

BOARD MEETING 12-11-19 TRANSCRIPTION

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

Barke: Good morning everyone. All right, I call the meeting to order and let me read this paper. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order. Darou, will you please do roll call?

Sisavath: Trustee Sparks?

Sparks: Here.

Sisavath: Trustee Williams?

Williams: I'm here.

Sisavath: Trustee Barke?

Barke: Present.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Bedell?

Bedell: Here.

Barke: I'll call for a motion to approve the agenda.

Williams: I so move.

Barke: Do we have a second?

Sparks: Second.

Barke: It passes. Opposed?

Williams: We didn't vote yet.

Barke: Vote? All those in favor?

Boyd: May I interject?

Barke: Yes?

Boyd: You had an item that you wanted to amend, because Scholarship Prep has withdrawn. That would be, I believe, item number four?

Williams: That is correct. I amend my motion to approve. Scholarship Prep has requested that they not be a part of today's agenda, so I make the motion to approve without that item on our agenda.

Barke: I'll second. All those in favor?

Board: Aye.

Barke: Any opposed?

Bedell: Nope.

Barke: Okay. Passes. Do we have any comment cards?

Boyd: Not related to closed session.

Barke: Okay. And we will be going into closed session.

[PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE CLOSED SESSION. UPON CONCLUSION OF THE CLOSED SESSION, PRESIDENT BARKE STRIKES THE GAVEL ONCE TO SIGNAL THE CONTINUATION OF THE REGULAR BOARD MEETING]

Barke: Two-minute warning. Welcome, everyone.

Boyd: You might want to do it again.

**[PRESIDENT BARKE STRIKES THE GAVEL TWICE TO SIGNAL THE
CONTINUATION OF THE REGULAR BOARD MEETING]**

Barke: Welcome, everyone. We're going to start with a report out from our closed session.

Brenner: Thank you, members of the board, superintendent. The board held closed session one and two this morning. It did not complete those closed sessions, and no action was taken. It does intend to return to those closed sessions later today at some point in the agenda, and the board has not yet conducted closed session number three. That's the report out thus far from the closed session.

Boyd: Thank you.

Barke: Thank you. Next, I'd like to call up Rabbi Dov Fischer to do our invocation.

Fischer: In God We Trust. Nice to be in Orange County. Lord, our God in heaven, we stand together before you on this beautiful day that you created and made gorgeous by your grace and your loving kindness for all you created. With a word of thanks on our lips. Simply, thanks. Thank you for creating a world with your wisdom, with sun, moon, and the constellation of stars to separate day from night, to mark seasons and holy times of remembrance, to give light and darkness, warmth and coolness, health and sustenance. Thank you for creating the trees and vegetables on earth that provide food, vitamins and minerals, abundant and diverse tastes from the bitter to the tart to the sweet, and in a rainbow of colors and a plethora of aromas to wet our appetites and draw us to wonderful meals.

Thank you for surrounding us with the kingdom of wild and domestic animals, some with internal life mechanisms so similar to our own that we can learn from their biological systems to care medically for human beings. For we are the central purpose of your creation as it is written. "And God created man in his own image. In the image of God, he created him. Male and female, he created them." Thank you for the oceans, the rivers, the seas, for evaporation that elevates the moisture to the clouds and for the winds that propel those clouds to travel over dry land where they condense and sustain us with the water through all your creation needs.

Many of us are particularly blessed to have grown up at a time when we somberly and respectfully recited a prayer like this to you each morning to start our school day when public school teachers and their students wished each other, "Merry Christmas," or "Happy Hanukkah." And, when we found instruction and moral values by learning your word from parents reading the Bible to us at home or from religious teachings conveyed in church, mosque, or synagogue from our priest, pastor, imam, or rabbi. Please guide us today, and all days, to bear with humility and gravitas, our sacred task of educating our children. Please give us the wisdom to know the difference between the role of the classroom teacher and that of the parent and guardian.

Please help us to have the wisdom to know how to expose our children to great ideas without inculcating into them ideologies. Please help us to be focused, always, on teaching facts and truths, reading and writing skills, arithmetic and technology skills, historical facts and scientific truths unadorned by ideologies. Also, that we may be able to imbue our children with the skills

and tools to arrive at their own ideas with their own unique minds. As we begin now to resume our holy work of educating our children, we bless you, our Lord, our God King of the universe. Thank you for empowering us to make a difference in this holiest of tasks, teaching our children and preparing the next generation to sustain, enrich, and protect liberty and our freedoms. Amen.

Barke: Thank you so much. Ken, will you do our pledge?

Williams: Rabbi, that was very moving. Thank you. Will you join with me as we pledge our allegiance to the symbol of this great country? I will begin.

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

Barke: Nina, are there any introductions?

Boyd: There are no introductions at this meeting.

Barke: I'll call for a motion our discussion for the minutes, to approve the minutes.

Williams: I so make the motion to approve the minutes of the November 6 and 26 meeting dates.

Sparks: Second.

Barke: Any discussion?

Gomez: I just have one typographical error that just needs to be corrected. On page two of the December 11 minutes under the charter schools, it should say ISSAC updates. It's just a typographical error that just needs to be corrected.

Williams: December 11th minutes?

Gomez: December 11th, under charter schools, item number three.

Bedell: That's today. You're doing the agenda.

Gomez: No, I'm doing the minutes.

Williams: We don't have minutes from today.

Bedell: We don't have minutes from today.

Gomez: Okay, well, why does it say December 11th?

Williams: Are you talking about -

Gomez: Oh, November 6. My apologies. I'm looking at something else.

Williams: Okay. Yeah. November 26.

Bedell: I'd like the record to show that -

Gomez: November 6.

Bedell: - Trustee Gomez finally made a mistake in her -

Audience and Board: [Laughter]

Barke: I'll second that.

Bedell: That she admitted.

Williams: That she admitted.

Boyd: We see where the typographical error is.

Gomez: You still sit too close.

Boyd: We'll fix that.

Gomez: And you're retiring?

Bedell: Yes.

Barke: Any other discussions?

Bedell: It's fine. Okay. Call for a vote. All those in favor?

Board: Aye.

Barke: All those against? Okay. Passes. I'll invite the members to move to the reserved seats so that we can enjoy our performance. I will call Trish Walsh to the podium, please.

Walsh: Good morning, everyone. I'm Trish Walsh. I'm the administrator of Humanities here at Orange County Department of Education. It's my pleasure to introduce our student performance today for the holidays. We have students from Laurel Elementary Magnet School of Innovation and Career Exploration from the Brea-Olinda Unified School District. We're really happy to have these kids here today. It's going to be a wonderful performance. You're going to love it. It's a large group, so please enjoy every moment of it. I would like to introduce some important people from the Brea-Olinda Unified School District. We have our superintendent, Dr. Brad Mason. Assistant –

Audience: [Applause]

Walsh: Assistant Superintendent, Kerrie Torres.

Audience: [Applause]

Walsh: Our principal of Laurel is Mike Trimmell.

Audience: [Applause]

Walsh: And School Board President, Nicole Colon.

Audience: [Applause]

Walsh: And our teacher, leader, the student chorus leader is Mrs. Shirley Lee. She's a sixth-grade teacher at Laurel who's been there for a number of years. She's just done an incredible job growing her chorus and growing these kids into performing artists to say the least. I'd also just like to give a special congratulations to Laurel and the Brea-Olinda Unified School District. They just were the recipients of a CSBA Golden Bell award last week for their career exploration program.

Audience: [Applause]

Walsh: They have a lot to celebrate and we're glad that they're here with us today. I hope you enjoy the holiday performance.

[NUMEROUS LAUREL ELEMENTARY MAGNET SCHOOL OF INNOVATION & CAREER EXPLORATION STUDENTS FILE INTO THE BOARD ROOM WEARING SIMILAR OUTFITS. THE ARRANGE THEMSELVES AT THE FRONT AND CENTER OF THE BOARD ROOM NEAR THE DAIS. THE FIRST SONG THEY PERFORM IS “ROCKIN AROUND THE CHRISTMAS TREE.” DURING THE PERFORMANCE WHEN THERE WAS NO SINGING, TWO FEMALE STUDENTS TAP DANCED]

Audience: [Applause]

[IN PREPARATION FOR THEIR NEXT PERFORMANCE, TWO YOUNG LADIES IN THE FRONT ROW ARE HANDED WIRELESS MICROPHONES FOR THEM TO SING INTO. THE STUDENTS SING “WHERE ARE YOU CHRISTMAS (FROM “DR. SEUSS’ HOW THE GRINCH STOLE CHRISTMAS” SOUNDTRACK)]

Audience: [Applause]

Williams: Wait. Before you go, let's get a mic.

Barke: I just want to thank every one of you for coming out this morning. You truly made our meeting something special. To start off this way before we do our important work is very, very special. Thank you so much. I know you recently won an award, and I can see why. Each one of you is just amazing. Thanks so much for giving us part of your day. We appreciate it, and have a very merry Christmas.

Audience: [Applause]

Boyd: If everyone wants to take a seat. We're going to take a minute and the board is going to take pictures with the choir as soon as our photographer is ready.

[THE BOARD MEMBERS AND DR. MIJARES POSITION THEMSELVES IN VARIOUS LOCATIONS NEXT TO THE CHOIR AND A SERIES OF PICTURES ARE TAKEN. AFTER PICTURES ARE TAKEN, THE STUDENTS FILE OUT OF THE BOARD ROOM AND PRESIDENT BARKE CONTINUES THE MEEETING]

Barke: All right, I think we're ready for public comment.

Boyd: First one up is Tammy Jackson. If you have never participated in public comments at our county board meetings, we have a light timer. Green, yellow, and red. It is three minutes. When it gets to red, you have about 20 seconds to complete your comment. If you keep talking, then, I will ask you to please stop. Okay.

Jackson: That sounds like my last marriage.

Audience and Board: [Laughter]

Jackson: He could have used a timer, that guy.

Boyd: And please restate your name for the record.

Jackson: I'm sorry. I'm Tammy Jackson. I'm the senior director of individualized learning programs for Springs Charter Schools. More specifically for all of you, the Citrus Springs Charter School that you all authorize. I have to kind of lean in a little bit. Wow, that was such a sweet, little performance this morning. I want to feel like Christmas all the time. That was so lovely. I don't think I've ever heard that before. What a treat, and to add the tap dancing. Why I'm here this morning is to just address all of you and let you know that I taught for the Saddleback Valley Unified School District for three years and for the Bakersfield city schools for three years. My husband and I moved back to Orange County in 2007.

I really loved working and there were no more jobs; but, there were some crazy charter school jobs and they were public schools. I researched all of that. I thought, well, this is really interesting and I need to work. I took a job at a charter school and it was independent study, much like what I supervise now with individualized learning programs and homeschool. It took me a couple of years to really get my head wrapped around it. I thought, what is going on here? I didn't sign up to school my own children 24-7. I was very happy to send them to their public schools, which are lovely in the Saddleback Valley Unified School District.

It took me a couple of years. My experience has been that I have worked with many, many parents that have chosen that route for their education and are so invested and become experts on their specific child, their needs, and their learning styles. I want to tell you about one in particular. I've lived in this house there in Saddleback for 11 years now next to my neighbor

who, a few years ago, his daughter came home from high school one day and refused to go back to school. This was a girl on Lacrosse and she was doing well. Middle of her freshman year, I'm not going back to school. Really refused to go back to school. One of the neighbors said, well, you should talk to Tammy. You know, she works for a different school.

He approached me and we talked about it. He was surprised that it was a free public school. They enrolled. For a while, the teacher that visited the home that was assigned to them. She really wouldn't even leave her room. Like, something had really occurred in her life and today she's completed her driver's ed. She's looking at different colleges, and she is going to finish as an A to G completer and also two years of CTE. I just love that parents can take that on. I appreciate all of your time and the support of the Springs charter school. Thank you so much. Have a great day.

Boyd: Glenn Rogers?

Rogers: Hello, board. My name's Glenn Rogers. I'm a part of the Irvine International Academy that Dr. Michael Scott will be coming up to you in a few minutes to talk to you about. I'm a board member, just recently joined their board. Just as background, I spent 30 years in I.T. working at Accenture doing large scale mutations in ERP systems. I also built a software company to teach learning disabled students how to read, write, and spell.

That's a little bit about my background of why Dr. Scott asked me to join the board. Very supportive of getting this board established. My kids can be phenomenal as far as an opportunity to teach Mandarin to students. As Dr. Scott will talk with you about going through K through two to start off with. Looking forward to working on a board and also continuing to update you guys all along the way as we go through. Thank you very much.

Boyd: Sue Guilford?

Guilford: Good morning, Superintendent Mijares and board. My name is Sue Guilford. I live in Orange. I am here as the president of League of Women Voters of Orange County, which is a coalition of local leagues in the county. I'm going to read a letter. You don't need to take notes. I'm going to give you a copy. It has come to our attention that the Orange County Board of Education is not upholding one of the league's core values of transparency and accessibility of government information. While we applaud the board's efforts and express gratitude regarding the transcripts and auto recordings of meetings, we feel some additional steps need to be made.

One, make available on the Orange County Department of Education board webpage, emails and phone numbers for all elected members. Two, establish and stick to, with exception of special meetings, a regular meeting schedule that includes a consistent date and time such as the second Wednesday of the month, for example. This isn't in my letter, but I noticed you got eight meetings scheduled on the website from this meeting through June. They are on this first, second or third Wednesday of the month. There're two meetings in June. So, it would be nice to have a whole year's schedule up there. The third thing, and incidentally it is pretty common for boards to have an established date, a consistent date for their meetings.

The third thing is videotape board meetings, make available live view, and archived videotaped meetings on the website. While the transcriptions are excellent and we encourage in continuing that practice, there is a lag time to have them prepared. Live videotape meetings meet ADA requirements for constituents with limited mobility and the greater clarity of sound also supports constituents with hearing problems. We look forward to hearing a response from the board during the course of this meeting or directly to me. I'm providing you with an email. The legal women voters is a nonpartisan political organization encouraging the informed and active participation of citizens and government. We influence public policy through education and advocacy. We never support or oppose any political party or candidate. Thank you.

Boyd: Lynne Riddle?

Riddle: Good morning. I am Lynne Riddle. I am an Orange County resident, a taxpayer, and a retired federal judge here. For those present who haven't heard, last month this board, our Orange County Board of Education filed its second lawsuit against our Orange County Superintendent of Schools, Dr. Mijares. The board's first lawsuit against the superintendent came just the year before. I have several points regarding those two lawsuits. First, at the last meeting, the board agreed to post its opening lawsuit document, its complaint on the board's website, and I thank you for that. That's very welcome, but it's very one sided. As a taxpayer, I request that all documents filed in both those lawsuits be posted on the board's website.

After all, those documents are being paid for by us, the taxpayers. We must therefore be able to follow that litigation, follow and assess the value of expending of those expenditures for the lawsuit. Because, as I have said, we are the ones that are paying all those litigation fees. Second, I remind my fellow taxpayers that the attorney's fees on both sides of these two lawsuits will come from our pockets, from the taxpayer dollars we've given to educate our children and not for board bickering.

Third, let me quickly remind the board. When the board in Chino Valley schools engaged in litigation over a school prayer at board meetings, and when that board ended up being ordered to pay some \$350,000 in attorney's fees to the winning parent plaintiffs, and when that \$350,000 was required to be paid from taxpayer school funds, the board majority was replaced at the next election by voters unwilling to have their taxes squandered to assuage board member ego.

Fourth, three of this board's members seats will be on the ballot on the March 3rd election. That's just some 90 days away. It could be that this board majority may also change. Thus, and finally, I urge both sides in both of these lawsuits, both the board and the superintendent. Especially because there's absolutely no urgency in these lawsuits to enter into a stipulation to stay any further procedure and action, any further expenditures in these lawsuits until the new board takes office in April. I thank you.

Boyd: Debbie Schroeder?

Schroeder: Good morning. My name is Debbie Schroeder. I'm the proud founding director of Goals Academy.

Ball: I'm Anita Ball. I'm a founding parent and a part of the school site council of our blessed school.

Schroeder: We're located in central Anaheim, and we are the first charter school that was approved in the city of Anaheim. We have 240 scholars, and we have a waiting list of 411. We are a co-created strength-based school. We feel that we are offering something unique to the families in Anaheim. As the first charter school authorized by Anaheim Elementary School District, we have really remained harmonious. We've taken the high road in every instance. I think that we have taken great pride in this positive relationship and part of it is built on the fact that I had worked in the Anaheim Elementary School District for 25 years before I retired and became the director for Goals Academy.

We love what we're doing. We love what we're doing for our scholars and we're really proud of what we've accomplished. This is our fifth year of existence and you know what that means? It's time for our renewal. We really thought that the whole renewal process has been going tremendously well. I had positive feedback in terms of our petition. I met with the superintendent, assistant superintendent. They gave me the thumbs up so that there were no concerns. Then, it was December 9th, Monday, 4:45. We received a resolution to deny our charter as well as findings that had never been discussed with us before. Of course, we took that deeply to heart. It was something that came by surprise. It was so little time.

There's no opportunity to discuss and clarify even though I was able to spend some time putting together a refutation. I share this with you because we are very proud but surprised by the sudden occurrence. We will find out what happens tonight. You know, it is the board decision. It's not the cabinet's decision, but I know that the board will be under a lot of pressure to deny our petition at this point in time. We're introducing ourselves to you. We will maybe be back, and we will present everything that we have. I think that you're going to be impressed with what we're doing for our scholars in Anaheim Elementary School District.

Ball: I'd like to invite all of you to come to our campus. President Barke's already been there. We had a wonderful visit so that door is always open. I'll send you emails to that invite. I hope you enjoy your tee shirt with the blue-and-gold Labrador on it. Woof, woof. Thank you for your time.

Schroder: That invitation, I think, is important because of course, seeing a school in action is the only way you can tell what kind of school it is. We look forward to connecting with you and having a visitation. Thank you everyone.

Boyd: Joan Chen?

Chen: Good morning everyone here. My name is Joan Chen. I was invited by the principal or President, Michael Scott, to come here to give a three-minute speech. I'm right now a full-time doctorate candidate study in Kokoda University. My dissertation will be Social-Emotional Learning. I'm also working for the same university as a research assistant. Yesterday, I just met Dr. Scott. I just feel so exciting [sic], because I've been living and working or teaching in Irvine. That's where I live, Irvine, but Irvine, IUSD, there is no such a thing as immersion school. I'm so excited for Irvine International Academy in Orange County.

I want to first thank you so much, Board of Education, Orange County, for giving us, Irvine, and the whole county such great, wonderful opportunity. I was born and grew up in China, I just feel this is significantly importance [sic] for such kind of Chinese immersion school for those kids that are not able to fit in the public school with only English spoken or teaching. I'm probably a little bit nervous because the first time for me to speak here. Anyway, I felt that is the most important focus, which is my qualification. I have four credentials: two California credentials, number one - multiple subject credential, number two - Site Supervisor Permit for Child Development. Then, another two: Georgia, it's called Georgia credential.

One is elementary school teaching, K-5. Another one is Core K-12 Mandarin-Chinese credential. My experience, I taught 15 years. Nine years teaching English as foreign language in China in two universities. Then, I taught kindergarten for three years as a classroom teacher in Georgia. I love kindergarten. My last but not least thing is I feel grateful for Dr. Scott to give me an opportunity to make contribution for such kind of a great charter school. Thank you everyone. Have a merry Christmas.

Boyd: Paulette Chaffee?

Chaffee: Good morning. That was such a wonderful presentation by those students to be singing to us this morning. It was absolutely fantastic. I'm Paulette Chaffee. I'm a candidate for the Orange County Board of Education, the March three election, area number four. I'm a former classroom teacher and a speech therapist. I also have my law license and have practiced law in Fullerton. Recently, I attended the Latino School Board Conference in Del Mar, California. I was really excited about all the subsections that they were presenting on early childhood learning, mental health in the public schools, and getting students excited about learning. I also attended the School Board Conference in San Diego this past week. I was so excited to see Anaheim get two Golden Bell Awards. Of course, Brea got a Golden Bell Award as well.

We really need to move forward on newer programs that help all of our students. I have recently been following what's happening with the healthcare agency in Orange County. I am part of going to all the meetings of First Five O C. Recently the healthcare agency in Orange County has been looking at the Mental Health Services Act and what funds can be used to provide behavioral health services in the schools. There's prevention and early intervention as well as innovation. The real exciting part is we have an opportunity to go after some of these innovation funds. I'm reading from this letter that was submitted to the Orange County Board of Supervisors on December 2nd.

Depending on their scope, vetted proposals for INN monies ultimately approved by the Orange County Supervisors and the Mental Health Services and Oversight Accountability Commission could fully expand the fiscal year 2019-2020 innovation fund balance, which is approximately \$17.8 million. Monies are available. We need to work together to have proposals for our kids, and get some of these mental health staff people on site in the schools. Thank you.

Boyd: Ben Savill?

Savill: Good morning. This is my first board meeting. I'm delighted to be here and to have the chance to address you all today. I speak as a local resident of Tustin with two children in Irvine Unified School District. One of my children has special needs. I'm a former teacher myself. My wife is a former teacher. I'm a retired county employee, a lifelong union member, and a taxpayer. I can see the charter debate from numerous perspectives. Two of my kids actually spent a year in a public charter school called Journey School in Aliso Viejo. I'd like to think that I'm pretty, neutral in the debate and have various different perspectives. My concern is what happens to children with special needs in public charter schools, in public schools in general, but especially in charter schools.

The time is rapidly approaching when almost every family in America is going to have a child with special needs. If you look at the growth in autism rates, it's just a matter of time before we're all affected by either autism or some other form of developmental disability, intellectual disability, or special needs. This is an issue that we really need to grapple with. My son actually had a very bad experience in a public charter school. We thought it was going to be the best placement for him. It turned out to be pretty, bad because of the number of parents who applied to send their children to that school who had children that had challenges. Now, some of these were diagnosed special needs like my son's Down Syndrome and other children with autism, but some were just below the radar.

They were not diagnosed. What we found was that there was a disproportionate number of boys in the class and a disproportionate number of children with special needs. The school was not geared to deal with that level of challenge. The classroom size was literally only two or three less than it would have been in a public school. We were attracted by the idea of a smaller class size. That wasn't the case, and the special education specialist assigned to the school was an absolute dinosaur. I mean, she was approaching retirement. I think they were just trying to get her out of the public school system and into the charter school. If my son spoke out of turn, and he's a lovely kid, he's very well behaved, but if he said anything or did anything that she didn't like, she would force him to put his head down on the desk and keep it there for as long as she felt was reasonable. He would come home complaining of neck pain and wasn't always able to express what had been happening to him at school. We were absolutely appalled at what was going on. My concern is what controls are in place both in public schools in general, but especially in charter schools to make sure that children with special needs are getting the service that they need and deserve? And, that there is none of this kind of abuse going on. That there are regular inspections, unannounced observations, if necessary, to make sure that this kind of abuse is not going on and is not tolerated. I see that I've run out of time. I'd love to speak to you more, but thank you and keep up the good work.

Boyd: Jordan Brandman? And he will be our last speaker.

Brandman: I'm speaking on two items, five and six.

Boyd: Not in general public. Sorry. We have concluded public comments during general.

Barke: Moving on to consent calendar, I'll call for a motion.

Bedell: So moved.

William: Second.

Barke: Any discussion? All those in favor?

Board: Aye.

Barke: All those opposed? Okay. Next, we'll move on to board recommendations.

Boyd: No.

Barke: Oh, I'm sorry, Kelly. Charter submissions. I apologize.

Gaughran: Good morning, President Barke, members of the board and Superintendent Mijares. Today, we have two submissions. We have a material revision request for ISSAC Charter School. We also have submission of a petition on appeal from Irvine International Academy which was denied by Irvine Unified School District recently. For both submissions, the public hearing will be held at the regular board meeting in January, and action will be taken at the February board meeting. I now call Dr. Srinivasan from ISSAC to the podium to introduce the material revision.

Srinivasan: Good morning, President Barke, board members and Superintendent Mijares. Thank you for allowing me to come here to present our material revision. It is occasioned by our process of applying for the 501C3 which required alterations to the articles and bylaws to meet the legal requirements of how the purpose of the school should be stated. That revision was made and submitted to the IRS. Yesterday, we received a 501C3 letter from the IRS. We do need to complete the process of having that approved properly by the Orange County board. We have submitted the updated bylaws and articles. We'll be here next month to go through the couple of additional steps of the process.

I hope that it will be pain free, reasonably pleasant, and possibly brief. Yesterday, we received that letter. Today, we have our first ever hour of code. Tomorrow, we will have our first ever oversight visit that I'm looking forward to having that be smooth and painless as well. I want to conclude by simply saying this has been such a wonderful journey since we began the school. I can't say that it has been free of challenges. In fact, we have now a safety issue that has come up that we will be working on. We will continue to challenge each obstacle and do the best we can, keep things very transparent and connected with all of you as well as with our friends at the district. Thank you so much for everything.

Gaughran: Thank you, Padmini. I now call representatives from Irvine International Academy to the podium to introduce their charter petition.

Scott: Good morning, Superintendent Mijares, board of trustees, staff and audience. It's good to see everybody involved. My name is Dr. Michael Martinez Scott. I'm with the Irvine International Academy. When I went to high school, I really struggled in Spanish. My mother was Mexican-American. Her first language was Spanish. We lived with Barb Martinez's grandparents. They spoke Spanish. In high school I said, grandma, grandpa, why didn't you speak to me in Spanish? They said, well, because you were half-white, and you're going to go to college. Well, that was true, but it didn't have to be that way. I could have spoken Spanish easily as a native.

When I was teaching first grade in LA unified, I was trying my Spanish out, very proud and then the kids came up and they said, are you trying to make that accent, Mr. Scott? I stopped. You have to learn the language as a child to speak it as a native. China's economy is larger than Germany, France, and United Kingdom combined. It's the second largest in the world. Irvine is

50% Asian, 16,800 students, 9,500 White, 4,000 Hispanic. They have no Mandarin program. We have right now 108 pre-enrolled students for our school that's going to have an enrollment of 128. We're just 20 short, but we know we're going to have a lot more than that come up when approved.

An MIT study says that a child must begin before the age of 10, so we're starting with a transitional kindergarten. It is full first grade, which is over full, require a lottery and kindergarten. Kindergarten is over full. First grade we had to expand to a second class. It's almost full. I helped Ontario Montclair School District begin their Mandarin program. I provided Mandarin-speaking credential teachers. They began with two kindergarten classes at the beginning of this year. I have been traveling to China for the past eight years. The idea for this school came from Dr. Lu. She is the principal of Beijing Number Two Experimental School in Beijing and 31 other schools in Beijing.

She's considered the top principal of China. She was staying in my home and said, Michael, we need a Mandarin school. I knew the task involved, but I accepted it. Now, we're here before you. The second person that's behind us in China is Principal Dwan, who was selected as China's 2017 principal of the year. I've been traveling for eight years to her school doing professional development. I developed an approach called one-to-one classrooms that was 70 kids, allows the students to interact and practice. They've been paying for me to come back. Also, we have a memorandum cooperation with our school. You'll see that in the petition.

We also have a second memorandum of cooperation with the seven schools associated with Sichuan University. I say it all wrong- Sichuan University. Additionally, I've been asked to be on the faculty as a lecturer at Southwest Minzu University in Chengdu. The hardest thing is finding teachers. That's why these connections are so important. We are now in discussions with Cal State University, Fullerton. I've been speaking with Winnie Kang. She is the program manager for the extension and international programs. We have a meeting, a follow-up meeting on Monday with their leadership team. We plan to bring teachers from China, use them at our schools for credentialing and student teaching.

The other teachers that we find, we have three right now, fully credentialed; Mandarin credential is what I mean to say. We're in the future creating a pipeline to keep enlarging. It's teachers that everybody has a hard time or else they would have started Mandarin programs. It's the connections I've made in China that makes this school unique to succeed. Besides the fact we're going to be doing multiple intelligences, Bloom's taxonomy as well. I look forward to visiting with any of you if you have questions. We have some wonderful people on the board. We'll do the presentation hearing next week or next month and look forward to you meeting more of them. Thank you.

Bedell: Madam President, I have a question. Maybe you could help me with this. Our first speaker talked about a material revision for, it was ISSAC, right, in the Newport-Mesa area? The material revisions have to go to the board in which the center or the school is located?

Boyd: No.

Bedell: They don't?

Boyd: If it's authorized by this board, it comes to this board.

Bedell: So, it's relevant to the district per se?

Boyd: Right.

Bedell: Okay.

Boyd: For ISSAC, they actually had given us information that they were going to submit on material revision, but they pulled it back. We weren't sure if they were going to meet today and do the submission until today. But, they brought everything to do the submission today.

Bedell: Thank you. Thank you, Madam President.

Barke: Any other discussion? Any other questions?

Boyd: Board recommendations? Oh, okay. We're moving onto number five, board recommendations. I call for a motion to discuss number five.

Bedell: I'd like to move that the board create an ad hoc committee to develop term limits and recommendations for the board to consider. If that's seconded, I'll speak to it.

Gomez: I'll second it for purposes of discussion.

Boyd: You also have a public comment on this at some point in time.

Bedell: Okay.

Williams: Let's hear him first.

Barke: Why don't we hear the public comment first?

Boyd: Jordan Brandman?

Brandman: I'm so tall. Good morning. Jordan Brandman, Anaheim City Council member, formerly president of the Anaheim Union High School District Board of Trustees and now a candidate for member of District Four on this board to succeed Dr. Jack Bedell. With regard to this item, your school districts and frankly, your sister agency, the County of Orange, have had term limits for a very, very long time. In Anaheim, they have city council is eight years, two terms. Orange Unified is three terms. Newport-Mesa is three terms. Cities that have moved towards term limits recently have also adopted, usually. Mission Viejo, three terms. Buena Park, three terms, Fullerton, three terms.

If you can't get business done as a public official in 12 years, you probably haven't been doing a very good job. Three terms is enough, but eight years, president serves eight years. Our constitutional officers in California serve eight years. You can pretty much tell whether they've done a good job on just being reelected once. I think that Dr. Bedell's proposal is very worthy of consideration.

This board should adopt term limits, just like your sister boards and the county have already done. I hope that you will give it consideration. May I just add that if the issue is competition and limiting competition among candidates, may I suggest as someone who is running now, why do we have nomination papers for county board? School districts don't have nomination papers. Eliminate that. That really does limit competition. Think about it. School districts do not have to do nomination papers. I leave it to you.

Boyd: That's the only public speaker on item number five.

Barke: Okay. We have a motion and a second. Do you want to start the discussion?

Bedell: Sure, my pleasure. My motion has the creation of the committee to look into the development of this. I know Trustee Williams has, on several occasions, very eloquently discussed how we were spun off. That's my words I think, not Ken's, from the board of supervisors. The board of supervisors have this as Council Member Brandman mentioned. One of the things, and I've said this to her publicly, I really enjoyed having this board joined by both Beckie and Trustee Lindholm who had served in other government agencies. In these two cases, city council. I think new board members bring new perspectives. Term limits guarantee, at least, a new set of eyes that it doesn't become a sinecure, it doesn't become a lifetime position.

I had a real sadness at a personal level at the CSBA meeting last week. I spoke to a person with whom I've worked. I've chaired committees she's been on. She's chaired committees I've been on. I said, how are you doing? She says, "oh, I really want to get off the board – and this is going to dovetail into my next item – but, my husband's retirement isn't good enough. I'll be on the board something like 20 years. Then, I'll get one more year, so I get that one more year and I get benefits." I'm thinking, oy, oy. This sort of married in a way for me in an interesting way. I just think that what this is calling for, obviously this is not going to, I don't want to throw anybody off the board.

Obviously, what I'm thinking of is what other boards do is they pass this. Then they don't throw anybody off. Then, you can run again, but you can have your two terms added to that. You could have been on the board 40 years, it passes. We're asking that they come up with a proposal for us. You would get your eight terms if you're 40 years. That's what it does. It's not disenfranchising anybody, it's not throwing anybody off. It gives the public a chance to have a greater set of new eyes. Lisa brings new eyes from a different kind of academy than I have. I've appreciated that as well. Mari's in the private sector. I think the turnovers, but this is not ad hominem. This is not a personal vendetta against anybody.

Mr. Brandman has obviously done his homework on this. A lot of things are going to this. A lot of places, a lot of major universities, you know, have or are considering term limits for the trustees. It's just, I think, something in time that has to come and that it democratizes. It doesn't have anybody vested in, you know, a long history of a long political support and "a guarantee" if you will, to the constituency. I just think it's conversation to have, Madam President, and especially since our parent organization does what I'm recommending. That's all that I'm speaking to.

Barke: Question: what do other county boards do? Do we know? Has anybody done research on that?

Bedell: Very few county boards have term limits. Very few do. Anybody else?

Gomez: Oh, yes. I have things to say.

Barke: All right.

Gomez: As a former council member, we did have term limits in Tustin. We had two consecutive terms. You could conceivably sit out for two years and run again for another eight years. As I was on the council, I actually saw somebody do that and come back after an absence. Quite honestly, I don't think that they gave as much effort and enthusiasm as probably a first-time person did. Maybe it's particular to that person. I don't know. I think giving a fresh set of

eyes to something I think is really important. I think I would tend to agree after eight years, it's a long time to serve.

Council members obviously is different, because we do have a lot more meetings, a lot more commitments than we do as the county. I can attest to that. I think Linda, Linda and I used to talk about that, the time commitment. You really have to be willing to serve and make this a priority for you. Honestly, if you do a great job, eight years is plenty. I would tend to agree that we need to look at term limits. Whether it's eight years or 12 years. I do think that there has to be a limit.

Barke: Okay. Dr. Sparks, any comments?

Sparks: No comments at this time.

Barke: Okay. Dr. Williams?

Williams: This was something I introduced in 1996 when I was first elected. I'm falling in supportive of it, more of a technical...oh, let me first address the good Anaheim City Council person, Mr. Brandman. It is in the State Education Code. To make the changes that you recommended, it's going to take a lot of legislative work. But, getting back to your proposition or resolution here, Jack. I'm a little confused by it, because it doesn't mention. I agree in the concept of creating a subcommittee. It's going to take a lot of time and discussion. Maybe you're going to have to make a subsidiary motion. Maybe I'll offer that to make this a formal committee, because the resolution does not speak to that.

Bedell: That's friendly.

Williams: Okay.

Bedell: I consider that friendly, Mr. Vice President.

Williams: Okay, because I think once we change the language, when we make it more parliamentary -

Bedell: Sure.

Williams: - correct.

Bedell: I'm fine with that.

Williams: Okay. So, let me make the subsidiary motion that this resolution be referred to a subcommittee chosen by the president, and the consideration refinement of the language be done in the subcommittee.

Bedell: And that includes with the board of supervisors as a model.

Williams: I would agree with that. The board supervisors as a model.

Bedell: I'm comfortable with that.

Williams: Okay. That's the motion. I need a second.

Barke: I'll second it.

Williams: Very good.

Bedell: Question?

Barke: Are you asking that you have a question?

Bedell: No, calling for the vote.

Barke: Oh.

Williams: Any -

Barke: Any discussions?

Williams: Any discussion before we vote -

Bedell: Oh, I'm sorry. I thought it was -

Williams: - Jack.

Bedell: I thought Dr. Williams was so brilliant he silenced the room.

Williams: Doesn't happen too often, Jack.

Barke: Any discussion? No? I'm hearing none. I'll call for a vote.

Williams: On the subsidiary.

Barke: I'm calling for a vote on the subsidiary motion by Dr. Williams. I will now ask, all those in favor?

Board: Aye.

Barke: All those against? Hearing none, passes. Congratulations.

Williams: Now we go on to the primary motion.

Barke: Okay.

Williams: How help us out here, Nina? We did a subsidiary motion to create this as -

Bedell: This is an editorial change.

Williams: Right. Now we have to vote on the main motion.

Bedell: Main motion, which establishes the committee.

Williams: And to recreate the language.

Bedell: Sure.

Barke: Okay. Do we have a motion?

Bedell: Yeah, that was mine.

Williams: That was the first one.

Barke: Okay. We had a second?

Bedell: Right.

Barke: So, all those in favor?

Board: Aye.

Barke: All those against? Okay, passes.

Bedell: Thank you.

Gomez: Are you going to appoint the subcommittee members?

Barke: Is that right now?

Boyd: Yes.

Williams: You don't have to. You can if you want. What's the board prerogative?

Gomez: I think we should work on it.

Williams: Okay.

Bedell: Yeah.

Barke: Okay. Well, I guess I would take volunteers to start.

Williams: I'll volunteer for it.

Bedell: I'll volunteer.

Gomez: And I'll volunteer, so you pick whatever you want to do.

Barke: And did we decide how many members?

Bedell: Two.

Boyd: You can only have two.

Barke: Oh, it has to be only -

Boyd: The Brown Act.

Barke: - two? Okay, then why don't we go the first -

Bedell: I'll decline.

Barke: - two?

Bedell: I'll decline.

Barke: Okay. Then, Dr. Williams and Beckie.

Williams: Are you sure you want Beckie and I working together, because we so rarely agree?

Bedell: It'll be a creative project, you know, for sure.

Williams: No, I'm just kidding, Beckie. You know that. It'll be my pleasure -

Barke: All right.

Williams: - and honor.

Barke: We have established our committee of Beckie Gomez and Ken Williams. Okay.

Bedell: Are we doing number six now, Madam President?

Barke: Yes, we are moving on to number six. Again, I will give you the floor, Dr. Bedell -

Bedell: Sure.

Barke: - since this is yours.

Bedell: Thank you. A couple of months ago I raised the issue within the context of the budget. I think the proposal of the executive committee then approved by the majority of the board was to, I think, cut about \$168-\$186,000 and something- traveling and lobbying, whatever. That got me going and looking into the budget. I got looking into what our colleagues around the state do in terms of stipends. Both on some local districts that I might be familiar with, or county districts that I am familiar with. Some interesting things appeared to me. In our own situation, as you know, the law allows children up to 26, or including 26 years of age, to be on the parent's benefits. Also, it allows, depending upon the decree that ex-spouses get benefits as well.

Barke: Ex-spouses, or spouses?

Bedell: Ex.

Barke: Oh, wow.

Bedell: Okay? I'm thinking here now. I am a fiscal conservative. I'm sure there are some reasons why a 26-year-old is getting some parent's benefits at taxpayer's expense. I don't understand. I understand it's a decree. But, why somebody's ex is getting our benefits at tax payer's expense if it's dependent upon the decree. I'm looking at this. I look at, and I know and my dear friend, President Barke, did not like, so I'm going to respectfully not repeat when I said to look out at the parking lot and see what the board members drive. I promised not to repeat that.

Barke: Well, excuse me. I didn't have issue with that at all except he didn't mention that the Mercedes I have is 11 years old. I've been driving it forever, and it's paid for. He just mentioned cars is that we all had these extravagant new models as he does.

Bedell: Yes, and I love my new car.

Board and Audience: [Laughter]

Williams: A little duplicity, here.

Bedell: I love mine. I said mine was included in what's in the parking lot. We have on this board approximately \$122,000 of benefits pay in stipends. We have on this board, health insurance for two party parents, two party members all the way up to, and I have the day to out back for you if you're looking. We have the annual cost of benefits, depending upon the individual board member, and as I understand it, our benefits are bundled. Is that correct that they come together?

Boyd: You mean in terms of medical and dental -

Bedell: Yes.

Boyd: - and vision?

Bedell: Yes.

Boyd: Yes.

Bedell: Right.

Boyd: That is correct.

Bedell: Right. My understanding is if somebody leaves the board, they can use COBRA California law. That would include everything that they would pay for, but they're not eligible for death insurance. Is that correct?

Boyd: I don't know the specifics, but yes, they can utilize COBRA and buy what's available.

Bedell: And that's at no expense to the board?

Williams: No.

Boyd: Totally individual covered. Right.

Williams: COBRA is purchased -

Bedell: Right.

Williams: - individually.

Boyd: Individually.

Bedell: Right, I remember David Boyd talked to me about that.

Williams: Right.

Bedell: So, yes.

Williams: Those are state and federal rules -

Bedell: Right.

Williams: - that you can't get around.

Bedell: Right. We have on this board range of \$35,900 to \$13,666 of benefits paid for a total of \$121,300 about of taxpayer money going to the board. Now, it's my understanding that's, and again, I want to go, my experience in San Diego last weekend was very...that one conversation was very depressing. For a board member who is staying on the board or running for a board for benefits is something that's an anathema to me. You could say, well Bedell, you didn't do this before. I don't think it makes any sense. If one board member drops benefits, and the whole board doesn't, that doesn't make anything. That's a couple...\$20,000 or whatever. It's a statement of what is the priority.

I, historically, we got travel money before we went to a school site. That stopped. To me, travel makes more sense if you go to a school site than whether I get double coverage or triple coverage in some cases for my teeth. What I'm saying is I would like at a minimum, I again go back to Trustee Williams, what he said about posting the lawsuit. It was public information. Ken, I don't want to put words in your mouth. Where it was published, people go looking for things, sometimes they're hard to find and that's why we went to -

Williams: On our website.

Bedell: Right. I would like to see going on our website the benefits that people are eligible for and who gets what. All right? My recommendation is that this board create a study committee appointed by the president to study Orange County Board of Education benefits, options within

those benefits, and to do a study. I personally get health insurance that I don't use. It's part of my, I get the card. I don't use it.

Barke: Why didn't you decline it?

Bedell: I didn't know I...because that's bundled. If I decline that, it declines everything.

Williams: No.

Barke: I don't think so. No.

Bedell: Well, that's what I've been operating under.

Gomez: Well, that may be part of the study group to determine.

Bedell: Yes, to determine that.

Boyd: When you're finished. You have two public comments. I'm just waiting for you.

Bedell: No, I'm done. My summary is I think we have other priorities. A lot of us, several of us have multiple insurances at least two including this one. Why do the taxpayers have to pay for the rest?

Williams: Just a comment, Dr. Bedell. Help me out, Nina. I do believe all of these benefits and the salaries are already on our website.

Barke: They are. I've seen them. The stipend and benefits.

Bedell: By name?

Barke: No. By what we are entitled to.

Bedell: Yeah, I was going by name. That's what I was talking about.

Barke: Gotcha.

Bedell: Everybody in our trustee area knew what our benefit package was by individual, not theoretical.

Boyd: We have two public comments and we don't have -

Williams: Have a motion.

Boyd: - have a motion on the floor for this -

Barke: Right.

Boyd: - yet. I don't know where the board's going. Do you want to take the public comments or is there a motion for discussion?

Williams: Well, we have to make a motion technically according to the parliamentary procedures -

Bedell: I'll move that we do the -

Williams: - we have to make a motion.

Bedell: - same thing, basically, that we did with the -

Gomez: Term limits.

Bedell: - term limits. We create same idea that we explore what other counties are doing. The unbundling versus bundling. Denial versus denial. I know, I being the much older board member, much, much older, I know it's hard to believe...all the work I've had done, Martha.

Audience and Board: [Laughter]

Bedell: That my life insurance is dramatically reduced when I hit 70 or 75. I don't remember. See, I don't even remember it.

Williams: Can I help make the motion -

Bedell: Sure.

Williams: - with you?

Bedell: It's your usual eloquence.

Williams: No, there's no eloquence. Allow me to be a coauthor on the motion here with our

good Dr. Bedell to create a subcommittee chosen by the president, and perhaps, chosen today at this meeting regarding the board of education benefits. That would be a committee that would report to us.

Bedell: Board of education board benefits.

Williams: Yes. Board benefits.

Bedell: Yeah. I'm assuming, then, the committee would in fact do a study of what's going around the state by selected boards. San Francisco is going to be a different situation. They're both the city board and the county board, so parallel boards. Sure, I'm fine with that.

Williams: Okay. Did I connect with that language?

Barke: Shall I second that motion?

Williams: I want to make sure that you have it right on your end.

Sisavath: You had Dr. Bedell made the motion and you seconded -

Barke: No, he created it, I believe.

Williams: Yeah. I recreated it -

Boyd: As a coauthor.

Williams: - as a coauthor. This particular item number six be voted upon to create a subcommittee on the board benefits at a later date. The subcommittee will report back to the board.

Bedell: A related date could be 2024. When I would do this would be that the recommendation, whatever it is, if it would be able to be in the next July 1st budget so that we're not going to do anything this year, of course, because we -

Williams: Right.

Bedell: - but that it would be able to be implemented. If you're going to report back by February board meeting -

Williams: How about four months?

Bedell: Well, that will take us to March. Do we want that in March?

Gomez: At the February meeting? Would that give enough time?

Williams: I think that's a bad time, especially with the races and focusing -

Bedell: Well, the March -

Williams: How about the March -

Bedell: March meeting?

Williams: - meeting?

Bedell: Yeah, I'm fine with March.

Williams: It takes away a lot of different things. Let me rephrase this again. I'll be the coauthor on this motion to make this particular agenda item into a subcommittee that will report back to this board in March of 2020 with the findings looking out throughout the state and other best practices.

Bedell: Sure. I'm fine with that.

Williams: It needs to get seconded.

Barke: I will second that motion.

Williams: Okay. I would propose, then, since Beckie and I are working on a subcommittee, that perhaps you, and because Dr. Sparks is busy with her congressional campaign, and I don't want to commit her to her already busy agenda and time schedule, how about we have you and Dr. Bedell be on that committee?

Barke: I get to be on a committee, huh? I don't just appoint it? I get to be on it?

Williams: Well, I'm just being consistent with -

Bedell: You can appoint yourself.

Barke: All right. Did you want to be on that committee with me, Dr. Bedell?

Bedell: If you serve, I'll serve.

Barke: All right.

Williams: Very good.

Boyd: We'll take public comments now?

Barke: Absolutely.

Boyd: Jordan Brandman?

Williams: Parliamentary procedure. I believe this is the second time Mr. Brandman is coming up to speak. How many minutes did he consume in his first speech? We only allow for our board policy three minutes.

Boyd: You only allow three minutes per board policy for someone to speak, but if they speak on agenda items, we don't have any specific agenda items. We -

Williams: So, that's not addressed in our board policy?

Boyd: No, only in the general public comments. With individual agenda items they're allowed -

Brandman: A new clock.

Williams: - a new clock? That would be unusual in my 28 years here. Unusual at this board.

Boyd: It's unusual at this board.

Williams: Right.

Boyd: It's not unusual at other boards.

Williams: Exactly. That's why we had the subcommittee 12 to 15 years ago on this same issue regarding how much do we give. Ron Wenkart was intimately involved. I don't know if you were on the board at that time, Jack.

Bedell: I don't remember it.

Williams: It could be quite a bit. We don't have anything formally about this particular issue.

Just for my knowledge and understanding, are we then saying that a person can come up and get an additional three minutes for each agenda item?

Boyd: We had that question posed to counsel a couple of months back, because this came up and they suggested that we follow...someone put in to speak on a specific issue that we allowed.

Williams: My recollection of the conversation 15 years ago was that they could do that, but then we had a total three minutes that would be allowed. That was my understanding from that conversation.

Boyd: Your policy says that you can't split the time. So, I don't know how that -

Bedell: How would you do that?

Barke: Why don't we just go with this for today. We'll look into that for future? Why don't we just invite Mr. Brandman up to speak. I don't think we have that many speakers.

Boyd: You have two speakers.

Barke: Okay. We'll delve into that.

Gomez: I'm sure we've already used more than three minutes.

Barke: Yes. Please. What did you say?

Gomez: I'm sure we've already used more than three minutes.

Barke: Yeah.

Brandman: Good morning, again. When I ran for Anaheim Union High School District in 2006, that board majority had lost \$49 million of school bond money through gross mismanagement. I made a commitment that I would not accept benefits, because I was a working person. I had my

own benefits already. There you go. I kept that commitment. I think what the board is doing by having a subcommittee, Dr. Bedell, if that is what you as the maker of the agenda of this item deem appropriate. I'm fine with that. I would posit this. You're part time. I have HMO. I have Kaiser. I don't think that any part-time board member, council member at all should ever have anything more than HMO.

That's the most affordable. It's a liability issue for the agency in which you are serving. You should be allowed to have insurance, but just HMO. That's just. Other than that, you're just taking from the taxpayers. Furthermore, Dr. Williams your mastery of rules and procedures is very well known. I would invite you since you referenced Education Code, my dear mentor and the great, former state senator and secretary for education, Marian Bergeson always told me that Education Code is permissive and can be subject to waiver by the state board of education. I would invite you to maybe apply for a waiver, because you can do that. Thank you.

Boyd: Martha Fluor?

Fluor: Good afternoon. I'm sorry. I'm going to disagree with Mr. Bedell here, Dr. Bedell. First of all, the Brown Act does allow for public to speak on non-agenda items as well as specific items. We do have that ability to be specific. That's what the Brown Act does say. Just to give you a little bit of history. I'm on the Newport-Mesa Unified School District. I've been on the board since 1991. In the past, our district was self-funded. We didn't pay anything for benefits, much like you did. Over the course of time, benefits started skyrocketing so, now, our board is treated exactly like a full-time classified individual. We now pay. We have to pay. To give you an idea of what our benefits are, they're comparable to yours.

Currently, I have a PPO. I elect to do that. I pay \$1,100 a month is what my benefits are. I receive a stipend of \$477. For the benefit of serving on the Newport-Mesa Unified School District, I send a check for \$653 to the district every month for my benefits. The same thing occurs with HMO. The same thing occurs with everything. We no longer can afford to pay for our employees benefits. There is a cap that we pay, which is about \$19,000 is what all employees get. If you elect to go HMO there's a small minor, there may be zero. It depends on hours. If you elect to go to a PPO or Kaiser or HMO, it doesn't make any difference, you pay for pay for those benefits.

Just to give you an idea, you don't pay for any benefits right now and the taxpayer does. You may want to look at doing that. If you choose to have benefits, great. My husband and I are in the same boat. We are retired. In fact, my husband had benefits. He wasn't on mine until he retired because his benefits were \$3,000 a month. Just to give you an idea. Also, Jack, like you, it goes whoever's insured first, then Medicare, and then if you have secondary insurance. That's the order of how it works.

I would encourage you to take a look at it, because you can pay for benefits. I think that it's one of the one ways that we can encourage. You may not have a lot of activities, but I can tell you that as student and sitting board members in districts, we are out this week, we're out every single night doing activities. It's much different than having one meeting a month. This is the only way if we only get \$453 a month. Thank you.

Gomez: Did we finish the item?

Boyd: You didn't take any vote.

Bedell: Aye.

Boyd: She didn't call for the vote yet.

Bedell: Sorry. I just wanted to say, aye.

Williams: I'd like to make the motion to move our board meetings to a regular -

Barke: We haven't finished -

Boyd: We haven't finished six.

Williams: Oh, we haven't gone? Okay.

Bedell: The Bedell-Williams compromise.

Barke: We have a motion and a second, and now we're ready to vote. Is that what you wanted to do? All right. All those in favor?

Gomez: Whoa. One second, please. The motion on the table is just to create the subcommittee, it's not to accept the language of this resolution. Is that correct?

Barke: I believe that it is. That's what we're voting on.

Boyd: That was the motion.

Williams: That was the motion in the spirit of collegiality with our good Dr. Bedell, so we would send this to a subcommittee to come back to us in April.

Gomez: So, we're not going to vote on it -

Bedell: No. March.

Gomez: - because I had a problem with the language of the resolution. If we're just voting on the subcommittee, I'm fine.

Barke: Okay. Just voting on the subcommittee.

Gomez: Okay.

Barke: So, all those in favor?

Board: Aye.

Barke: All those against? Okay. So, we will now move to number seven.

Williams: I'll so make the motion on number seven. I was a little premature a few moments ago, please forgive me, of moving the board meeting to a regular time in the early evening, about 5:00 PM to six o'clock.

Barke: I would second that motion. I would clarify it that we make the meeting consistent, because I agree that it's important to have consistent meetings. I would agree to move it to evening. I would agree to do it the second Wednesday unless a holiday or something disrupts that so people know it's the second Wednesday of every month. I would move for 6:00 PM start time. If we plan to meet with outside counsel, to start at 5:00 PM with outside counsel.

Similar to how now we have a 10 o'clock but we start at nine, I would propose to meet at six unless we have counsel to meet at five. That's really in the spirit of our constituents to be transparent so everybody can come to these meetings. I so often, too often, hear, and the more I hear it, is that I would love to attend the meetings, but I can't afford to take time off work. I think in that spirit, we should move the meetings to the evening

Williams: Point of clarification. Parliamentary wise, I made the motion. You seconded it. In the same sentence or paragraph, you did a subsidiary motion. Is that acceptable to our board members? Maybe we should just repeat that back?

Boyd: The question is, do you want to withdraw your motion and take the motion she brought forward. Is that where you're going?

Williams: I think that's a reasonable alternative. I will officially withdraw my motion.

Boyd: Thank you.

Bedell: Do you have consent of the body to withdraw?

Barke: You have my consent. All those in favor?

Boyd: No. That was in jest.

Barke: Yes, I know.

Williams: She was jesting back.

Barke: I was jesting back to him.

Audience and Board: [Laughter]

Boyd: The secretary is having difficulty on this.

Audience and Board: [Laughter]

Boyd: For the record.

Barke: I think that Dr. Williams has retracted or taken back his motion. My motion is standing and waiting for a second.

Bedell: I'll second it.

Barke: Okay.

Sparks: And, we have discussion?

Barke: Any discussion?

Sparks: Yes. I just want to discuss. Because of traffic and all that kind of thing, is six o'clock the best time, or is five o'clock a better time, or is four o'clock a better time when people can still take the day off? I mean, still go to work but get here? I'm just throwing out the discussion. I don't know what the answer is.

Barke: I don't know. I find that the 405 any time after noon, so I don't know traffic-wise. I was thinking that six o'clock would allow most people to work their full day and still make it. That was my thought in proposing six.

Williams: If we go past six, what's going to happen? We know these meetings have gone seven, eight hours. We're going to be way into the early morning hours. In my opinion, six is fine. Then, we can always, if we have closed session, we can do it earlier so that doesn't delay any of the public input.

Barke: Exactly. I hope that maybe our meetings will get more efficient. Perhaps if it's evening people, will be tired and not have so much to say.

Audience and Board: [Laughter]

Bedell: She's talking to you two.

Boyd: If you want more people to come, you're going to have more public comments, which is not going to shorten your meeting, but that's the intent.

Barke: It is. The intent is to be transparent.

Bedell: Madam President?

Barke: Yes.

Bedell: One of the reasons we didn't do night meetings, and one of the reasons that some local districts have gone to four is that, I've been told, other things go on at night. I don't know. Lisa, right now, for example, starting for us and going all through the spring semester there are all sorts of night activities. I was wondering. Do we know if Wednesday, PM is the best time for our 27 districts in terms of when they meet? I'm making this off the top of my bald spot. Say 20 of

them meet Wednesday at six. If the goal is to get people in, that's not going to be school board members.

Sparks: Right. Do we know the schedule of the 27 district school board meetings?

Boyd: It's in your attachment in your backup.

Barke: Well, there you go.

Gomez: I was going to say I thought I read that somewhere.

Barke: Wednesday and Friday.

Boyd: If you go to tab number seven. Look at your backup -

Sisavath: Page 23.

Boyd: -we provided that information. Page 23 shows all the school districts in the county.

Barke: It appears that there's the least amount of meetings, other than Friday, which I would never recommend doing, is Wednesday. Looking at this, I feel that Wednesday would be the least conflict to districts. Again, I think foremost that we are for the public. If it was something where we had to accommodate a district, I think with plenty of notice that we can also change a meeting to another night during the week. I wouldn't like to do that as a regular basis, because as we've had public comment, people like consistency. They like to know when the meetings are. I would think that Wednesday is the preferred evening. Just looking at all of these, am I right that there are the least amount going on Wednesdays?

Gomez: All you have to do is make it the opposite. Anaheim Elementary is the only one that's meeting on Wednesday if you look at this list.

Boyd: No. Actually, the columns aren't consistent. Centralia meets every second Wednesday of the month.

Barke: Right.

Boyd: That's the only district if you're going by the second Wednesday.

Gomez: Okay, so only one.

Barke: What I'm saying is to schedule the meeting opposite of that if we're truly trying to get away from conflicting with other school districts. Anaheim Elementary is the second and fourth on that first list on the top of page 23. We could schedule our meetings the first or the third Wednesday, not to conflict with any of those folks. I don't know in the second portion of that page, the lower portion, I don't know which of those school districts meet on Wednesday, because it doesn't say.

Bedell: It's only one.

Gomez: It's only one of them. On page 24, there's no one that meets on Wednesday. Only one community college district meets on Wednesday. Wednesday would be reasonable. It might just be whether or not it's the first or the third Wednesday to try to get opposite of everyone, which would be quite a feat if you could do it.

Boyd: Capistrano Unified in the second group meets on every third Wednesday.

Bedell: There you go.

Barke: Do we have anybody every first Wednesday?

Bedell: Lowell.

Gomez: That would be the community college.

Bedell: That's Monday.

Barke: Have we seen a community college here? I don't think I've seen them here in the year-and-a-half I've been here.

Gomez: They meet on a different day.

Barke: Do we have zero conflicts if we do the first Wednesday? Is that okay? I hear a perfect. Does everybody feel comfortable with the first Wednesday?

Bedell: What does that do with the staff? Does the staff have issues?

Gomez: I was going to ask about the fiscal impact of starting later. What does that mean?

Boyd: There will be a fiscal impact in terms of overtime for staff. We'd have to look at what that is in terms of setup. Also, we have people here to do catering in the day. If you're doing the evening, what that impacts I don't know.

Barke: We can eat cold food.

Boyd: Okay.

Barke: We can preorder. I can eat a cold sandwich if everybody's agreeable. We don't need to do overtime on catering.

Boyd: Because of meetings and so forth- the room set up. I don't know what the impact is, because we weren't asked to look at that. I'd have to take a look, and pull the folks that are involved in setting up, working with the board, our media staff in terms of monitoring and doing the recording. Our AB facilities folks, security, and the staff that would be required to be here that would be outside of the normal workday. There is a fiscal impact.

What that is, I don't know at this point. We'd have to get that information to you. The other question would be in terms of meeting. You have a scheduled calendar through the end of June. Whether or not you're talking about implementing this for your organizational meeting beginning in July of next year so that it's not negatively impacting meetings already scheduled. Or, are you talking about trying to change all the meetings that are already scheduled for the remainder of this year? -

Barke: I would like to -

Boyd: - and then trying to do that?

Barke: - do it effective January.

Boyd: January is probably too soon to try to do that. Certainly, as we're going outwards, and in terms of, you all schedule some stuff.

Gomez: I would suggest that we look at it in July. Those meetings have not been published yet. There's already concern in the public, which we've all heard. We heard it from one of our speakers today that we're not being very transparent. It's like a shell game. We don't ever know when this board is meeting. This is something that I have discussed with Nina Boyd as to whether or not we can create some sort of a listserv. People who want to get on our distribution that we notify them every time a meeting comes up. We used to do that for city council.

Any member of the public could get on our list and get notified when something came up. I know that is being looked into. I don't know what the outcome of that is yet. If we're truly going to talk about transparency, let's do this so that there's plenty of notice for the public. Doing this in

January, I don't think is. We're playing a shell game here. We can't do that. We really need to be mindful of the public and do this in the right way. I would not advocate for doing it in January.

Barke: I would not like to wait until July. I think that if the public has 30 days notice of when we change our meetings, I don't think that's a shell game.

Williams: If I can add to the historical perspective of this? It's not uncommon that we've done this from my time here, which is almost a quarter of a century. We tried to accommodate each other's schedule. A lot of us are traveling. The previous board members were very active individuals in the community. We have our conferences that present a lot of times as conflicts. I have to disagree with my good Trustee Gomez. I think we have been very transparent. We have met the spirit and the technical requirements of the Brown Act.

It is difficult. I do agree with Susan Guilford who said that you need to be consistent. I totally accept that. I think that's a reasonable thing. But, we have to give that flexibility, because we do have conferences, and we have events that take place. I think it's a goal. Same time each month is reasonable.

Gomez: When I know that I have a published schedule, and again, as a city council member, I, honestly, I work my vacations, I work my travel as much around the city council schedule as possible. In my eight years, I only missed two meetings. That's two meetings a month plus special meetings. You can work around it if you have a schedule ahead of time. If you are too busy to come to a board meeting on a regular basis. Then, perhaps this board isn't the right fit. I think we need to balance that with somebody who is here and consistent. Granted, we all have travel schedules, we all have businesses and work commitments. But, that has to be a balance with this board. If you want to be here, then you figure it out.

Boyd: I could just add another comment. The board will decide what they want to do, but the other challenge for the remainder of this year, many of us who work to support the board are on other boards in the county. We have evening events that are scheduled. We've already done the calendar based on your organizational meeting. I know that the organizational meeting is supposed to set the calendar for the year. If things come up, you fluctuate and make changes. I don't think the intent is that every meeting gets changed. With all due respect, Ken, you're absolutely correct.

Over the years, there have been changes that have been made. But, to make that six months of change when you already had an organizational meeting that set the whole, I don't know that that would fit, in terms of the intent of setting a calendar for the year. That would be the other thing for consideration for the board. We'll work with the board to support whatever you decide. The first Wednesday of January is New Year's Day so that wouldn't work anyways for January.

Moving forward, there's already a bunch of things scheduled for the first Wednesday of the month on some of those months. We would be accommodating the first Wednesday and going to that as a set schedule. Or, you're going to fluctuate on some of the Wednesdays through the remainder of the year just based on things that are already occurring. I just say we need to think about that as well in terms of your messaging and what your movement is.

Williams: A lot of good things and important aspects to consider. I'm flexible either way. I'm not going any place. I can do and accommodate whatever schedule. Beckie, I know you're very busy. I know Dr. Sparks is very busy. Even though you're retired, Dr. Bedell, you're more busy than you were when you were actually working.

Bedell: This is true.

Williams: I'm good with the first Wednesday. I'm good to start in February, but I'd just like to hear from, from you guys. Could you do it starting in February?

Gomez: I don't think I can, I'm usually booked out at least three to five months ahead. That's why I suggest July. The organizational meeting would be an inappropriate time to do it. It's very difficult for me right now to say that. I'm thinking about my Wednesday right now. I need to get back, because I've got a pinning ceremony tonight. I do have a lot of evening commitments but I'll work around those if I know the schedule ahead of time. I think Dr. Sparks can say the same, right? If we know ahead of time, you can plan travel, whether or not you attend a conference, or you come back early or you do whatever. I've come back early from conferences to be here.

Barke: I've skipped conference to be here.

Gomez: That's my point. If you know that ahead of time, then, you can plan appropriately. I don't think we have enough time to make that change within a couple months.

Sparks: I really appreciate what we're trying to do here. I think the spirit of it is really good. I think we can move toward that model. It's a matter of when can we do that? My schedule, as everyone else's, it's all about the schedule. If it's on the books, it's on the books. I move everything around to make sure I'm here, but I like the spirit of you wanting to be available for the constituents. It's just a matter of when. I think we all need to look at our schedules and to see what's a reasonable time. Is July the best time to start implementing? Is March? Is April? We all need to look at our schedules to see if that's a possibility. Then, what Nina is saying-you all planned ahead for a lot of these meetings as well. I think if we have enough lead time we can implement this new strategy in terms of timing of our meetings.

Williams: Jack, what's your schedule?

Bedell: I hesitate to comment since I am a lame duck. However -

Williams: What's changed in 50 years?

Bedell: I know.

Gomez: That really took a lot for me not to say anything.

Bedell: I know. You were this close. You were classy, Beckie.

Williams: What goes around, comes around.

Bedell: Seriously. I think that I'm concerned about the impact of this on our own staff, and especially the timing. I get the idea. I was on the Fullerton school board. We met at seven, I think, while I was on it for those years. We had a good audience. I liked the fact that Wednesday would not bump up to other districts. I think that's good. I'm traveling. I've got work-related stuff that I simply cannot miss. Also, if conceivable, although unlikely, that we could have three new board members. If we establish this as part of our process, this board meets Wednesdays, the first Wednesday of the month, and if you're elected, that's what we expect of you. That's a norm

clarification piece. I like that. I'm comfortable. I don't like January. I think that's definitely impossible. I like the idea. I'm with Trustee Sparks. This needs some pre-planning to do it.

Williams: Madam President? Would you be open to the subsidiary motion listening to everybody's response?

Barke: I would.

Williams: I'll make the subsidiary motion that we table this, bring it back for further discussion at the January meeting, and have staff bring back to us the fiscal impact. At that time, we can further discuss this issue. I think it's important. I think it's a great one that's been brought up by you, Madam President. It's just that it may be difficult to implement.

Sparks: When would this show up? We know the fiscal impact. It may be the case, to accommodate both day people and night people, we could do every other month, one's a night.

Barke: I think that's very confusing. I heard that we tried that and it just gets confusing.

Gomez: I think it's a good thought.

Barke: I agree. I think in a perfect world, that's a great thought, but it would get confusing. I just feel like we've been talking about this, and now we're going to be talking about it again. I would like to have something a little more definite. I would like to, perhaps, propose that we all look at our schedules and that next month, we vote on moving it starting April. That gives everybody three months to look at their calendars.

Williams: I have the subsidiary motion. The subsidiary motion that didn't get seconded, and it needs to be seconded, is to lay this on the table until next month's meeting. At that time, we'll have more information by the staff, and we can further dialogue and input.

Gomez: I'll second that.

Boyd: My only concern is this is a holiday short month. We have one week. Next Wednesday, is our board deadline for January because of the January board meeting. There's not a whole lot of time over the holidays to collect all of the data, or do work because of the timeline for submission for the agenda and so forth. I just wanted to remind you we were going to talk about that later in the meeting, but the board deadline is next Wednesday. We're trying to do agenda within three days because the office will close. I just wanted to point out, too, because the 23rd is a week-and-a-half week and a half away.

Williams: Okay.

Bedell: If you made your motion, Trustee Williams, to be February and then Trustee Barke's motion is for April, that would still work.

Barke: It just makes that everybody's looking at their calendars so we don't say again next month, oops, I'm just not sure. It would just be nice if people came and they had spent some time looking at it.

Bedell: We wouldn't have the fiscal, or we'd have an incomplete fiscal analysis. That's why February is better. We could have more time.

Barke: I think the fiscal analysis important, but I think we can't let the transparency outweigh the importance of it. I think it's important that we be transparent.

Boyd: Right. Your next scheduled meeting is January 8th. We'll be sending packets out on the 3rd to you for that meeting. That means that has to be done the week before, because staff won't be

here because of holiday schedules. In terms of your subsidiary motion, we can work on and try to report as much information. I'm just letting you know, I'm not sure that I'll have everything.

Williams: Sure.

Boyd: I want to be upfront with you.

Williams: No, I appreciate that.

Bedell: What did we conclude?

Williams: We concluded that the motion still stands, my subsidiary motion, to put it on the January. We may not have all the data we want, but it will be tabled until then. We can commence once again with dialogue. We'll be able to look at our calendars. What the staff gets done, the staff gets done. We may want more information.

Bedell: The discussion part, too, is January?

Williams: Yes.

Barke: Yes.

Bedell: There'll be no resolution in the agenda to immediately go to Wednesday first, right? That's not part of your motion, right?

Williams: Technically, per our parliamentary adopted procedures, we're laying this motion on the table, so it'll be brought back January the eighth. That doesn't mean we have to make an action.

Williams: We can discuss it, table it, or do whatever we want.

Bedell: With whatever available data staff can get? That's fine.

Barke: All right, I will second that motion.

Williams: Okay.

Gomez: I had already seconded it.

Barke: Oh, you had? All right.

Williams: We call for the vote?

Barke: All those in favor?

Board: Aye.

Barke: Those opposed?

Gomez: Can we take a 10-minute break?

Barke: How about if we take a quick lunch and maybe finish our closed session? Can we do that? Could we recess until -

Gomez: For 20 minutes?

Williams: 12:30.

Barke: How about 12:30?

Williams: Because we have closed session.

Barke: Because we're going to have closed session as well. That way it won't be unrealistic. It will be a realistic time.

Boyd: 12:30?

Barke: Yes. We'll be back in session at 12:30. We should have a full report out from our closed session at that time as well.

Boyd: Okay.

Boyd: Recess until 12:30.

[WHEN RECESS CONCLUDES, THE BOARD MEMBERS RETURN TO THE DAIS TO CONTINUE THE MEETING]

Barke: Welcome back. We will be moving on to staff recommendation number eight. Do we have any speakers for number eight?

Boyd: Not unless there are questions from the board.

Barke: No, I meant no public comment. Sorry. No public comment?

Boyd: No.

Barke: Okay. I'd like to call up Greg Rolen.

Rolen: We have to do a report out.

Barke: Oh yes, please report out first from our meeting and then move on.

Boyd: I thought that's what you were calling him up for.

Brenner: President Barke, thanks for having me back up. This will complete the report out from the closed sessions number one and two. For closed session number one, the board received an update, completed its discussion. The only action taken was to approve Epstein, Becker and Green's invoice dated November 30, 2019. The vote was four in favor: Bedell, Barke, Williams and Sparks voting in favor; and, one against- that would be Trustee Gomez. The board also took action in closed session number one to approve the invoices of Greg Rolen and Haight Brown and Bonesteel. The vote was also 4-1 with the same members voting for and against as reported with the last vote I announced, and those are the invoices dated October 4, 2019; November 7, 2019; and December 5, 2019.

That concludes the report out for closed session item number one. Closed session item number two, the board received an update, concluded its discussion under closed session item number two. The only action taken was to approve Epstein, Becker and Green's invoice dated November 30, 2019, for that litigation matter. The vote there was 4-1: Trustees Bedell, Barke, Williams and Sparks voting in favor; Trustee Gomez voting against. That concludes the report out for closed session number two. Mr. Rolen will report out on closed session number three.

Rolen: Good afternoon, members of the board, board president, vice president and superintendent. With regard to closed session item number three, there was no discussion and there was no action taken.

Barke: Thank you. Would you like to stay to move on?

Rolen: I would.

Barke: Thank you.

Rolen: I just want to be clear that we're not having a meeting on New Year's Day, right?

Barke: Right.

Audience and Board: [Laughter]

Rolen: Okay. Had me worried. With regard to agenda item number eight, the Interim Report. This is an underappreciated yet critical function of the board. The function of the Interim Report is to provide the board and staff periodic snapshot of our ability to meet our financial obligations, but it runs a lot deeper than that. The agenda item before you make reference to Education Code section 1240 L references the obligation of the superintendent and department to submit interim reports to the board. But, that doesn't tell the entire story, because the board has the opportunity and the option to approve or disapprove the First Interim Report under Education Code section 1280, which was not mentioned in the agenda item.

And it's important to note that 1280 says, "If a revision in excess of \$25,000 is proposed by the county superintendent of schools to the annual budget of the county superintendent of schools after the county board has adopted the budget, the revision shall be incorporated in the next interim financial report or other board report when the report is submitted to the county board of education for discussion and approval at a regularly scheduled public meeting of the county board of education."

In essence, you are approving or disapproving revisions to the budget in excess of \$25,000, and any budget of this size or much smaller will have a revision up or down more than \$25,000. This budget will become the operating budget, the approved operating budget of the board of education and the county board. So, if there was any un-clarity about that, I'm here to clarify that.

Williams: Thank you.

Barke: Okay, I put it up for discussion. Does anybody have questions?

Williams: We have Renee.

Barke: What's that?

Williams: Renee's going to present.

Barke: Oh, I'm sorry. Renee, would you like to come up and present?

Boyd: Do you have questions for Renee?

Williams: Yeah.

Bedell: Yeah.

Boyd: There hasn't been a motion or anything for discussion. Are you just going to do Q and A before you put -

Williams: So -

Boyd: - you typically make a motion for discussion purposes and then you have people come up. I'm just asking if you're doing your format different -

Williams: Yeah.

Boyd: - because I didn't take a motion.

Williams: So, we're not going to make a motion. We're going to have discussion first.

Boyd: Okay, thank you.

Williams: Then at the very end we'll make the motion. There's a lot of questions regarding this as we all know.

Boyd: Thank you for the clarification.

Barke: Do we want to start? Dr. Bedell, do you have any questions about the budget?

Bedell: Following what the council just said, are there, in your view, changes of \$25,000 more or less than what's in the Interim Report?

Hendrick: Yes.

Bedell: And where would we find them in your mind?

Hendrick: To clarify, since we don't have...our last approved budget was the second interim of 2018-2019. You'll see the variance from that budget to what is in the first interim. All those are listed starting on page 54 -

Bedell: Right.

Hendrick: - that shows the multiple revisions to the budget.

Bedell: This wouldn't be, and I apologize for this, because this was confusing to me. This interim budget we're approving is based on 18 months ago budget.

Hendrick: We use it as the basis and then we added the revenues and expenditures based on

things that have happened. An example would be -collective bargaining agreements. Those were settled after that time period, so they're included in here just as we would do any other time.

Bedell: Right.

Hendrick: Okay?

Bedell: I'll pass for the moment.

Hendrick: Okay.

Gomez: Well, maybe I can just make sure I'm understanding something.

Bedell: Yeah.

Gomez: The information that we're given today on this interim budget, this is based on the second interim budget from last fiscal year? This does not represent the interim budget from whether it's the board's budget versus the superintendent's budget. We're working from last fiscal year?

Hendrick: Right -

Gomez: Okay.

Hendrick: - adding adjustments for new revenue sessions. If you look on page 59, column B says, "Board Approved Operating Budget." That is a 2018-2019 second interim budget. And then -

Gomez: Renee, could you give that page number again, please?

Hendrick: Page 59.

Gomez: Okay.

Hendrick: Column B.

Gomez: Okay, got it.

Hendrick: Column -

Williams: And that's based on 2018-2019 -

Hendrick: Second interim. Column D is the adjustments to it, which are noted in your analysis that was given to you. When you see the variance, it's the difference between column B and column D. Column C is just the actual to date as of October 31.

Bedell: Madam Chair? Now...so, what my understanding is, excuse me, that this is not the board's budget that we approved a few weeks ago. This is not the superintendent's budget we originally dealt with. This is, for lack of a better term, a revised budget from a previous approved budget with these changes. Is that right?

Hendrick: Yes, because as you go through the period, we hadn't closed the books when we had second interim of last year. So, we look at expenditures of how we closed '18-19 adding in collective bargaining agreements, due revenues, all those other things are added into this.

Bedell: Okay.

Hendrick: Makes sense?

Bedell: For the moment, I think I'm okay.

Barke: Beckie, do you have more questions?

Gomez: I have more questions, but I'm going to pass. I want to get my notes squared away. But, go ahead.

Barke: Dr. Sparks, do you have?

Sparks: What is original budget A, then?

Hendrick: Original budget A was what the budget we had in our system at that time. So -

Sparks: At what time?

Hendrick: - that was the one that was not adopted by the board.

Barke: So, that's...okay.

Williams: So, this is not the board adopted budget that -

Hendrick: No.

Williams: - we did two times on June 26 and August 1st due to -

Hendrick: Right, because that was never -

Williams: - any sort of technicalities?

Hendrick: Right, because that was not put in our system.

Williams: Okay. So -

Sparks: So, what's the date of this original budget A?

Hendrick: It was the one that went before the board in June.

Williams: June 2018?

Sparks: Superintendent's budget.

Hendrick: '19.

Williams: Well, it was the board budget?

Barke: No, it's the superintendent's budget.

Williams: No, no, no. So, this is 2018 proposed superintendent that was adopted by the board and approved -

Barke: No.

Williams: - in June of 2018.

Hendrick: So, let -

Boyd: That's column B.

Williams: That's column A.

Hendrick: - clarify something. Okay. So -

Barke: No, it's column B.

Hendrick: - that budget is there just to have a column to be filled. It really should be blank. It's technically...I am in a quandary of how I would...you don't have the superintendent's budget or that. I have neither one. So...but the system won't allow you to put nothing. Really what you're looking at is column D is what the budget in front of you is to take action on is column D.

Bedell: So, if I may follow up? What we did on the previous budget, whether it's the superintendent's budget or our budget, that's irrelevant -

Hendrick: Well.

Bedell: - because we're dealing with additions to the budget that was approved by the state, after we did it for 2019-2020 no'18-19.

Gomez: '18-19.

Barke: '18-19 is B. Then, my understanding is A is the budget that the superintendent proposed that we made adjustments to.

Renee: No.

Barke: Without the adjustments -

Hendrick: Without the adjustments, yes.

Barke: Without the adjustments. It's the superintendent's proposed budget -

Hendrick: Yes.

Barke: - is number eight.

Williams: The 2019-2020 proposed superintendent budget. Is that correct?

Barke: Yes.

Hendrick: Correct.

Williams: Got it.

Boyd: What year? Sorry.

Hendrick: '19-20.

Boyd: '19-20. Okay, Thank you.

Williams: 2019-2020. So, column A is the superintendent's proposed budget that we're adopting D?

Hendrick: D would be what you would be adopting today.

Williams: Okay.

Hendrick: Yes.

Williams: Okay.

Bedell: So, what we're being asked to adopt is based on the original budget from the superintendent?

Hendrick: No. What you're being asked, is looking at column B, which is the second interim 2018-2019 adjustments made to that, in column D is what you're being asked to approve.

Bedell: So, that means we ignore the two budgets, right? Yeah. What happens if we don't do this?

Hendrick: That would be a question that I...that would be something I couldn't answer. I can't answer that.

Bedell: Is it a statutory requirement?

Hendrick: It is a statutory requirement, yes.

Gomez: Do we have a deadline for when we approve this?

Hendrick: The code says that it must be approved before...by December 15th.

Gomez: So, we do have to do something today?

Sparks: Well, but we still have pending questions -

Gomez: Right, right. I'm just trying to get a timeline.

Sparks: - of people; decisions.

Hendrick: And you will also see the next one is mandated also, which is the second interim, which is actuals through January 31st. It must be...should be approved by the board by March 15th.

Williams: So, just to be redundant, what I heard you say was column A, you had to fill it. It was required and you populated the numbers from the June 2019 budget discussion? Okay, so that is the proposed superintendent's budget for column A.

Hendrick: Correct.

Williams: Column B is the actual budget that was adopted in June of 2018?

Hendrick: March of 2018, the second interim. March of -

Williams: Oh, the second? This is an -

Hendrick: - of 2018-2019.

Williams: - interim?

Hendrick: Yeah.

Williams: Okay.

Hendrick: Second interim.

Williams: Okay. And C is the actuals?

Hendrick: Actuals to date through October 31st.

Williams: Okay, and the projected year total goes to what date?

Hendrick: That is what we're projecting for this current year. Column D is really the first interim budget. We're projecting where we think we'll end up as of June 30th.

Williams: Okay, and this is very much like balancing the checkbook. Grants come in, we don't

have control over when the grants and the funds come in. This is a snapshot of the last day in October, is it? October 31st?

Hendrick: It's the actuals through October 31st and then your projections for the year. So, an example would be usually every time this year we're looking at what is our enrollment for the year, right? What is for the first few months, what does our enrollment look like? Are we increasing or decreasing in enrollment? We had settled salary agreements, so they're included in here. Any new revenues or expenditures are included during these snapshots.

Williams: So, by the way, of interest to me, is there a page that gives us all the increases in the funds that went into the centrum?

Hendrick: There's multiple -

Williams: There's a lot of data here.

Hendrick: Yeah, there's multiple formats. The budget summary is the one we've tried to make easier for you that starts on page 27. If you go to page 29, this is just telling you what the total revenue is so it goes through each line item telling you what's included. If you were to look at changes, those would start on page 54. There it's telling you like say, the revenue limit increased by \$2.4 million and it lists out the major reasons why that changed. Those are in comparison to the second interim of 2018-2019.

Williams: What page is that on, again?

Hendrick: Page 54.

Sparks: Well, on that number, you know, the increase of \$2.48 million, but there's been a decrease since the budget adoption of \$5.35 million. So, what's the source of the decrease that's partially recovered by the projected increases there on that number?

Hendrick: Okay. I'm not following you. I'm sorry. So, what are you looking at?

Sparks: Well, it's the same number you're talking about, the \$2.4 million on the LCFF Revenue Limit Sources. Okay? The Summary Report indicates an increase of the \$2.48 million, but there's been a decrease since budget adoption of \$5.35 million. So, I'm asking what's the source of the decrease there that's partially recovered by the projected increases?

Hendrick: I guess I'm a little confused of your question, because it shows that that revenue limit is increasing by the \$2.4 million. The second number you're relating to is what?

Sparks: Decrease since the budget adoption. If you look at the...obviously you can see it on page 59 in the first row there.

Williams: 59? Okay.

Hendrick: So, are you saying the...are you comparing it to the 49 million? I'm not sure what you're comparing it to. I'm sorry. So, I'm sorry, you were comparing it to the 108 and the 105 is that what you're comparing it to or what are you...? So, in the original budget was higher and so it has been decreased based on the reasons that are stated. Most of it is for a decline in enrollment.

Sparks: Okay, there you go.

Hendrick: And also, some transfer of property taxes.

Sparks: Okay.

Williams: So, I'd like to ask Mr. Rolen a couple of questions. Greg, if you can come up. So, hearing what you heard, are we up against a timeline that we have to approve this? I think

December 15th was mentioned?

Rolen: There's no timeline in the code. What we're confronting is an anomalous circumstance where they're building a first interim report off of a budget that was not adopted by the board recently. They're building the first interim report off of the second interim report from a year ago. So, that makes the expenditures and revenues different than we've seen before. So, the obligation is for them to submit the report, which they did, but it's built off of a different number.

It's built off of something that was adopted many months ago, and I don't exactly know how it reflects the changes from the period of the second interim to the proposed budget adoption in June and August. So, I'm unclear on where this...what these numbers actually reflect, because they're using a number to populate the system, right, that are highly unusual, but it does not clearly reflect the budget that the board passed on June 26 and August 1st.

Williams: Right, so this is clearly not consistent with previous orthodoxy. We're kind of doing something new and this whole circumstance is extraordinary. I heard Renee said December 15th as the deadline, but you just told the board there is no deadline.

Rolen: I told the board that there is no deadline in 1280. There's a schedule the CDE sets and that's the same schedule that CDE sets that has been thrown out of whack by this entire process that neither party seems to be abiding to. So, nobody's going to not get paid, nothing's going to get shut down. But, if the board tables this and asks more questions, we can get a much deeper understanding of what we're approving and what we're not approving or if we're not approving. If we do approve it, we're adopting that budget and that budget effectively extricates the board's decision.

Williams: So, if we adopt this, this is the new budget for the department?

Rolen: Right.

Williams: And what does that do to the litigation that we're involved in?

Rolen: You'd probably have to ask a smarter lawyer than me, but I think it would render the dispute moot.

Williams: If I can get Mr. Brenner up there who is our representative for the board to answer that question.

Rolen: I didn't suggest that he was a smarter lawyer.

Audience and Board: [Laughter]

Gomez: You did, apparently, Ken.

Brenner: I'll note Mr. Rolen's objection for the record and not respond to it.

Audience and Board: [Laughter]

Brenner: Given what Mr. Rolen has advised, my own view without having looked at it specifically is that a vote to approve an interim budget could impact the parties respective positions in the existing budget litigation including issues of justiciability and whether there is any longer a dispute. I also take note of the vice president's comment that an observation that the...and Mr. Rolen's from Ms. Hendrick that the First Interim Report such as it is, is not based on or built off of the budget that the board's position has been, was lawfully adopted on June 26 and August 1st. So, it seems to me that at a minimum, as a first step, the board should want and

should direct staff to prepare so that it can receive a first interim report based on the budget it adopted.

Williams: Got it.

Barke: Thank you.

Mijares: Ms. President? I would have Renee come up and maybe you can articulate a little bit more on this, Renee. So, if you look at Title V, it has all this codified, which is law. It may not be in the Ed. Code, it may not be under AB 1200, but interim reports are required in the absence of having a current budget. We all agreed to revert back to last year's budget, which is the process the state uses, because these operations cannot cease. We have agreements with our associations. They got to get paid. It's a host of things that we have to do to keep the ship moving ahead. So, basically, we are using last year's budget. So, this interim report is predicated upon that, because the current year's budget has not been passed.

And you can explain a little bit because we had to show that there were expenditures and there were new revenues, but we respectfully avoided anything to create an issue with this problem that we have right now regarding the '19-20 budget. It's up to you. You decide not to approve it. You didn't approve the budget, so we just go back to the state anyway and we're already in the process. We're in the clutch of the state now to get this all resolved. So that's basically what we would report to the state that the interim did not get approved. That's the consequence really.

Hendrick: So, can I just clarify? We were directed by the California Department of Education to use the second interim budget from 2018-2019. That was their direction to us, because that was our last prior board adopted budget. That's why we used that. It wasn't an arbitrary budget. We used that based on what they had required us to do. I do believe there is a timeline set in the code. If you look at...I think it's a different code, 1622, it does give you the specific dates of when they should be submitted.

Williams: You're saying that's 1622?

Hendrick: It's the one that's in your board agenda. It's 1240 L.

Williams: 1240 L?

Hendrick: L.

Bedell: Madam President, I have a question. My question is for the superintendent.

Mijares: Yes?

Bedell: Al, thank you. Are you of the view, then, if this board adopts this today as we did in the past? We've never had an issue over this in the past.

Mijares: Right.

Bedell: That it is not impacting either party to any litigation, because it's going back to what the state department approves. So, in other words, it holds each of us, each of the parties harmless if that's the right word. You know what I mean?

Mijares: Yeah.

Bedell: It doesn't...if we say yes to this, we're not saying yes to the original superintendent's budget, and you're not saying yes to the subsequent board budget. This is just...those things are out over there. We are doing this to conduct business. Is that my understanding?

Mijares: Yes.

Bedell: To where it's harmless both parties.

Mijares: Both parties.

Bedell: Okay. Can I ask Mr. Riel, is that your view? That should be in the minutes. Okay? Thank you very much. That's very helpful.

Boyd: Mr. Riel affirmed that?

Bedell: Yes.

Boyd: Is that what you're saying?

Bedell: Yes, that's very helpful.

Williams: Can I just clarify that so I can understand it? And Jeff, on behalf of the superintendent, you don't represent the board, but on behalf of the superintendent, could you get up and articulate that so I can understand that better?

Riel: Can you repeat what it is that you're asking?

Bedell: What my understanding is that we, if this board goes along with this, it is basically irrelevant to the litigation and that we in fact are holding each other harmless and that this is not a de facto approving of the original superintendent's budget or the subsequent budget or the majority of the board. This is a way those things are hanging over there and this is a way to comply with the interim report process. It's irrelevant to the...what's the two budgets in the lawsuit?

Hendrick: Can I clarify a little bit?

Riel: Yes, please.

Hendrick: So, I will tell you, I asked CDE this question. They had told me that it's a separate process, because the original budget that is under dispute is tied to our local control accountability plan. They didn't think that this being approved would override that. That approval still has to happen is my understanding. But, they also said this has never happened. They're not really sure. They don't know. I think it's unclear. Basically, what I was saying was if this was approved, would it stop the budget review committee process? They said no, it would not. That's all I know.

Bedell: That also should be in the minutes.

Boyd: It's in.

Bedell: So, my understanding of this is -

Williams: Jack? Excuse me. I didn't hear from Jeff. Jeff, were you going to put it on the record so that we can understand the superintendent's position?

Riel: I just want to be clear, because I am not representing the superintendent on this litigation. Superintendent has outside counsel. I'm reluctant to answer that particular question, because the superintendent is represented by outside counsel. So, I was just reaffirming what the understanding of Ms. Hendrick's is.

Bedell: Let me tell you. I've been consistently on the 3-2. I'm part of the 2 on a lot of issues. I don't want to wake up one morning and say, reading the paper, that because we voted to do this all this has gone. I think there'll be an end run that I would not be supportive of and happy with. I guess I want to be sure that this is not a de facto approval of something. Does that make sense, Renee?

Sparks: I don't think thinking that it might work gives me enough confidence that we -

Williams: There's no guarantee.

Sparks: - that we can move forward with this.

Hendrick: Well, and I'm telling you -

Sparks: We need clarification.

Hendrick: - I'm required to put an interim budget together. Then, you guys need to do what you need to do. I'm not a lawyer, that's not what my expertise is. I provided the budget update like I was required to do.

Williams: So, I tried to have that conversation with you, Renee. I sent two emails out. Did you get those two emails? Because, I didn't want to get us into this situation where we're clearly confused. Did you get my two emails?

Hendrick: I did. I'm not sure if you're aware, but I've been out the office. My mother's in the hospital in -

Williams: I'm sorry.

Hendrick: - critical care right now. I haven't answered as many emails, but I did answer your question that it is based on the 2018-2019 second interim.

Williams: Okay.

Hendrick: Your question was whether it was on the superintendent's budget or the other? It's on neither, because it's on the second interim and I added revenue and expenditures for that.

Williams: Okay. So, if it is, why do we have column A and B in the original one?

Hendrick: Because the system...I can't...that's what was in our system, because that was the superintendent's budget. I can't -

Williams: Could you have used our budget?

Hendrick: - make it zero.

Williams: Could you have used the board adopter budget -

Hendrick: No, because your budget was not submitted through his process. It's not in our system.

Williams: Well, neither was the column A '19-20. That was not approved.

Hendrick: I didn't say it was approved. I said it's what was in the system. So, but it doesn't -

Williams: Can you change the system?

Hendrick: - it also doesn't have any bearing on the column D is what I'm saying.

Williams: So, column A doesn't have any bearing upon column D?

Hendrick: No.

Williams: Then why have a column A?

Gomez: Well, isn't it a reference point?

Hendrick: It's a reference -

Gomez: It's the A is a reference point from the second -

Hendrick: In normal cases -

Gomez: - interim.

Hendrick: - you would be seeing a budget that was adopted for that time period. That's the normal process. This is state software. This is not something that I get to make up. It's actually software they give you. It populates certain areas, so it can't be zero. I can tell you that.

Williams: So, Mr. Rolen, I have a couple of questions for yourself. The Education Code that was referenced, 1240 L. These are the duties of the superintendent that he needs to submit to the board?

Rolen: Correct.

Williams: Here we go. It says here that the superintendent submits two reports of the fiscal year to the county board of education. It talks about the ending period of October 31st and January 3rd...31st. These reports shall be reviewed by the county board of education and approved by the county superintendent no later than 45 days after the close of the period being reported. What I'm reading is that it just says for us to review it.

Rolen: It says to review it and it sets the 45-day timeline for the period being reported. We have an anomalous period being reported. I would respectfully submit that everything Ms. Hendrick is telling you is accurate, but at the same time we are currently in litigation with CDE and reliance upon their advice when they were not interacting with me directly despite multiple efforts to do so as late as last week. It causes me discomfort to rely on the CDE's representations through Ms. Hendrick that this has nothing to do with the standing litigation.

Williams: Right. So, we're in conflict with the CDE.

Rolen: We are and we are relying on their advice in order to populate the system.

Williams: I see.

Rolen: Now she is in a difficult situation, because she has a system that is populated by a budget that's different than the one that the board approved. We could perhaps solve the problem by giving her the budget the board approved and have her bring it back by way of another first interim report to allow the board to ask questions concerning that so they have a better comfort level with the entire process. I think she's absolutely right that she had a job to do and she did it. But, we are in a unique circumstance where I would posit that we table this. Bring it back with the budget that was adopted in June and August by the board so that we have a more accurate snapshot of expenditures and revenues for the period of the first interim report that the statute and legislature intended.

Williams: So, if we do that, if we make that motion to populate with the board approved June 26 and August 1st budget; then, that would be more of a comfort to legal counsel? Mr. Brenner, if you could help us out here on this, too.

Brenner: I certainly take Mr. Rolen's view that Ms. Hendrick was in a difficult position. She obviously took cues from the state to prepare this document. This document is not based on the board adopted budget, which from the board's perspective is the adopted budget on June 26 and August 1. That's the only budget. That's the adopted budget. The board is in a disagreement with the superintendent and the state as to that issue. Ms. Hendrick took direction from the state to prepare this document, which is not based on the board's budget. So, it seems to me perfectly reasonable that the board would direct staff that would require a motion and a resolution to prepare a new first interim report based on the board's adopted budget.

Then there will be two first interim reports. The board can approve one if it wishes, or not approve either and one or both can be submitted to the state in whatever way the superintendent wishes and the board wishes. Even that could even be done separately or together. Then, the state will at least have something. The board, I think, will have its interests protected; and, the superintendent can protect his interest as well in regard to this whole process, which is in flux and will be subject to decision making probably by the judiciary in due course. That would be

my perspective on it. I also just want to reemphasize that I do agree with Mr. Rolan that we, the board can't rely on secondhand representations about what the state may or may not think about board action today.

It very well could be the case. If the board were to adopt the First Interim Report as has been presented, the scenario Trustee Bedell has posited could come to pass. Or, at a very minimum, the state could take the position that that is now the adoption of a fully approved, fully final annual budget for the county for '19-20 at least. We just can't predict or bind the state to any particular position. In my view, no action today is probably the right decision. Although, it's ultimately the board's decision with those additional steps and requests of staff to come back at the next meeting to take action on both reports at that time from a more informed standpoint and with, at least from the board's perspective, a first interim report based on its adopted budget in front of it.

William: Okay.

Brenner: Thank you.

Williams: Mr. Rolan, just a question for you. So, Education Code 1240 says because there's more than \$25,000 change it has to be approved by the board. Is that correct? Okay.

Rolan: In order to incorporate it into the budget.

Williams: In order to incorporate it.

Rolan: The board doesn't have to take that action.

Williams: If there was not \$25,000 change in the budget, according to the Education Code given here, it's just a requirement of the superintendent to report it. The board doesn't have to vote on it.

Rolan: If you take the \$25,000 limit out of it, 1280 isn't implicated. It's the staff's responsibility to submit the reports.

Williams: Okay.

Bedell: Mr. Vice President, isn't that kind of moot? Because, there are expenses in there that have to be more than \$25,000 depending upon the items that we're dealing with. I mean, you may be theoretically correct, but the reality is there are items in there that are significantly more than 25,000. Isn't that right? I guess, if I'm a literalist, Madam Chair, Madam President, what Ms. Hendrick has proposed, based on what she's presented, is that she worked off a board approved budget. And, the board approved budget happened to be for '18-19.

Is that correct? An interim report has to be based on a board approved budget. Your view is that what you've done, with the changes and everything, is to comply with that. The foundation is the most recently approved superintendent approved, board approved budget. Is that accurate?

Hendrick: Correct.

Bedell: Okay. I'm less nervous now than I was, if I want to become a literalist, about what we're doing. My recommendation would be to, just speaking for myself of course, adopt what Ms. Hendrick is submitting and enable us to move forward. We've had assurances, and it will be in the record, that the superintendent and we are being held harmless in this. If they betray you,

what they told you, then that's not true obviously, but we are beholding each other harmless in this and we can move forward with this. That's just my view.

Williams: Mr. Rolen?

Rolen: Initially, I don't know that the superintendent's in a position to hold us harmless right now. It's an unfair question to kind of ask him in light of the legal advice that he's receiving. He shouldn't be asked to answer that question from the dais in public. The second thing is, I want to reiterate the first thing I said when I got up here. If you use Ms. Hendrick's logic, that she was operating under an interim report that was approved by the board. And, that is now the operating budget. That means, if we approve this interim report, this does become the operating budget. In light of CDE's involvement in the unclear legal issues involved, I would urge caution.

Sparks: In addition, the numbers are just kind of ghost numbers because -

Rolen: Yes, because they're from 18 months ago.

Sparks: - we don't really know. There's a lot of...I have a lot of questions but until I have clarification on all this.

Williams: Mr. Brenner, can you come up and comment on what Mr. Rolen just said?

Brenner: Yes. Let me just a comment by saying that I don't think it's particularly fair, certainly to put superintendent on the spot with respect to any legal position. It's certainly not fair to ask Ms. Hendrick to guess and try to figure out what these various parties want or need or what the law requires. She's done her best to try to figure out what to do under an unusual and unique circumstance. She took direction perhaps appropriately from one of those parties who she normally would interact with I suppose. But, it's really for the three parties to work out, and the board and the superintendent can't between themselves bind the state to any particular position.

Anything that the board does now, even if it's with the superintendent's blessing and hold harmless agreement, which it wouldn't be fair to ask the superintendent to provide without the superintendent consulting his counsel here today, wouldn't bind the state and the state could take a position contrary to the board's interests as a result of what it does. I think there is a risk of that here today. If the board were to accept and adopt this interim budget. My suggestion would be that there is a...obviously there's been a good faith attempt to address the 1240 reporting obligations and the 1280 obligations that exist to timely do so. In this unique circumstance, it's not clear how to do that.

I think there may be different views on how to do that. The board ought to be very cautious about its role in that and what the implications could be from that if it were to approve this interim report based on a prior budget and not on the budget that the board considers to have been adopted for the '19-20 fiscal year. But, there are three parties to this discussion and all three parties need to get together and figure that issue out. All three parties have counsel. One of those is here today. The other two are not. It shouldn't be hard to get all three parties to have a conversation about this issue so that Renee doesn't have to have a discussion with somebody at CDE. Then, come to you with something that one of those three parties says is the way it should be done in a unique circumstance that may not have precedent that anyone can refer to.

Tabling this for now while...and giving council direction to pursue those discussions and formally requesting that the superintendent requests the same of his counsel so that we can work and discuss this cooperatively together and see if we can come to an agreement. Seems to me to be a very rational way to go forward. I would expect the CDE and its counsel to reciprocate in that regard, and help us have a three-way trilateral conversation about this issue and get to a resolution that works and protects everyone's interests. Only if all three parties are talking together collectively, can those interests be assured, guaranteed and protected. Two of the parties together cannot bind the third, and that's my concern about the board taking action on this particular first interim report today.

I'll conclude by just reiterating my earlier comment that I also think it's certainly appropriate, if the board wishes, to request that staff prepare another first interim report based on its adopted budget with the understanding that the superintendent disagrees that that is the budget. No one's requiring that ascent at this point. There shouldn't be any reason why that column A cannot be filled in the system with the board's numbers and the board presented with an interim report based on its numbers. That may ultimately not be what's approved, ultimately not be what's submitted or agreed to by the three parties. But, I don't see a reason why that couldn't be prepared and presented to the board if the board asked staff for it. Those are my comments for now.

Williams: Thank you. Renee, would you be able to populate column A with the board adopted budget of June 26, and August 1st if we were to direct you to do that and make the motion?

Hendrick: I'm sorry. The superintendent would have to direct me -

Mijares: Yeah.

Hendrick: - to do that.

Mijares: We thought about this scenario obviously prior to the meeting since the budget wasn't approved. A and by the way, I withdrew that budget officially. It was not denied by the state superintendent. I withdrew it, because of this process that we were going to follow. It would have been denied though, I believe, by him. So -

Williams: Can I ask you? You withdrew what?

Mijares: The budget that I submitted.

Williams: Oh, okay.

Mijares: That being said, this committee that's been approved by the state superintendent will commence their work anytime now. They're supposed to provide an operational budget and I think perhaps that's what we ought to do. Let that committee take its place. Let these three independent individuals approve an operational budget; then, that will be the budget that the state superintendent will accept. Then I would be able to tell our staff, let's align with whatever the state superintendent wants us to do.

Williams: Mr. Brenner?

Barke: Yes.

Brenner: I know that the board and the superintendent are participating in the committee process. The superintendent mentioned, as the board knows, the board's legal position is that the committee process is inappropriate and unauthorized and unlawful. The board adopted a budget

that should have been accepted by the state. Even though the board is participating in that process, it is doing so under a reservation of rights with its legal position protected. I don't know that the board would accept the committee's result as final and certainly not while the litigation has yet to be determined. While I personally think the superintendent's view is fine as a matter of process.

I think it still leaves the issue of the interim report obligation that everyone should try to meet. I think it seems to me to be reasonable, and would be seen to be reasonable if the three parties came together for informal discussions about this issue while the litigation is going forward and while the operations of the department continue. I don't think participating in the committee process is going to resolve anything, but the superintendent is correct that there is that process going on. The more process and the more discussions that occur, I think the better it is in general and, you know, the parties may find themselves moving toward a resolution of this issue, which fundamentally is one about conferred power, shared governance and which entity has what authority under our legislative scheme.

Right now, there are some good faith disagreements about that. I think because of those disagreements, the board doesn't need to be or feel constrained to follow a process that, as Mr. Rolan pointed out, is essentially cobbled together right now because of the uniqueness of the situation. That's my perspective. I think there ought to be efforts to have informal discussions around this interim report issue and an alternative interim report based on the board's acceptable parameters can be requested to be prepared. Then, of course, the superintendent and staff can submit whatever interim reporting they would like or not. In the meanwhile, the committee process can be pursued, the litigation will be pursued and additional informal discussions can be pursued if the board authorizes and requests that and the superintendent agrees to pursue them as well through his counsel and CDE the same.

Williams: The three parties, we agree that they should get together, talk and resolve and get this behind us so we can move forward. Is that a motion that's required or is that just something that should automatically be done by our counsel?

Sparks: I would offer a motion to table approval after clarification because of the cobbled together nature of this issue and set of situations, and that the three parties legally and informally discuss the discrepancies and issues to provide clarification and hopefully come together. Then, I would also add to the motion that column A be prepared with the board approved budget in addition to the one that we currently see here so we can get more clarification of what each would look like.

Williams: I'll second that, so we can talk about that. What you just proposed was column A be replaced with a board adopted budget of June 26 or August 1st, right? Secondly, you propose that the parties -

Sparks: Three parties.

Williams: - three parties talk about this issue -

Sparks: To clarify.

Williams: - to clarify.

Sparks: And that we table -

Williams: Ruling on the table.

Sparks: - approval after we get more clarification.

Williams: So, does this motion include laying on the table to the January meeting? Is that reasonable, counsel?

Rolen: The sooner the better.

Williams: Sooner the better. Okay. Your motion is to lay on the table until the January meeting.

Sparks: Clarification, and the three parties have legal discussions and clarifying discussions around -

Williams: And column A to column B -

Sparks: - the confusion contained. Column A given to us so we can have a clear sense of what the numbers really are and have less confusion in terms of the moving parts of the numbers with the 13 questions that I want to ask.

Rolen: I understand –

Gomez: Before we table this, though, I think there's still some discussion to be had. You know, quite honestly this should be a board discussion. I'm hearing more from attorneys than I am from us right now so that concerns me a little. If you recall when this whole budget dispute happened, I said that the budget is going to come back to us in an interim fashion and at that point we could make the changes that some of you had proposed to travel, lobbying and some other things. Here we are doing exactly what we should have done had we just accepted that proposal. Then, made the changes that we wanted to seek, or some of you wanted to seek. Some of us wanted to seek, however it plays out, but we're back to that spot.

I have some questions about the budget that I would like answered just so that maybe it will help us do some of the things that we need to do. Some of the issues that were in dispute was travel and conferences. If we look at pages 47 and 48, in the end, this is a little bit difficult because we're looking at a second interim and not what was proposed either by the board or the superintendent. Ms. Hendrick, could you come back to the podium, because I think you'll be able to answer some of my questions? Travel, obviously, is a contention, and on page 48, it talks about all out of state travel must be approved by the superintendent's office. Out of state travel could be for the staff as well as the board, correct?

Hendrick: Right. That's our policy as regarding staff. Yes, so normally for staff, if you are traveling out of state, the superintendent has to sign off on that.

Gomez: Okay. All right. That has to go through that process. On that same page where it says superintendent's office, where does board travel fall in that?

Hendrick: It falls under the superintendent's office includes the superintendent, the board, the chief academic officer, and the communications department.

Gomez: Okay.

Hendrick: They're all in that grouping is what we would call it.

Gomez: The executive board of the superintendent's office, they would all fall in that?

Hendrick: Yes.

Gomez: Okay. Is it possible to get that broken out as to what board travel is so we know what board expenses are?

Hendrick: I can tell you for 2018-2019, the board travel was \$26,643. In the budget I have \$30,000.

Gomez: So, \$26,000 out of how much we're looking at -

Hendrick: Well, these are showing actual expenditures to date.

Gomez: Okay.

Hendrick: If you look at that superintendent's office, so their total budget...I'm sorry, I don't have just that part broken down.

Gomez: Okay.

Hendrick: Did you want the superintendent's travel? Is that what your question is?

Gomez: No. What I wanted to find out, because I know that there was some of us that have been going to conferences pretty regularly -

Hendrick: Right.

Gomez: - and others have not, but just to see what that percentage was if in that superintendents line item, if a third of that travel is board travel or 10% or -

Hendrick: In that one line for 5220, the board does have a larger percentage.

Gomez: Okay.

Hendrick: The superintendent has a small percentage.

Gomez: Okay.

Hendrick: When you get to conferences, the 5230, the superintendent had last year, actuals of \$55,000. This year we've budgeted 70, and the board had 13,000 and budgeted at 16,000. What is a little interesting when you look at that though, most of the conferences aren't actually for the superintendent. They're as we go to the Orange County Business Council or other events where we are partnering with that agency to buy seats at a table. That's what's listed in that 5230.

Gomez: Okay.

Hendrick: It's not actually conferences for him himself.

Gomez: Okay, thank you. Also, on the page 48 when it talks about rentals and leases. Then, there's a little bit of information on page 49 in regards to the lease sites and site improvements. Now, I know we've closed several sites over the past year or two. I'm assuming that those will go down or because we have to improve...is it going to be a wash? We're letting go of some sites and at this other time we're improving the existing sites or the sites that we remain? That are remaining?

Hendrick: Probably for this year it will be a wash, because we have community school number nine that we'll be building. That would release some sites but the fact, unless there's a new state bond, we won't be able to build another school after that. And, it's even questionable if we receive our funding for community school number nine. Not having state funds to build a school is going to inhibit our amount of ability to consolidate more.

Gomez: Is that bond the same one that you're referring to as the one that I brought the resolution forward?

Hendrick: Yes, the one that was not passed.

Gomez: The one that was not passed by this board? Okay.

Bedell: Point of parliamentary inquiry, Madam -

Barke: Yes?

Bedell: - chair. I'm trying to make a link between your comments, which are very good, to the notion of approving or disapproving an interim report. Could you make the link for me?

Gomez: I'm just trying to do my work here and talk about the budget. We've spent an hour

talking about process, but I think it's important we actually talk about the budget and where there are inconsistencies for me -

Bedell: Okay.

Gomez: - because I think that may play into some of the further discussion that we have as far as what's acceptable and what's not. We've done this before where we have talked about the interim budget and Ms. Hendrick has talked about what is happening, what's not happening, why some things are increasing. Again, there's lots of increases, because they show up in this fiscal year. Again, when we're going back to the second interim of last year, there's a lot of gaps. That's why the budget looks funny, because we're not showing the increases. Now, it looks like we're showing we're spending a lot of money where we haven't really shown the revenue. I'm trying to look at some of these things to try to determine where there's some gaps. That's why I'm asking some of the questions.

Bedell: I don't want you to think I'm questioning your right to question. I was just kind of -

Gomez: Well, if you look at pages 54 and 55, that's where you see a lot of the increases and decreases. When you're talking about the increase by a net or decrease by a net, that's I think, where the gaps are coming from. Would you agree with that?

Hendrick: Correct. That's showing the variance between the two -

Gomez: Okay.

Hendrick: - budgets.

Gomez: That's kind of where I honed in on was that...I lost my page here. I'm looking at page 62. Anytime I see big numbers, big percentages and variants, I question those. I'm looking at two things there: the transfers to charter schools and the child nutrition programs. Those have got some big variances. Could you address those for me?

Hendrick: The charter school transfer is in lieu of taxes for our charter school. We are showing an increase in our enrollment. Our amount of in lieu property taxes will increase in that area. Then, the child nutrition programs is there was some additional dollars given, and we've also opted to start doing a breakfast program at some sites. That's why you'll see an increase in revenue projected there.

Gomez: Okay. All right, thank you. On page 63, I'm looking at the afterschool education and safety line. Could you talk a little bit about that? It's kind of the lower middle of the page.

Hendrick: Page 65?

Gomez: 63.

Hendrick: 63. This was actually an entitlement, and because of our declining enrollment, we would have less funding in this year. That's why you see the decrease in revenue.

Gomez: Okay, so that was based on students? Okay. Then, looking at page 65, again, going back to travel and conferences, that is showing that again we have overspent. Again, that's based on last year's -

Hendrick: Correct.

Gomez: Right? We're not showing...so, for instance, and maybe you can clarify this for me. So, if we have say a grant for something and our folks need to travel in order to comply with that grant, that's not being shown, right? Because that increase is not there.

Hendrick: It is included in the -

Gomez: Past.

Hendrick: - in the column D, yes.

Gomez: Right.

Hendrick: And so, but it's not in the prior one. Right.

Gomez: Yeah. Okay. All right, thank you very much. That's pretty much my questions. Thank you.

Williams: I have questions.

Barke: Yes?

Williams: In the original budget that was given to us by the good superintendent back there in June, under professional services, you may not have that document -

Hendrick: I do not have it with me.

Williams: - but it corresponds to page 49 in the one that we do have. Professional services went from a little less than 15 million to over 20 million, so almost \$6 million increase. Could you give us an idea of those changes?

Hendrick: One of the largest pieces is the sub agreements. Are you looking at, and I'm sorry -

Williams: Page 24.

Hendrick: - not knowing what you're looking at. Are you looking under the 20 million? That would be the 5600's?

Williams: That's correct. On page 49, yeah. How does that go up \$6 million?

Hendrick: So, 5,800. There's multiple areas. We have a lot of service contracts in there. We also do have some additional, I think the one item you were most interested in was the 58...object code 5851, which was the non-instructional consultants. -

Williams: Correct.

Hendrick: Right. There is an increase there of a little over a million. That was mostly due to a couple of new programs that received. One of them is a statewide TUPE grant, which is Tobacco Use Prevention Education. That's a \$5 million entitlement or contract. We will be doing work statewide. Their original TUPE didn't include vaping and e-cigarettes. Because our office has done such a great job of explaining the risks of that, they were actually asked to do that statewide, to deliver all that information to other school districts and county offices across the state. There's a lot of consultants that are going to go with that, because we don't have enough staff to do all that. That's part of that, then, some other programs like that.

Williams: Object code 5851, that is specific for lobbying and the consultants?

Hendrick: No, it's not.

Williams: It's not.

Hendrick: It's the whole mix of things. The lobbying is part of that, but it's a very small part of that.

Williams: I see, and how much is 5851 again?

Hendrick: The total is -

Williams: What page would that be on?

Hendrick: - I just had a note from mine. The total is on page 49. That's your total amount is the 20 million. That's professional services, which is all of the 5800's, right? The total for all 5800's is actually \$20,000,693. That's also made up of our audit contracts, data processing contracts, transportation contracts, and our instructional consultants award. There's a whole list of items,

field trips, landscaping. That 5800 series is a large series of items.

Sparks: Those are the types of things that would be helpful to have those detailed because we can't really tease it out in large -

Hendrick: I'd be happy to give you any detail that's requested as I told you.

Sparks: Since we're asking, I mean, these numbers are kind of funny money, because we don't have the real numbers. But, in terms of the patterns, can you explain the interagency services on page 64?

Hendrick: Can you tell me what page you're on, please?

Sparks: 64, the interagency services where they increased 35%, 14 -

Hendrick: The transfers of apportionment? Is that what you're looking at?

Sparks: Interagency services. There's a \$14 million difference.

Gomez: It's right about the middle of the page.

Sparks: 8677.

Williams: 8677.

Hendrick: That is money that's coming from other agencies. Mostly like the Orange County Health Care Agency where they're giving us a contract to do whatever. If you can see, we've received quite a few new contracts. That's what's included in that.

Sparks: Are those agencies giving money, for example, the California Healthy Youth Act implementation?

Hendrick: It could have been, yes. I showed that, I think, on the last budget. It wasn't California Healthy Youth Act. It was the -

Barke: MTSS?

Hendrick: - Health Framework. It could be the Multi-Tiered System of Support. That's actually not listed in here, because we received those funds last year. We have Orange County Health Care Agency, we have multiple contracts with them. We got a new contract with the Department of Justice to help on tobacco prevention, also. That's 500,000. Anything where we're doing a contract from agency, between agency, could be school districts paying for services for specific items. Like we share an audiologist with school districts. That's an interagency agreement.

Sparks: Are those grants or are they -

Hendrick: No, they're contracts.

Sparks: - they're not. They're separate? They're contracts? Okay.

Williams: So, those contracts, are they...we haven't seen those contracts as a board.

Hendrick: You'll never see -

Williams: So, the money's -

Hendrick: - contracts.

Williams: - being put into the budget and we're talking about it here, but we don't actually see that occur. It happens behind -

Hendrick: Right.

Williams: - the scenes.

Hendrick: Right.

Williams: It's not subject to the Brown Act.

Hendrick: Right. It's under the superintendent's purview, because he's the one who contracts. The board has never seen contracts.

Williams: Is there any...and why not?

Hendrick: You can see anything when you request it. We've given you copies of those different contracts as you requested, but I will tell you we receive hundreds during the year -

Williams: So -

Hendrick: - for different items.

Williams: These funds are going into the county school fund there with the Orange County Treasurer?

Hendrick: Correct.

Williams: Warrants are being written and funds are going out. Is that correct?

Hendrick: Correct.

Williams: None of that is subject to the checks and balances of government where the board knows about these things?

Hendrick: They are included in the budget, so you can approve or disapprove the budget. You do have some to review -

Gomez: Well, we can request a list of those -

Hendrick: At any time.

Sparks: - services.

Hendrick: We've given you multiple copies as requested -

Williams: So -

Hendrick: - whenever you'd like to see.

Williams: - wouldn't it be easier if they just brought it to the board, and the board approved it and we know about it, and it's transparent and public manner?

Mijares: There's hundreds of contracts. We contract with people to do a multitude of things. I mean, this is all open to the public. If you want that stuff, we can give it to you; but, we just don't want to be doing work for work's sake. If you're going to really plow through a box of papers this high, we're happy to do that.

Sparks: I mean, hundreds if not thousands. It's just hundreds.

Williams: We can do it under consent, too.

Sparks: It's not that complicated.

Mijares: No, but you're going to want to see the backup. You're not just going to want to see a name and what they're making.

Sparks: I think the public has a right to know.

Mijares: Well, they do. We're all, as any district. Any district.

Hendrick: And every time the board has asked -

Mijares: You can.

Hendrick: - we've always provided you copies -

Mijares: - go to any one of the districts in this county or across California and across the country, for that matter, and ask for the information through a public record request.

Hendrick: And I -

Mijares: You won't have to do that. Just tell us and we'll give it to you. It's just that -

Boyd: Well, the difference between the two. The board has certain roles and responsibilities that are different than the superintendent, which we continue to dialogue about. Historically, one of the roles and responsibilities is contracting for services so that the superintendent gets those contracts. The board has not, but historically, there have been interests from this board on certain things. Those items have been brought to the board, because the board has asked for them. When

you're suggesting an approval process, that's not part of the board's role and responsibility. So again, I think we need to be clear with regards to the differentiation between the two offices.

Sparks: Sure, and it just helps inform how we go about approving certain -

Hendrick: Right.

Sparks: - aspects of the budget.

Hendrick: And also –

Boyd: And historically, what we've also done, because we've done study sessions, but also you all get the budget and the information in advance. Prior boards have set up times to meet with, whether it's Renee or someone else who's been in the position prior to her. They've gone through questions and answers and tried to understand. If there are things specific to their interests, because all of you have different interests, from that standpoint, we pulled those documents for things that we know that have been brought up by one of you that we think there's a common knowledge that there might be something across. Then we'll say we're sharing this with all of the board, because we want to make sure that all of the board is informed because this question came up.

Other things are specific to certain things that are just, your interest area. We have sub lists that we know certain things are, you know, Ken's concerned about. We make sure we tap into those and give Ken additional information and Beckie, the same. Each of you have different things, so we want to make sure that you all know and remember that you're always afforded that. Staff will sit down and take the time to go through any point of the budget, or anything else that we have that is coming before you.

We have been doing that with some of you on a regular basis. Others, you want to do it here in the board meeting. That also is your right and we can certainly do that. But, it would be helpful, because then she can have the information and make sure that she's prepared to answer your questions and provide whatever detail that you're wanting.

Gomez: I will let you know that I contacted Nina and asked her to set up a meeting, just a phone meeting, with Ms. Hendrick and Nina, too. Trust me, I had a lot more questions than you heard me ask today about the budget, and they were very forthcoming. Things that I thought should be clarified, I asked again today. There were plenty more questions that they were able to answer. I'll be the first one to say that I reach out, and they're more than willing around my schedule. I mean, literally, we carved out 20 minutes yesterday, because that was all I could do to go over the budget.

I think it's really important that, again, Lisa, I know you like to comb through a lot of stuff. As I do on certain things. I go bananas with numbers. I'm not a math person at all, but it's important that we take our role seriously and that we look at stuff just like, Lisa, you have. That's why you and I got tapped for that budget committee last year so that we could hopefully present it in a way that made sense to all of us.

Hendrick: Ken, I'm not sure if it'll help you, but under page 121, back there is a list of entitlements and contracts and it'll tell you where the agency is, how much money, if it's a state

source and those types of things. We put that in each budget cycle to hope to give you some clarity on those items also.

Gomez: I think this is something that Lisa had asked for when we met for that budget committee several months ago, was -

Hendrick: Right. It's in there -

Gomez: - this very document.

Hendrick: - and it's also in the budget summary document.

Williams: So, question. Getting back to the process and the earlier interest I had in the approval of all these contracts that the board is not subject to. I'm looking at California Education Code 1703 where it talks about the county superintendent of schools may, with approval of the county board of education, employ qualified personnel to provide quarterly reports, study guides, health services, and so on. My concern is if that Education Code does exist and it goes to...and you go on in that code section area, it talks about approval of the county board of education courses, curriculum. 1721 talks about with the approval enter into relationships with other community colleges.

There's a whole code section here which, I think, we're not really looking at and understanding and incorporating into the budget adoption process. I'd like to just bring that out in the part of the conversation for this, because we want to be consistent with law. We want to do what the Education Codes require. So again, that's with the 1700's and I'm right now at 1730 going through this. It talks about the approval of the county board.

This department is governed by two publicly elected entities- the good superintendent and the good board here. We require each other to work together for these things. I think, we should really seriously talk about this and look at these Education Codes. I know I'm going to be asking Mr. Rolan on it and its significance. Anyway, that's just a comment outside of the conversation. Beckie, you make some good comments there, thank you.

Sparks: Are we ready to go back to the motion? Have we discussed everything we need to discuss?

Bedell: Can I hear it again, please?

Sparks: Can someone read it back to him?

Rolan: I can help. I think I can help. The motion was to table the item to have it be returned to the January 8 board meeting with direction to counsel to attempt to have discussions with the three parties, trilateral discussions among the department, the board and CDE. And, to bring back a first interim report populated in column A by the board approved budget. Does that sound right? That is your motion.

Barke: And it had a second?

Williams: Right, I seconded it.

Barke: So, are we ready to vote on it? Is there more -

Gomez: So, you made the first?

Barke: - discussion?

Gomez: Is that...so you're echoing that? Okay.

Sparks: He echoed mine.

Gomez: Yeah.

Sparks: He said it better than I did.

Rolen: The only reason I changed the words is that you can't compel CDE to talk to me.

Sparks: Right.

Rolen: Just like girls in high school.

Audience and Board: [Laughter]

Williams: Okay.

Barke: Is there any more discussion before we vote on the motion? I take silence as no. So, all those in favor?

Sparks, Williams and Barke: Aye.

Barke: All those against?

Bedell: No.

Gomez: Oppose.

Barke: So, 3-2. We'll table it until January. All right, we are moving on to information items: board discussion. I will leave that to you, good Dr. Williams. The charter school certification.

Williams: What the good staff has done, it's in your red packet there. They have created something. Good job. Who did this, by the way?

Boyd: I had staff do it.

Williams: My kudos to staff. One of the concerns from our previous meetings, one of our charter folks said that they didn't have an official document. That played a role in whether or not their child enrolled at that charter school. Out of that conversation and that iterated, concern, our good staff made all the various certificates. I guess this is more of a board decision, what we want to use.

Boyd: Dr. Williams sent me a template of something. He asked if we could draw on that. I mentioned to the board that we send a letter to all the charter schools once they're authorized. We used some of that same language to put on the certificate. We did different formats. It shows as a certificate of authorization, but it could be whatever language you all determine. The statement was so that they would have, not only the letter that they received from us acknowledging and what their next steps are, but they'd also have some type of certificate that if they chose to post it, they could.

If they wanted to keep it somewhere else, they could do that. They would have a document from this board that shows that they have an authorization to operate and what that term would be, and the effective date of when it was approved by this board. In the corners it shows A, B, C, D to reflect the different styles, colors and so forth. I was requested to give you options.

Barke: They are lovely. They are lovely. They are.

Williams: Good job.

Barke: Yeah. They really came out nicely.

Bedell: I vote for B.

Williams: I like B, too.

Barke: I love this one, whatever one that one is. Is that B?

Boyd: B, in the corner?

Gomez: It's in the corner.

Barke: Got it. B.

Williams: Just so everyone knows, this is the certificate that we give out to our people.

Boyd: It's very similar to the one that you're talking about.

Williams: It's very similar to this. The only thing I see missing here is should we be putting the actual state-approved number for that charter school?

Boyd: We wouldn't have that number, because that comes later. Trying to modify and make this work for the purposes that you were talking about, that's why when we send the letter, they don't get their official numbers and so forth until 30 to 90 days later. They wouldn't get this right away or there's a timing issue.

Williams: Help me understand. Once we approve it, it goes through the process to the state and the state assigns it a number. Is that correct? Okay. That's charter school number whatever. That may occur 30 to 60 days later?

Boyd: Yes. I'd say 30 to 90 days. We've seen them come in at different times and so forth. It depends on when they send in their...because the charter school has to send in the information to the state. We're also sending information, but I don't know that the state has a timetable that they initiate that. It's much like when we start programs in schools or any district, if you have a new school and so forth, or it's operating under, you get an assigned number for that school. It's the timetable.

Williams: This is an 8x10 document?

Boyd: Yes.

Williams: Can it be 11x14?

Barke: Because it's better.

Williams: Just to make it a little officious.

Boyd: 11x14, it would make it oblong.

Gomez: Like a legal size, or are you just talking about a bigger certificate?

Williams: Bigger certificate. Yeah.

Barke: Standard frame size?

Boyd: This is the standard frame size. Whatever you want. It would be special paper and so forth. We just did it on 8x10, because that's common and what we would get. Once you do matting, it's bigger. You'd have a certificate. Typically, it goes in a frame with matting around it and it makes it a larger document.

Sparks: My only edit on this would be to list certificate of authorization and put the charter school name there so that's kind of prominent.

Boyd: Right, and the name would be on there. I'm sorry. We just figured that would be assumed.

Sparks: Oh, okay. Sorry. It's the editor in me. It looks great. It looks really great.

Boyd: Thank you.

Williams: As far as certificate number, I think that's important to make us look more officious. The schools typically don't start in 30 to 60 days, so to delay in giving them this document probably is of no significance. Having the official state number might be more important. Just my opinion.

Boyd: It's up to the board. The number serves the school's purpose for doing things with the state. It doesn't serve any other purpose. You all want the number on there and want to wait until it... that's up to you.

Sparks: Could you do like a gold sticker or something with the official number that you can put on there. You can give it to them after it's approved? Or is that too odd?

Boyd: We were just trying to be efficient. Trying to do what was requested. Then, get it in the hands of the school. What you're now talking about would delay us getting that to them. I don't want criticism for staff, because we're not going to necessarily get back. We're relying on information to make that work, to add the numbers and some of the other things. We can certainly do that, but it would be a timing issue. That's all I'm saying.

Sparks: Or, could we give them one without the number. Then, when the number comes in, we can replace it with the one with the number? Is that asking too much?

Williams: No, I don't think so.

Bedell: We know that these schools really give a rat's patootie about this?

Williams: They do, Jack. They actually really do.

Bedell: They do?

Williams: Absolutely.

Bedell: They want something in the hallway when the parents walk in?

Williams: Yep. This is a real serious thing for them.

Bedell: Okay. I'm sorry about that.

Williams: It's not to be taken lightly. This is something to help identify their charter school that they are a legal and identified entity. It gives them validity with it and credibility within the community. Especially, because we're having so many of the local school districts assail against our charter schools. That still is happening. I think this is important.

Sparks: Do we need to vote on this, or what do we do?

Boyd: Again, this is just a discussion item. You all would just let me know what you decide when you take these back. I think everyone decided that B was the one. Why don't you take a look at it. See if the wording and so forth, you all get back to me. Then, I will present you what the consensus from everyone that I've gotten at the January meeting. Does that work?

Barke: Yes.

Bedell: B for Bedell and Barke.

Boyd: Thank you.

Barke: Announcements? Dr. Mijares?

Mijares: Yes. Thank you, Madam President. Honored to be with you tonight. We're in P.M. now. I'll be quick. I see Kathy Moffat here, who is the vice president of the board for Orange Unified. I want to commend Orange Unified as well as several of our other districts, including the Orange County Department of Education for receiving a Golden Bell Award from the California State School Board Association.

Audience: [Applause]

Boyd: Two.

Barke: She says two.

Mijares: They actually got two. They got one for the Mandarin Dual-Immersion, and then one for your coding work that you're doing in the creation of robotics-tremendous. We got ours for the Multi-Tiered System of Support. I do want to thank Christine Olmstead, Dr. Hittenberger,

and your team for doing this. She's bringing the Golden Bell up so you'll see it.

Audience and Board: [Laughter and applause]

Mijares: I wanted to say that honestly, there's 58 counties. There's just a handful that actually get the Golden Bell from CSBA. We're almost getting one per year on things that we're doing. The other thing I wanted to let you know is that the Orange County Business Council (OCBC) gave us an honorable mention at the Turning Red Tape into Red Carpet Award for the North America Scholastic e-Sports Federation, which we helped to run largely with the Samueli's. The engine behind this, the Samueli Foundation, as well as UCI, and Cal State Fullerton are involved. It's an effort, of course, to use e-Sports to help our kids not only learn the sciences but to learn English language development.

We actually have courses that have been approved by the University of California. Tom Turner, I saw him earlier. I wanted to thank Tom publicly. Also, to let you know, just very quickly, that I attended the Sunburst graduation. Thank you, President Barke for being there as well. We have a new general, Peter Cross, so we have a brigadier general who is taking the baton from General Gabrielli. We had a wonderful graduation, graduated 40-some students. These are kids, if you don't know anything about Sunburst Youth Academy, you really got to know about this school, because it is amazing.

You take young people who are in a spiral downward in their environment, wherever it happens to be. They go through what is a military model. It's the national guard, U.S. Army involved. The funding comes from the Department of Defense. It's a congressional appropriation that's been made to run this school. It is in Los Alamitos. It's just life changing for these kids.

Barke: It is.

Mijares: You know the work. The board knows the work.

Barke: I was very excited that Brigadier General Cross was excited with a 10-year vision to expand it. It was very exciting to hear his vision.

Mijares: There is a thirst, no doubt, to expand this program. I'm just sort of cherry picking here a little bit. I also wanted to let you know that last week we did the OC Pathways Showcase at the Marconi Center. Beckie showed up for that. Thank you for that. Dr. Hittenberger, thank you, Jeff, for your work. It's all about the strong workforce. The CT drive in that state that we have today. About 17 of our districts are involved. All of our community college presidents are involved. The four community college districts are also involved. We are connected with higher education beyond the two-year degree. We did something interesting. We brought about 50, 75, how many kids were there that day? Yeah, 75 kids. They had the workforce.

We Are Your Workforce and paraded up on a stage where the employers could see that this is the group that is going to lead America tomorrow. These are the people that will populate these jobs that are so necessary for our society in all the sectors of society. We actually got \$11 million as an appropriation from the state for that. We had previously received \$15 million to do this very thing. To create career tech classes of high caliber, and be able to give kids the skills they need so that when they leave the high school, hopefully they're going to go on for post-high school certification of some type or another.

It's getting them ready for the world of work. The next round of the money, the state's actually going to put a cap on how much money a county can get, because they gave us so much. No other county got the money that we got to do this vital work. That's good. I'm good, Madam President. Thank you.

Barke: I'd just like to make one comment, too. Dr. Hittenberger and his out of the box speech at Sunburst graduation. I think that was very well received. My husband who was in the audience made comments about it, so it was well received and noted. Very enjoyable and your thanking of the principal for her service was lovely as well. It was nice.

Mijares: Do you remember how to greet people in Haiti?

Barke: I'd have to hear it again. I should have recorded it. Sorry. You'll have to do that for us one day. Yes.

Boyd: Just as a reminder. I mentioned it earlier that the next board meeting is Wednesday, January 8th, nine o'clock. We'll have the closed session and move into the general meeting. Submission deadline will be next Wednesday, December 18th. We moved that up due to Christmas and New Year's holidays. Hope to try to have an executive committee conversation to finalize the budget on the 23rd. Not sure of your holiday schedule. Ken and Mari will get with you on that. Our offices are closed both Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day. That's all I have for you for now.

Barke: Anybody else have any board comments?

Bedell: I'd just to like to report that I had the pleasure of attending the CCBE first meeting where they changed offices. The new president is from Salinas. We have a new director of counties and that's Bruce Dennis from Riverside. The highlight of it was being able to walk out on the stage twice with Dr. Olmstead. Dr. Olmstead, could you please come to the microphone and give us a pithy paragraph on why we were honored twice, why we got this?

**[DR. BEDELL RINGS ONE OF THE GOLDEN BELLS
THAT WERE SPOKEN OF EARLIER]**

Bedell: 40th anniversary celebration and a \$1,000 check.

**[NINA BOYD HOLDS UP THE LARGE \$1,000 CHECK THAT
ACCOMPANIED THE GOLDEN BELL]**

Audience: [Applause]

Bedell: Butte County has suffered significant fires, but that didn't stop them from partnering with us. Keeping that partnership going, and sending a huge delegation to see us get the award as the lead people. Dr. Olmstead, could you just give a sentence of why we got that award and what's it about so the audience knows? It's a huge recognition.

Olmstead: The category that our submission was for was for Equity and ACCESS. The thousand dollars check was a sponsor check from CSBA to recognize us for the work that we've been doing. The work around Multi-Tiered System of Support has been a statewide effort. It has

been inclusive of all 58 county offices of education helping us scale the work across the state. To open more inclusive practices for the children that we serve. To make sure that we are closing the equity gap for children through a multi-tiered system of support framework. We're seeing that start to happen.

We've been in operation for about two-and-a-half, three years now. We're seeing great trajectory and growth around districts and school sites. They are being more inclusive, creating better conditions and climates for kids that they serve. We were recognized for the work that we've done statewide.

Bedell: Congratulations to you and your team. It was an honor.

Olmstead: Great. Thank you.

Barke: Where do we keep the beautiful bell?

Bedell: On my desk at home.

Audience and Board: [Laughter]

Olmstead: I hear Dr. Mijares is getting a display case made for the front of the office here. I think this is our fifth one now. We'll have them all displayed.

Gomez: Build a big cabinet.

Olmstead: Big cabinet because we're going to keep going.

Barke: Thank you.

Boyd: We're going to make it larger, though, in anticipation for all the future bells to come.

Audience: [Laughter]

Barke: Exactly.

Bedell: I'd just like to underscore the notion that the reputation that this county has in the state for being lead on several things, and to partner with the rural county. It's very rural, and I just think it's an honor for the staff, and especially the board, also particularly for the staff and the students. Thank you.

Barke: Do we have any public comment?

Boyd: We do not.

Barke: Okay. Are we ready to adjourn?

Williams: Yes.

Barke: All right. Forever hold your peace.

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