were not able to do that. There was a follow-up meeting at which they said we will just move our child. That's the information I have.

Williams: But there are other aspects to this that were just brought to our attention. I'm always hesitant about, because I don't have any background, I don't have any information. I don't want this to be a gotcha moment. ISSAC has been through quite a bit of challenges. None outside of the community acceptance right now that we see. But, the previous efforts by the district to undermine the school's integrity, giving false impressions, and those type of things. I pray they would stop. I pray that Newport has been very good to give you that one site there. I pray that there'll be the collegiality between the district.

I don't know if it's going to occur, but I hope it does. I think you have a lot of potential. Some of the other concerns that were just brought to us, and again I'm not going to go into the detail, but we were told you have an inaccurate budget. Your teacher count is underestimated. Your expenditures are underestimated and you're not having the adequate income. There's Brown Act violations. I know that November 15 is your deadline to update your budget. Can you give me an idea? Are you going to be able to resolve these issues and give us a credible defense?

Srinivasan: Yes. We have already taken some actions on the cost side. We'll be taking a couple of more actions on the cost side to bring the budget more under control. We are also on the revenue side working really strongly on following up on our Prop 39 outreach. We're just continuing that to really see where there are parents who've said they may be interested in a mid-year switch to support them to be able to do that. There are folks in here who are actually working on a strong fundraising push as well. All three aspects of these things are being worked on. We will have a summary for the staff by the 15th.

Williams: If I can ask for Michelle Anderson to come up here to give us a larger perspective on this? I'd like to ask you a few questions. As you know, I was one of those who asked a lot of questions when we were approved this. There was a lot of concerns and despite all of the acrimony, the circus act environment at the time of the dog and pony show that was brought in, we eventually approved this. There was a lot of concern. There still is concern. Could you give us a perspective on new charters when they start? Is this very common? Is the charter association supporting ISSAC to get them up and beyond all of this chatter and controversy?

Anderson: Sure. I can give you some perspective. First of all, opening a charter school is like opening a business. That was one of the reasons that we pushed very hard for getting a five-year term initially. Oftentimes it takes the first three to four years for a charter school to get into the black if you're looking at from a business standpoint. There are grant opportunities and we always highly recommend that. There's specific grants for startups that are available. They certainly need to do that. There's also fundraising that basically has to happen with charter schools. Where I see issues and typically, where they stem, and we've seen them here in Orange County, facilities related issues.

Now, luckily for ISSAC, they have a beautiful facility that was offered through a Prop 39 request, but it ended up being beyond that. They got this wonderful facility to operate. They didn't get access to that facility or the ability to market that they have that facility until late in the summer. What I can tell you is, I'm a parent. You want to have your kids placed before summer break starts and know where they're going to go and know where that location is. It puts them behind the eight ball every time. Is that recoverable? Yes, but does it hurt enrollment? Yes and what does hurt enrollment do? Hurt enrollment hurts finances. It is the never-ending free fall that happens with that. What you have to do is put the finger in the dike and then start rebuilding.

At that point, that is what we see. We have sent over grant opportunities to them that they should be looking at. We certainly support them with resources, giving them access to folks that have the ability to talk to them about bus services. Other charter leaders we made available to them from a networking standpoint, because there are charters that have CMO's- organizations above them that have the help. This is a boutique school. They don't have that but like anything else, I will tell you, and I truly believe it, charters, you have to be a little crazy to be a charter leader. You have to have the passion and you want to do it. I worked for a startup charter school back in 2010.

I got paid two of the four years I worked for them, but I knew what that school was doing was such an amazing thing that I needed to stay there and do that. My husband finally got on me and said, please leave. We have kids going to college, so I moved on and took a job that paid me all the time. That charter school right now is 460 students strong. They teach 26% special needs kids within their school. They've been highlighted on what they're doing with those kids. That's a K through eight. Can it happen? Yes, you can get out of those. Is it hard? Yes. Do I think this leader here has the capacity to do that? Yes.

Williams: Is Mrs. Williams there as the principal still?

Anderson: Yes, Renee Williams. She should be at work today. I mean, we've pulled her. Here's the other thing that happens. The county is doing their due diligence and they're smart to do their due diligence and check on this and watch over. They need to protect what they're doing. I will also say that there are levels and when you can get past some of that, it can go. Schools to have to keep talking and answering to these things. Luckily now having Ms. Hands here, Renee can still be at the school working with them. Otherwise, if you didn't have Padmini, she would have had to be here today to answer to this. Then, she's not doing her job.

This is why I would also vote for evening board meetings, but this will also tell you some things that happen. Do I wish that they were in a much different financial position than they are? Yes. Do I think they could have been, had they known all their information back where they were going to be located and not run into bullying tactics? And I will say it's bullying tactics that I feel has been incorporated by the district. When you start putting out notes to families saying that this school is not authorized by the district, never mind that they're authorized by the county, that could have been put in, that causes a hardship on the school.

Those are things that, I think, hopefully we can come to a standstill on some of that and the school can start moving forward. It's about educating kids. These kids are getting an education.

Now we need to make sure that operationally that school is sound. They have the wherewithal to get to that point. What business ever ends up in the black the first year they operate? I don't know very many that do.

Williams: And just a quick comment and I'll be done. I want to thank the parents for coming here. You all have given us a very unique perspective and a show of the community support and that's very important. I applaud you for taking the time away from your day. Yes, I'd like to have evening meetings so we can have a greater public participation and openness. I want to thank you all for being here. I appreciate each and every one of you.

Audience: [Applause]

Barke: We talked about the families getting letters, that they weren't authorized by the district. Is there something that maybe the county could pen a letter that says that this school is authorized and approved by the county?

Anderson: I think that would be a great counter to that. As a parent, you want to know that your child is in a school where their grades and their curriculum will be acknowledged and that their kids can then transfer into a high school later on. All that's going to be in place for them, that they'll be high school ready for the next school. Or, if a parent has to happen to move into another district and they can't make the trip. How nice to know that they are a school of the county. I think that would be very helpful.

Williams: Do we have a letter or some document reflecting that fact that this school is properly adopted?

Boyd: It's in your board minutes?

Williams: No. Do they have it so they can go around and post -

Boyd: You haven't written any type of letter in the past for any school. If you all write a letter then certainly -

Williams: No. I'm thinking of something more officious. Something that would be kept in the front office that any public person, any parent could look at and give to them. Michelle, you kind of just brought it up. I think that would be something good. I express and ask my board members, would they be open to creating and making such a document to give to our charter schools?

Bedell: It's like a plaque that would say authorized by the Orange County of Ed.?

Williams: Not just a plaque. Something like -

Boyd: Typically, the charter schools use the board minutes. They have that as the documentation to show that they were authorized. It shows it's certified by the clerk for the board.

Williams: That may not be enough, though. That's what I'm thinking.

Barke: If it's simply just writing a letter on our letterhead, I'm happy to sign such a letter that they'd been duly authorized. It's, like you say, it's in the minutes and if that would be helpful, I would be happy to write a simple letter.

Williams: Just a point of clarification. If we do it on board letter letterhead, it has to be agreed by everybody. You can write it on your personal letterhead, but I think it needs to be on board letterhead or department letterhead. That's why I throw it out to my colleagues here. What's your thought on that?

Gomez: I don't think we've done that for any other school, but I wouldn't be opposed. If we have

chartered it, the majority has voted to charter it. They could put that on their website. Just like most schools do put their WASC accreditation or whatever. I'm just at a loss as to why we need to write a letter.

Barke: Well, only because other letters have circulated that they're not authorized by the district. I think it would just be simple for them to say oh, but we are by the county.

Boyd: They do get a letter from the charters unit on that is signed by Kelly. It basically says as a result of the meeting that they've been authorized, and it also details some of the things. Most of them submit that when they're doing financing. It is on department letterhead. It does state that they've been authorized. It has the date and so forth. It also has some more information there, which helps them with regards to other things they're doing. They could utilize that letter and send to parents also.

Barke: Sure.

Boyd: Unless there's a specific letter that you're wanting.

Williams: Actually, I think that's the official letter that I think would be very, very helpful to distribute to the community to demonstrate that you are officially chartered to counteract any of the previous maligning efforts. I don't know who has it at your school in the administration, but I'm sure we can get you another one if you don't have that. Thank you.

Srinivasan: Thank you, Michelle.

Boyd: If I can make a comment? I know that it wasn't intended that when you were saying that you didn't want it to be an I gotcha moment. Staff was not trying to infer that this would be an I gotcha moment for either the board and/or Ms. Padmini with the conversation that occurred. We want to make sure that as was mentioned, we're doing our due diligence. We had met with her. All the information that she was providing in her overview was to give you background information so that when Ms. Padmini got up there to dialogue with you, you would know that conversation has occurred. There are documents that we're still waiting on. The financial situation that they find themselves in, yes, it's attributed to one, low enrollment.

The other concern is even though the student that did not receive special ed. services while they were attending the school, they're still owed those services because that's part of special ed. law. There will be a cost to the charter to continue to provide those services for that family until they meet their due diligence. I just want to make sure when we're talking about the financials, we just want to make sure as they do that they make themselves whole. They have identified some different paths of action that they're going to do to ensure that they are not negative.

If they're able to implement the things that they're saying, not only increasing their enrollment, but making the appropriate cuts to their budget that they need to. Then, they will be okay this year. They're just unknowns at this point. Part of our due diligence to let you all know as the authorizing body. Also to work with them to help them to get to the place they need to.

Williams: Help me understand the process. This one child who made the complaint on October 11 had not been there for a while. You mentioned that there's a cost that they receive. Could you elaborate more on that?

Boyd: They did not receive services. I don't know what the services are that are identified in the student's individualized education plan, the IEP. Let's just say they were supposed to get speech. They're supposed to get individual resource and they're working with a special ed. instructor for whatever. Whatever the hours are that are identified for that student, for the time period that they were enrolled and did not receive those services. They're owed those services is what I'm saying. That cost is unknown for us. They're working on that, because now they've hired a contractor who will provide the services and bill them for those services.

Williams: Does that child come back to the school to receive the services?

Boyd: That piece, I don't know how they work that out. That would be a question for your counsel or their counsel.

Williams: It's complicated -

Boyd: It gets very complicated.

Williams: - it sounds like. Okay. That child's owed services for the time they were there. We don't know what those services are because they have not -

Boyd: And we don't know how they will be provided and so forth.

Williams: - done the time. I assume that's going to be worked out.

Boyd: Exactly.

Williams: Got it. Okay.

Barke: Anyone else?

Gomez: Yes. Dr. Padmini? You mentioned in your comments you were trying to right size the teachers, the compliment of teachers? Can you tell me what you mean by that?

Srinivasan: If we look at a class size of 25 as being the ideal number of students that a teacher would have in their care. That they're focused on teaching that would be maybe an ideal number. With the level of number of students we have, we really do need to have some reduction in that staff size. We're working on how far we can adjust while keeping the integrity of the program and our offerings complete. We're in the process as we said. That's the work we're in.

Gomez: Okay. Can you tell me what your enrollment is, because there's been some discrepancy on what the enrollment is. Can you tell what the enrollment is by grade, or approximately?

Srinivasan: Approximately -

Gomez: What's the total enrollment?

Srinivasan: Total enrollment is 70 as of yesterday from what I saw. It's about 11-12 kids in most of the grades. Grade four is surprisingly low at just three students. TK is low at about eight or nine.

Gomez: Are you doing combo classes, or what are you doing?

Srinivasan: We are an individualized program.

Gomez: You have a teacher for each grade?

Srinivasan: We do have a teacher who has more than one grade as their, what do you call it- homeroom group. The teaching is done entirely in teams. There are teachers who are really focused on say mathematics or aside from the languages. Our students are dealt with based on where their capacity is, not necessarily -

Gomez: You're doing something like a block schedule then for certain -

Srinivasan: Yes, so that they can -

Gomez: - subject matter?

Srinivasan: - take math at an advanced level if that's where the child is in math. They are able to receive math at the advanced level, irrespective of whether they might be in a particular grade. If a second grader is doing third grade math, they get to do third grade math. If a fifth grader is doing second grade math, which also happens, we're able to support that through this team teaching. It's a little maybe less divided up in the traditional class way.

Gomez: Okay. I'll look forward to hearing what else you have to say. That concerned me a little bit, because the things that were brought up weren't really addressed in your comments. I'll look forward to hearing from that, but I'm really concerned about the special ed. as my colleague is. How many special ed. students do you have that need services?

Srinivasan: Five. I believe it's five.

Gomez: You have five on IEP's? They're all getting their services?

Srinivasan: They're all getting their services and having the IEP meetings and so on.

Gomez: Okay. All right, thank you.

Srinivasan: Thank you.

Bedell: Thank you, Madam President. Thank you for coming today. I appreciate it. I would just like to dovetail with two of my colleagues. The way I added up the month, quick look at the calendar, was that this individual, and we don't want to individually identify the individual by disability or any other further characteristic. That student was without services for about five or six weeks?

Srinivasan: I wasn't completely active in the management at that period -

Bedell: It was more than a day.

Srinivasan: Yes.

Bedell: Okay. Now if you have five special ed. students with IEP's, were any of those students also without services during that time?

Srinivasan: Yes, they were and they are receiving the minutes that they missed over time.

Bedell: There was a gap?

Srinivasan: There was a gap.

Bedell: There was a gap. Those parents didn't withdraw their child, their children?

Srinivasan: No.

Bedell: Okay.

Srinivasan: There's more to the story.

Bedell: That's fine.

Srinivasan: What it is -

Bedell: As the spouse of a former special ed. principal this is a little close to me.

Srinivasan: I understand. There's mainly speech and specialized academic instruction -

Bedell: Sure.

Srinivasan: - which is a more generalized kind of a support. Within our structure, the specialized academic instruction was being provided though only for that first week did we have a credentialed special ed. person doing it. Being aware there was support put in place for these kids, but we still have to make up those minutes of SAI and speech and language therapy, whatever it's called. We had a gap based on that special ed. teacher as well as having the special

ed. contract organization organize. The minute they came on board they said, “Okay, here’s what we have to do. Here are the number of minutes we need to make up for the service,” and they launched right into that process.

Bedell: How do you notify the parent of an IEP child that the service are in abeyance at the moment?

Srinivasan: We were talking with them. They’d walk into the office and we’d have conversations. There was -

Bedell: So that wasn’t a gotcha moment for a parent?

Srinivasan: No. Normally, from what I understand, within that first month or so you want to have an IEP meeting. The idea is in that first month, you’re able to continually provide whatever services were described in the original IEP until that first meeting at which point there may be some adjustments. We made the efforts to provide those services within what we had available of staffing and so on. We had an unfortunate need to readjust our contracted agency. This initial agency was recommended by our lead petitioner earlier on. As it turned out, our SELPA did not approve of all of their capacities. We were in redo for finding the contracted agency for special education.

Bedell: Are you with LA County? Are you doing anything with LA County?

Srinivasan: Yes, with LA Charter SELPA.

Bedell: Okay. I really appreciate your patience with me. I'm looking at your October-November, 2019, this month’s newsletter. This is a paragraph that I find...I don’t know how I find it, candidly. It's under the subject of foreign language. I was thinking if I were a parent and you want to recruit me, go and speak to the nice gentleman who spoke earlier. This is what is written about foreign languages. “Foreign languages,” and it follows English language, math, and then pre-cede science and social studies. “Foreign languages- We are deepening our travels into the natural environment around us locally and around the world.

Students address a wide variety of topics such as family, friendships, school supplies, environment colors and landmarks and landforms in different countries. This project allows students to make connections and comparisons between landforms around the world. Students will also embrace and spread the joy through music and celebrating.” That's under a discussion of foreign language. Now, that sounds to me like an introductory college description of a basic social science course. There's nothing that, and again, somebody who was had tried triple immersion at junior high, if I was going to recruit I’d say, “Ooh, I want ooh, a foreign language” and I read that paragraph -

Srinivasan: It will create some confusion.

Bedell: Well, hello. Seriously, I'm not trying to be cheeky. I don't think that helps you. I don't want to belabor that point. That would be something that I would look at to edit. There's nothing in there about something as simple as going to learn how to conjugate the five different languages of verbs, even though, we may not do that anymore. Right? Also, I’d like the district, please, would you have the district superintendent join you? I'd like to go back to Trustee

William's point earlier on a note that you sent out March 18, 2019. I'm assuming this went to parents. It begins, "Last week, we communicated with you about a request." The last sentence of the second paragraph says, and this is dated March 8, 2019 for my colleagues, "The Orange County Board of Education, OCBE, voted 3-2 to approve ISSAC at its March meeting." Is this one of the ways you notified the parents that you -

Navarro: Yes.

Bedell: Thank you. Secondly, I'd like it if you could join him please? This may be a semblance of partnership. I'm looking at this chart and you have it, colleagues. By the way, I don't think it's a gotcha moment to get information, or be presented information in which you're going to follow up. I'm not doing gotcha. I don't need you to be the target of it. I would never knowingly do it.

If you look at this chart, some of you have in your packet. If you go down ad seriatim by subject, I'm going back to that nice gentleman who presented earlier. I think he left. This is a district document. I understand you always have to consider the source, but before you consider the source, I'm wondering. If you'd be so kind? I'm from North County. Can you give me some sense where the catchment area is for this school? What would be a landmark? I might know. Is it by the Newport pier?

Navarro: No, it's near 17th Street. It's north of Newport.

Bedell: A Ralph's? I don't do Ralph's market.

Audience: [Laughter]

Bedell: Mother's.

Navarro: It's on the main street.

Bedell: If I'm going to go to the beach from where I live, I'm going to get off the 55 freeway and it becomes a street.

Navarro: Yes.

Bedell: Are we in that area?

Navarro: No. You make a left on 17th from there. Then, you go down about seven blocks.

Bedell: Okay.

Navarro: It's in the hub.

Bedell: One of the things that people, and I know people speaking to the charter association people also. I sort of get the impression that there's an impression, that Newport-Mesa is ignoring that part of town. I wonder, in your district, I wonder if you could talk about, just a brief pithy paragraph about what you're doing for those unique, undeserved, or allegedly underserved children.

Navarro: First of all, that was a site that housed a large portion of our special ed. division. We actually had to relocate on that campus our program for our adult students that are up to age 22 in our special ed. program. That's not a neglected place. It's just where we placed our adult special ed. program. It also houses a county program that services some of the medically fragile students in the area, not just our district. It's a multi-use program site. We felt it was a good site. Harbor site was a good site. It's a nice elementary school campus.

Bedell: Safe, clean –

Navarro: Safe, clean, easily accessible to public transportation, one block away on 17th Street, the buses run right there. For us, it also had the least amount of impact. We did have to invest quite a large sum of money to get it up and going. We invested a lot of time this summer to prepare it for them. That included creating a lunch area and a black top out of a parking lot. That meant upgrading some of the classrooms, moving stuff out, and moving into other classrooms. I think our total bill was about \$200,000 to upgrade the site for them this summer. It's accurate that the negotiations took that long to complete the execution of the lease.

Bedell: Thank you very much, that's helpful to me. If you go to this chart, you've seen this chart, right? You've got it with you? This is what Newport-Mesa is alleging? I think that's the right verb. They're saying that you're giving 15 minutes in math four days a week and 45 minutes one day a week. You're using math program, math, and focus. Do you agree that that's among the lowest rating programs?

Srinivasan: In clarification, we were committed to looking at an approach called Singapore Math, which takes students through concrete to medium abstract to abstract thinking. We were also committed to looking at California approved or adopted texts. Within the Singapore Math group, this was the only one that was on the California adopted list. While it was lowest on what the list of test scores, it was the only one that was on the California adopted list. Simultaneously we were keeping tabs on one of the best curriculums that's there for math called Eureka Math. They were going in for approval as an exception. They were going through a separate process to get on the adopted list. They missed the deadline or whatever it is. They actually did go on that exceptional list. We now are using Eureka Math.

Bedell: That's not what you're using.

Srinivasan: Right.

Bedell: That needs to be edited?

Srinivasan: Correct.

Bedell: Okay, fair enough. Down the next block, one thing that really concerns me, and it was when I was on the Fullerton board, I kept wondering why when I visit a GATE class I never saw kids of color? Blonde, blue-eyed kids that's what I saw over and over again. I'm particularly concerned about that last sentence of what English learners may not have access to GATE or intervention. Is that accurate?

Srinivasan: That is inaccurate because our ELD class includes GATE. There are kids who are doing English language learning who are extremely bright. We do the ELD class at a GATE level for those children. Does that make sense? They still need the English language. We cannot not offer designated ELD.

Bedell: It's almost like a reverse mainstreaming.

Srinivasan: I don't know what that means.

Bedell: Okay.

Srinivasan: I'd probably agree with you, but –

Bedell: They're saying your science is taught by a regular classroom teacher. They're saying they have laboratory experiences by credentialed science specialists. Going back to Trustee Gomez's comment when you're combining, especially with the new science standards, is your science being taught by an absolutely credentialed science credential person?

Srinivasan: All of our teachers are multiple subject credentialed as is the requirement for any elementary school. We do have teachers who have, I don't know if it's called SAS specialization, I have to find out what that is, but they have additional coursework -

Bedell: Continuing education, you mean?

Srinivasan: - something that has taken their interest in their subject much further. For example, in English language, Nicole Fernandez is one of our main ELA teachers. She's extremely trained with a number of additional trainings. I'd have to look it up to tell you what they are on all kinds of testing for ELA, all of the LPAC, all of the SBAC et cetera. She's really sort of a master in that area, but her main credential is still multiple subjects.

Bedell: Do you agree with the district that PE is taught by a regular classroom teacher rather than a PE specialist?

Srinivasan: No, we do not have a PE specialist. As we grow these things will change.

Bedell: I understand that. Mandarin is taught every day and Spanish is taught every day?

Srinivasan: Correct.

Bedell: Do they go between Spanish and Mandarin then back to Mandarin into Spanish? You're not doing any tri experience?

Srinivasan: No, we do not.

Bedell: I had that in Spanish and French for three years.

Srinivasan: We do not schedule them back to back.

Bedell: No, I'm just seeing if they're learning Spanish by doing Mandarin. Now, this computer ratio, you're saying the funding, did the funding come through for the computers?

Srinivasan: At this point, it's one-to-one. We use PCSGP funds. Okay.

Bedell: That's okay. I'm almost done, thank you, Madam President for your patience. It says here the district is inferring that all students grade TK through five for the same schedule with no afternoon recess and only a 30-minute lunch period. Is that accurate?

Srinivasan: TK through five has the same schedule. It is a longer day 8 to 3:30. They have a morning recess and they have lunch and recess. Afternoon, there is not a recess. It's a three-hour work block. We are careful and sensitive about having active periods and less physically active periods.

Bedell: Who staffs that, by category? Not name, of course. Is that staffed by credentialed teachers?

Srinivasan: Yes.

Bedell: Not parent volunteers?

Srinivasan: No.

Bedell: Okay. Which would be fine as to help. Finally, this piece, Newport-Mesa Unified is saying they have school community facilitators connecting parents and families to school and community resources in both Spanish and English at all Title I schools. Does this school qualify as Title I?

Srinivasan: Kind of. We're close.

Bedell: That's fair. The parents of the students that go to that school, do they have access at that

school as to what Newport-Mesa is unvarying about they have at their schools, psychologists, social workers, counselors and special ed. services? They are saying that additional student family support staff is not available at your school. Is that accurate?

Srinivasan: All of the specialized psychological and special ed. services are offered now through the company that we've contracted with. As far as general support for the community in our environment, we do have Spanish translation. We do have that type of communication help, so the newsletter is able to be in Spanish and conversations in Spanish and so on. We do not have a designated office person whose job it is to be doing community outreach. We have had both teachers and our families are very tightly connected to each other. This group as well as our teachers have made it their job to be in touch with every single student's family at this level of enrollment. It's actually not so difficult to actually connect with every single family. I would say that as we grow, that would probably be a very good idea to have a designated person.

Bedell: I'm done right now, Madam President. Thank you for your patience.

Barke: You're welcome.

Williams: I have a couple of comments. Jack, tell me about the origins of this document.

Bedell: It's in my packet.

Williams: It's in the packet? Okay.

Gomez: It's in this one, Ken,

Williams: Right. This is the first time I see it and not only am I bothered by the inaccuracies...who created this? Was this you?

Navarro: That was our staff. First of all, I want to remind you that that was based on the testimony that was provided in your hearings about what their schedule was. Let's go back to the ELD issue. Okay? You will remember that their schedule did not allow for ELD students to be in the foreign language instruction. That was a conflict. Our problem with GATE is GATE should be provided in the content areas, not just an English language development. Those were accurate according to the testimony that was provided in your hearings. This was a comparison of the information that was provided at your hearings and the schedules that they had presented along with the instructional materials they had presented.

Williams: When was this created, Dr. Navarro?

Navarro: Sometime in the summer.

Williams: Of 2019?

Navarro: Yes.

Williams: Okay. And who distributed this and where -

Navarro: We distributed it to our families.

Williams: To the entire Newport-Mesa Unified School District?

Navarro: To all families.

Williams: All of the families who had children enrolled, is that correct?

Navarro: Correct.

Williams: Okay. Was it approved by the board or by you?

Navarro: By me.

Williams: It was approved by you -

Navarro: It's my signature.

Williams: Okay. The intended recipient was -

Navarro: Parents.

Williams: - parents within the district, and during the summer of 2019, was there any attempt by the staff to get an update and kind of a renewal? Was there any sort of dialogue with the charter school to try and see if -

Navarro: Our discussions were -

Williams: Let me finish please, sir. Was there any attempt by the staff to make sure these were correct before it was distributed out to the public? The reason why I ask the question, because this goes through the heart of is this false and misleading information that you're trying to hurt ISSAC school. It appears to be such. I want to give you an opportunity to address that.

Navarro: Well, that's an incorrect allegation. Like I said, it was based on the testimony provided here at your hearings and the information they had provided in the petition. In the summer, our discussions were limited to the arrangement of the lease for the property that they were at.

Williams: Okay, but you did not answer my question.

Navarro: I did answer your question. We used the information we had available to us. That was public information.

Williams: So, let me repeat the question, sir. The question was, did the staff before creating a document that was going to go public, was there an effort to talk to the school to make sure that what they put on here was correct?

Navarro: I said the only discussion we had was in regarding the lease though we did not reach out to them at all to discuss this.

Williams: So, the answer is no?

Navarro: We used the information that was made public.

Williams: So, the answer is no to my question.

Navarro: That is correct.

Williams: Okay. Thank you, that's all I wanted to know. I'm done.

Barke: Any other questions?

Gomez: No.

Barke: Okay. So, we'll have follow-up after November 15?

Boyd: Yes. We'll provide information to the board. Two points of clarification, we're talking about the special ed. services. I want to make sure that it's clear that there were no special ed. services provided during that interim period. The compensatory is not just for the one student even though we were specifically talking about one student that's left the program. It's for all the students. We'll have that information along with whatever they're planning to do. They're working through the budget situation that they're facing along with some of the other deficiencies. They understand some of the legalities that they need to meet in terms of Brown Act and so forth. I'm sure those things will be met in the future.

Barke: I imagine we'll be updated at the December meeting?

Boyd: If the board would like to be updated at the December meeting, otherwise, we'll send you a communication depending on whether or not it needs to be something for the agenda or just something that we share with you in information.

Barke: Sounds good.

Williams: May I make a suggestion? If the board agrees to go into closed session and grab some

lunch; or do we want to continue with the agenda?

Bedell: I would like to manger.

Barke: You'd like to what?

Bedell: Comer.

Gomez: Will the rest of us get it?

Bedell: Eat.

Williams: I don't know that word. Oh, eat.

Barke: We'll take a brief recess.

Gomez: Hold on for one second. How many items do we have left? I mean, I don't think there's that many more things.

Boyd: Three items.

Gomez: Why can't we finish so the public can see this discussion? Then, if they choose to leave, they can leave while we're in closed session. I hate to have the public stick around for this other portion of the meeting -

Bedell: But we're so interesting, Trustee Gomez. They're enraptured.

Gomez: Well, I may not agree with that.

Audience: [Laughter]

Barke: All right. So, shall we proceed? Is everybody okay with proceeding?

Bedell: Sounds good.

Gomez: I think we can move fairly quickly.

Barke: I'm agreeable to that.

Bedell: Sure.

Barke: Okay. We're not going to do that because we haven't had our closed session.

Gomez: Number five?

Barke: Number five?

Williams: We have a legal update.

Barke: Okay. Number five, Mr. Rolen, please. A legal update.

Gomez: This agenda item was a little bit vague. I think we need, again for the public's benefit; we need to indicate what these updates are going to include. if it's legislation or something else. We need to be a little bit more specific I think on the agendas for the public.

Rolen: Happy to address that, Trustee Gomez, members of the board, Assistant Superintendent. When I was appointed special interim board counsel, there were some discussions about doing periodic updates on legislation and/or case law that could impact our work. The suggestion kind of fell by the wayside with the press of business, but there was another request made. Hence, the legal update before you. We can agendize it any way you wish. We can have it be case law legislation items -

Gomez: It just needs to be more specific for the public's benefit is all I'm saying.

Rolen: Thank you, and that's the context in which this legal update is offered. It's in your packet and there were two pieces of legislation that were assigned by the government very recently that may impact our work. The first one is AB 1127, which is specifically regarding...should I -

Gomez: These need to be on our agenda and not in our red packet, so we have time to look at it before you present. I'd appreciate that going forward.

Rolen: I wouldn't know what color your packet is. I don't -

Gomez: No, it needs to be in our board agenda packet not on a loose piece of paper. That's all I'm asking.

Rolen: Understood. The memorandum indicates it's a change to law regarding intra-district transfers for school districts. If there is a particular act of bullying that's determined, and we'll get into that a little bit later, the residential district cannot deny an intra-district transfer based on that finding. If there is no other school to transfer the child to then the residential district cannot disapprove or deny an inter-district transfer. That's how it may come before the board. The bullying is included in some of the transfer criteria, the inter-district transfer criteria in the education code now.

This legislation defines bullying as something that is determined after an investigation pursuant to a uniform complaint. It's not simply an allegation of bullying. The party who's alleging bullying by a student, staff, or otherwise has to file a uniform complaint. We're making you aware of that simply because it may come before you in an inter-district transfer content.

Williams: Just for right now, this is a new law that takes effect -

Rolen: It takes effect on January 1, 2020.

Williams: 2020. Okay.

Gomez: It says 2019 on the piece of paper.

Rolen: That's wrong.

Gomez: That's an upcoming law? Okay. It should be 2020?

Rolen: Correct.

Williams: Okay. Very good.

Rolen: The other piece of legislation that's particular to our work is AB 1354, which is particular to juvenile court schools. We have juvenile court schools here with the department. They interface with law enforcement agencies, local education agencies, and the probation department. This law specifies that the county office of education has to dedicate specific personnel for the transition planning, particularly where it comes to students on IEP's. I'm certain this is going on. I'm certain this is taking place here with the county office, but it appears that this is some legislation that's in response to something that went wrong technically in some other context.

Williams: And the date again says 2019, but that's a typo?

Rolen: Correct.

Williams: It's 2020. Okay. Just real quick, going back to Assembly Bill 1127, you have something in reference to our board policy. Are you suggesting the need to change our board policy?

Rolen: I actually am not. I'm just making reference to the board policy to which we refer when we do inter-district transfers. The new legislation doesn't impose any affirmative act or affirmative duty on behalf of the county board. I just wanted to make the board aware and staff aware that this is the policy that may be impacted. That's all.

Williams: This only applies to county, or does it apply to local school districts?

Rolen: It applies to local school districts.

Williams: As well?

Rolen: More particularly to local school districts and counties.

Williams: Okay.

Rolen: It may come before us in a transfer appeal context.

Williams: Okay and AB 1354 is more for counties?

Rolen: Correct.

Williams: Got it. Just for the record, Beckie, as we did talk about this a long, long time ago, the update. It was obvious to me that we weren't getting the updates, so I asked Mr. Rolen to give us updates on significant legislation that impacted us. There may be other and I would encourage you to have an input and talk with him if there are other areas that you're interested in.

Gomez: The only reason I say that is because we've got so many other things that have to do with litigation on our agenda. If we say legal update, we need to just specify that it's a legislative update as opposed to -

Rolen: Point well made.

Gomez: - other lawsuits that we've got going on.

Williams: Point well made.

Bedell: Maybe the superintendent can also do a detailed overview of 1050's implementation?

Rolen: If you want? I don't know what 1050 is off the top off my head.

Bedell: I would appreciate that. I'm sure that's going to be a hot topic in San Diego. If you could give us a synopsis of just what 1050 is going to be? That deals with the role of county boards in charter issues and it's been discussed -

Rolen: Are you sure you want me to discuss that?

Boyd: Are you talking about 1505?

Barke: Yes.

Bedell: 1505?

Rolen: Okay.

Gomez: Same number, different order.

Audience and Board: [Laughter]

Rolen: I'd rather do the other one to tell you.

Bedell: Thank you.

Rolen: I'd rather do the other one.

Gomez: I'm also hearing that as the liaison for the Orange County School Boards. Some of the board members were asking about that too.

Bedell: Why didn't you raise it instead of making me look stupid?

Gomez: I was going to actually today in my comment.

Bedell: Oh, me being stupid?

Boyd: I won't say anything on it. Are you going to do that in your comments?

Gomez: I will. Yes, I will follow up.

Barke: We would like to move that perhaps for our December meeting we can have a 1505 update to clarify that for board members.

Rolen: As you wish.

Barke: All right. Thank you. I appreciate that. You are hereby notified.

Bedell: Pleasure.

Barke: I think we can move on to item six. Thank you, Mr. Rolen.

Gomez: Yes. Item six is the resolution Assembly Bill 48, the preschool K-12 and college Health and Safety Bond Act of 2020. I got some quick numbers here. Ms. Boyd had gotten some feedback from some of the local districts as to what kind of funding they would get with this act. Again, just a few of them: Orange Unified \$100 million, Santa Ana Unified \$30 million.

The community colleges have over 200 million projects. Then, for the charter schools, OCBE charter schools will be \$57 million. I think this is something that we really need to consider and throw our support behind to support our schools. Again, there's some matching funds. Accordingly, it will not raise state taxes. With the matching funds it'll reduce the need for additional property taxes for the school facility. I would push forward on the support for this resolution.

Bedell: Second.

Boyd: And you have one public comment on this one.

Gomez: Okay.

Boyd: I'm sorry. Linda Cone.

Cone: That's okay.

Williams: She needs no introduction.

Cone: I seem to be known.

Audience and Board: [Laughter]

Cone: I'm just urging that the board give careful consideration before supporting this resolution. I've got three reasons. State by state comparisons, per pupil expenditures often do not consider additional funding sources. Jeff Arthur was always my source on this. He's no longer with us, sadly, but I think John Morlock might be able to provide detailed information. My second reason is that we have a huge problem in California of unfunded pensions. This problem, I think, needs to be addressed before I would favor giving Sacramento more of my taxpayer money or paying higher property taxes. My final reason I think is perhaps the biggest for me.

Consider the amount of money that we already pour into our educational system just in the last five years. The money to implement Common Core alone. My question is what do we have to show for the almost \$4 billion that we spent on implementing Common Core? This is not a rhetorical question. It's an honest question. What do we have to show? The phrase is often used, "throwing money on a problem," I think that's what we tend to do when it comes to education. The fact that we're implementing huge reforms in MTSS and comprehensive sexual education. All of these are a part of the Common Core package. I've been very vocal in my concern about this kind of reform.

A couple of days ago I saw the visual arts framework come down. Once again, it's going to be very controversial I think when parents see all of this happening. Please consider this resolution. I know that's a bit of blasphemy coming from a former public school teacher, but I really think that we do tend to, in California, throw an awful lot of money into public education. A lot of that money we've not gotten the results that we should have gotten. We need to consider these issues very, very carefully.

Barke: Anybody have comments, discussion? I don't think my position has changed since last month. I'm not a big believer in bonds. To me, they're very expensive taxes. I'm not going to be supporting it. I feel that over the years, we've put a lot of money into education without seeing the results that we'd expect from the money. I know \$15 billion is going to cost us at least \$30 billion. I will not be supporting it. That's all I have. We can call for a vote if nobody else has

discussion. All those in favor?

Bedell: Aye.

Gomez: Aye.

Barke: Oh, I'm sorry. All those opposed?

Williams: Oppose.

Barke: I oppose as well.

Boyd: 2-2.

Williams: Let's move on to seven.

Barke: All right, we'll move on to number seven. I'll call for a motion, discussion, call for a vote?

Williams: Move for the resolution #20-19.

Barke: We have a motion.

Williams: Motion, need a second.

Barke: I'll second. Any discussion? Hearing no discussion, I'll call for a vote. All those in favor?

Board: Aye.

Barke: Okay, we're moving to information items. Dr. Bedell, this is you.

Bedell: I'm going to be coming forward with these two items with resolutions for the next board meeting on term limits and salary benefits packages for board members. I will have two specific resolutions on that.

Barke: Okay. No discussion today?

Bedell: No, that's fine.

Barke: Okay. Charter schools' enrollment update?

Boyd: That information is in your red folder. You had asked about the enrollment data the first day of school. The board had asked us to provide an update on that. We just put that in your folder for information purposes.

Barke: Okay, thank you.

Boyd: If you have questions then Kelly or Aracely are here.

Barke: All right. We can move on to announcements. The good superintendent's not here, so we'll move to the associate superintendents.

Boyd: Actually, I do have comments from the good superintendent. He was thinking that this board meeting was going to be moved as Dr. Sparks also had thought, initially. We weren't able to find another date. He had a commitment. He has a speaking engagement outside of the county, so he's unable to be here today. He did ask me to provide an update on some of his activities over the course of the last month. He was invited to speak at Richard Arum and Sandy Jackson's reception. It was an insider's view on the role of education and advancing the American dream. He also did a Sunday morning very special arts conference. He provided the welcome at the Kennedy Center.

Some of you know that Phyllis Birnbaum who is a retiree of this organization has been working for over 40 years even after retirement. She's helping to put that on both locally and working nationwide. Those artists with special needs, some are autistic, some have Down Syndrome and other. The Main Place Mall in Santa Ana has featured a lot of that and has hosted. Typically, in late April there's a big event that we'll invite the board to if you're able to attend. I think you'll be very pleased by not only the artistic talent of these students, but also it's very motivational in

terms of seeing the way that they are received by the general public in that setting. Al was also invited to the CEO Leadership Alliance,

Edward Life Sciences, Irvine Company, and Doug Wilson, Chairman of CEO Leadership had an activity that he also provided educational input. Last Friday evening was the countywide Teacher of the Year Event. He wanted to extend a thank you to Jack and Beckie for attending. We also this year, had Bill Gross in attendance again along with his son and daughter-in-law. His son, daughter-in-law, and Jeff Riel have now joined the board. The Gross's have been instrumental in providing financial acknowledgement to the many teachers across the county who participate in Teacher of the Year. They also provide the monetary gift to the finalist. We had five finalists. One moved on to the state and has been named as California Teacher of the Year.

Her name is Mandy Kelly. She's a teacher at Trabuco Mesa Elementary School in Saddleback Valley. We also had two that were named as state finalists, Gavin Ehlers of Marina High School in Huntington Beach and De'Anna Moore of Crescent Elementary School in Orange Unified. He also wanted to make mention that Laura Watson has been working with Judge Aguirre extensively along with Al to produce videos of Hispanic veterans. Many of them are from Orange County. There's a November 9 event that the judge is sponsoring to highlight that activity. We just received word that this office is receiving a Golden Bell Award from the California School Boards Association at their annual conference at the beginning of December.

The Golden Bell was received for our work on MTSS. There will be a reception for those board members that are attending the conference. If you're interested in going to that, please let Darou know. Additionally, we received an additional distinction for that award, so there was a monetary gift that went along with that of \$1,000. Those are highlighting Dr. Mijare's activities for the month. I'll move to the associate superintendents report. First, I'll call up Renee.

Hendrick: I just wanted to update the board on our status and negotiations. As a reminder, we had negotiated with OCSEA which is the teacher's union. It was a two-year agreement so that is completed for '19-'20. We have just completed our negotiations with CSEA, our classified union. They are ratifying today. If that's ratified, we will be settled with negotiations for them for this current year also.

Boyd: Thank you, Renee. As a reminder to the board, our next board meeting is Wednesday, December 12, 9:00 AM. Submission deadline is Monday, November 25. We've moved that date up due to the Thanksgiving holidays. Just want to make sure that you make note of that. The 2019 CSBA Annual Conference is in San Diego, December 5-7. We have Jack, Mari, and Beckie attending. We have National School Boards Association Advocacy Institute, it's been announced for February 2-4 in Washington, DC. We've sent information out to the board members who are requesting information if you're wanting to attend. As a reminder, California Charter Schools Association Conference is in Long Beach, March 16-19.

That information has been sent to the board members also. California County Boards of Education (CCBE) is hosting an event for board members March 15-16 in Sacramento. The National School Boards Association Annual Conference will be following that in Chicago, April 4-6. Our Sunburst Youth Academy has announced their mid-year commencement

ceremony, which will be Friday, December 6 at noon at Cottonwood in Los Alamitos. As a reminder, our office will be closed Monday, November 11 in honor of Veterans Day, which is this coming Monday, and then Thursday and Friday, November 28 and 29 for the Thanksgiving holiday.

I just wanted to add, I mentioned that we're receiving an award from CSBA at the conference for Golden Bell. That is the fourth award we've received in recent years. For a county office, that is a record from the standpoint that typically most Golden Bells are received by school districts for the work that they're able to do. County offices have to do things extending beyond the internal operations either in collaboration with districts and/or community partners. We're really excited about the opportunity to be acknowledged for the continued work that this office is doing across the state.

Audience: [Applause]

Bedell: Madam President? I served as a Golden Bell judge award several times. They have county reps as you have for the ones in your county. I think what Nina is saying is right on. I've often been concerned that sometimes counties get overlooked for their unique message. Missions get overlooked by all the thousands of schools in the state. I think that's applauded to our staff for that program. What was it again? The MTSS?

Boyd: Yes, Multi-Tiered Systems of Support, ensuring that all students have what they need.

Bedell: They got an award on top of the award?

Boyd: Yes.

Bedell: Nice.

Boyd: A special distinction.

Barke: All right. Any board member comments?

Bedell: The dinner was very good. Very impressive with the teachers.

Barke: I was out of town. Do you have any more public comments?

Gomez: Can I make one comment on the board comments?

Barke: Sure.

Gomez: I would echo Jack's sentiment on the Orange County Teacher of the Year. That same morning, which was a very long day, several of us attended the Santa Ana State of the Schools Breakfast. Those are my favorite events. I went to the Newport-Mesa one about a month ago. It's always great to see what the individual districts are doing, and how they're highlighting their teachers and their programs. I really think that those ought to be videotaped so that you can put those on your websites and your entire community who cannot attend can see those. I think it's just a really a great way to highlight programs. We also had the Orange County School Board Association Dinner on October 30. That was also a very nice event. Great speaker as well. Thank you.

Barke: Thank you.

Boyd: Beckie, you were going to make a comment about 1505 requests.

Gomez: Yes. One of the things that came up, again I'm the liaison for the Orange County School Board Association, is that the board members that sit on there also wanted to have some

information that they could have from our board to theirs. That way they could have more current updates in place.

Barke: Okay.

Boyd: Our legal department is working on preparing something for a session that they've requested. We have not finalized a date yet. All board members will know when that's done.

Gomez: Okay, great. Thank you. That's all.

Boyd: Yes, there is one. I'm not sure if she's still here. Hilda Medina? I told her if she left, she had a written document, that we would include it in the record. She could provide that to me, so I may have her document as a part of the meeting later?

Barke: Okay. Shall we move to adjourn. Did I hear move to adjourn?

Bedell: So moved.

Barke: All right.

Gomez: Are we recessing to closed session or are we adjourned?

Williams: We're recessing to closed session.

Barke: We're recessing to closed session.

Boyd: Are you going to do a report out?

Brenner: Yes.

Boyd: Are you just waiting for the others?

Brenner: Yes.

Barke: Calling the meeting back to order.

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONCLUSION OF THE CLOSED SESSION AND RETURN TO THE REGULAR MEETING]

Brenner: This is a report out for closed sessions one and two. In both, an update was received by the board and the discussion had. No action was taken. The only other matter in the closed sessions to report out on were Epstein, Becker and Green's invoices dated September 30, 2019, and October, 21, 2019, were reviewed by the board and approved. Trustees Barke, Williams and Bedell voted yes, and Trustee Gomez voted no. Trustee Sparks was not in attendance at the closed session, and that is the report out.

Barke: Thank you.

Brenner: Thank you.

Barke: Next month we're going to start at nine with a closed session and then just as we've been doing?

Gomez: Yes.

Williams: I don't have anything to say.

Barke: I did take note of the diaper changing table. Is that something we need in the public bathroom?

Gomez: As long as it goes in the men's room, too.

Bedell: There's one in the men's room.

Barke: Are you kidding?

Bedell: Absolutely. As you go right in, it's to the left.

Barke: Wow, that's interesting.

Hendrick: I think it's a table not a changing table.

Bedell: You can change a baby on that unless they're 10-years old.

Gomez: The next time that happens, we'll bring it in to you so you can go in the men's room.

Bedell: I've done my favor.

Hendrick: We actually are currently out to bid for our restroom remodeling. As part of the remodeling, yes, there will be a changing table -

Barke: Okay.

Hendrick: - in there. It's not a legal requirement under the code right now but if we update the facility, it is.

Barke: Okay.

Hendrick: Since we are updating, it will be included in that.

Barke: I imagine we should put it in both men's and women's because -

Hendrick: Yes, it will be in both.

Barke: - some men do change diapers.

Hendrick: We do have something in the back bathroom -

Barke: I figured there was something somewhere.

Hendrick: - but that's not accessible to the public.

Barke: Right.

Hendrick: Yes, I did take the note.

Barke: Thank you. I figured as much. I just thought I would ask.

Gomez: I did that in all city buildings. I made sure there were changing tables in both mens and womens.

Barke: All right, we now are adjourned.

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