

Orange County Board of Education Meeting April 6, 2016 – Transcript

Welcome

Call to Order

Lindholm: Let's do this – Good morning to everybody, welcome to your Orange County Board of Education Meeting, uh our president is stuck in traffic so he will be here shortly. I wanted to welcome all of you here today you will be...if you want to request to speak, please complete a request to speak form which you can find on the back table and turn that in to our clerk and she will give that to me. Each person is allowed three minutes to speak. If an item is not on the agenda we will not be discussing that but we will definitely be listening to you. Welcome here today and today we will begin with the invocation by Reverend Tom Goellrich. Thank you, all please stand.

Invocation

Reverend Goellrich: Good morning. Gracious and hold God as residents of Orange County we are a diverse and eclectic group of people. We are a people of many faiths and non-faith alike. We recognize you with many names, and no name at all. We even debate your existence. We are the people of Orange County and I give faith for each and every one of us. As we gather to do the business of education may we always keep at the heart of our time together the students and their families we are called to serve. The schools districts and their support staff, teachers and administrators, the numerous school boards including those gathered here today with the Orange County Board of Education. As a people and as a board may we always strive to do our best for the students in our care with the resources we have at our fingertips always mindful of our various gifts and knowledge and passions. And when we disagree we do so with the respect and the integrity of passionate adults and always be mindful of the students and the people that work with them who are entrusted into our care. I give thanks today for those being recognized. Andrea and Noeli for their perfect scores on the AP SAT Spanish language and cultural exam, OC Waste and Inside the Outdoors for their Golden Bell Award, 2016 Orange County Classified School Employees of the Year Denise and Kyle, Lucia and Efren, Veronica and Mary. We have much to be grateful and thankful for. Continue to enrich us with the people and the leaders that we are asked to be, always being vigilant for justice, especially for those whose voice is often not heard, or never heard at all. The poor in our midst who struggle to keep a roof over their head and food on the table. Recognizing that I am just one faith leader among many, and that again we call on you from many names. I call on you this day from my tradition and pray all these things through Christ our Lord. Amen.

Lindholm: Thank you Reverend. I think we'll go ahead with the Pledge of Allegiance. Superintendent Mijares will you lead us in the pledge?

Pledge of Allegiance

Mijares: Yes, let's salute our flag. Ready, begin.

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.

Roll Call

Lindholm: Madam Clerk will you give us roll call please?

Phouangvankham: Trustee Boyd?

David Boyd: Here

Phouangvankham: Trustee Lindholm?

Lindholm: Here

Phouangvankham: Trustee Hammond?

Hammond: Present

Phouangvankham: Trustee Bedell?

Bedell: Here

Phouangvankham: Trustee Williams?

Williams: I'm here.

Introductions

None

Lindholm: That brings us to a time certain and that's a budget study session and that will be lead by Renee Hendrick, Assistant Superintendent, Administrative Services, will conduct that budget session.

Time Certain – Budget Study Session

Hendrick: Good morning President Hammond, and fellow Board members. In your packet you have a couple of different items so, and what we just handed out to you are a couple of other items to cover so you have the Budget summary presentation that we'll go through. You have our Second Interim Budget which we adopted last month and then I've also given you a listing of our Entitlements Grants and Contracts a breakdown of those you've received today. And lastly on that, some information on GASB 68. And so, this presentation we use the information from the Second Interim Budget, which is our last current budget and then we've updated it with some preliminary projections based on the Governor's January Budget. And so, we know that will be revised in May and so when you see the budget in the beginning of June, that would incorporate all those new items plus our information from the LCAP which is really what we're missing in this because we need the LCAP information in order to finish our budget.

Moving through the first area, this is about OCDE, you probably all know this very well. I'm actually going to start with our revenue. So for 2015-16 we have used the Second Interim and then the Governor's proposal, and so our General Fund Budget is this \$201,000 million. And if you look at our proposal we actually propose that to be reduced in the next year. So really, because of LCFF the districts are still getting moved up to their target for LCFF but County Offices are funded fully. So all we get starting this current year and into future years, is COLA. So for next year our anticipated COLA is only .47 percent which is not very much money. And then our biggest issue is really going to be looking at our decline in enrollment which we'll get into for a minute but in the Second Interim and for 15-16 we had over 6.4 million dollars in one-time money. So the way that Governor Brown has been using the budget is he give you your ongoing and then he gives any extra dollars instead of it being for ongoing items which got the state into trouble years ago it's more on a one-time expense so in that 6.4 million dollars we're still developing plans-we've spent some of the money but a lot of it we're still looking at professional development plans, there's a whole list of items that we'll be going through. What our concern is we don't want to spend on things that will be ongoing since the money is one-time. So those are we're normally not hiring salaries and things like that with it. So when you look at our overall total revenue you can see that our LCFF portion so this is the part that is directly related to students and our services in the County Office, it's \$77.5 million. Our federal money is \$23.3 million, state money is \$21.6 and then we have a large amount local which is \$85.6 million and that's because a lot of our services are billed to school districts. So, if you remember before LCFF our students that we serve on behalf of districts used to come under our revenue under LCFF not that comes under local revenue because we are now billing districts for those services. They get the money and then we have to bill them for that so as a reminder for our Alternative Ed program, that's over 97 school agencies that we are billing. When you look at the Local Control Funding Formula it's \$77.5 million we get it based in different pots so the first part is the county operations grant – this is money to do the mandated county services. Part of that would be the AB1200, fiscal oversights of the district budgets now include LCAP which is

new, a lot of the payroll infrastructure type pieces that county offices are required to run. Going into 2016, we added the COLA and our anticipation as a county we actually show a slight decline in enrollments, some districts growing, some shrinking but overall it's pretty flat. So that would be \$25.6 million and our pupil driven grants is our largest portion and that's specifically related to the students that we serve in ACCESS. So, Special Schools students are actually a fee for service and they're basically a local revenue, they're not in this pot. So these are going to be students in the Juvenile Court School and they receive their base funding plus they're 100 percent for supplemental and concentration funding. We project that funding for next year to be \$7.9 million. When we move into our Average Daily Attendance you're going to see that's our largest drop we've had. If you go back to about 2007-08 we're less than half what we were at that time. We're projecting about 500 students. A lot of that has to do with when the State changed the incarceration they have an incentive to not incarcerate as many students. Now they have to be a higher offender they push some of those from State prisons into County facilities which means they no longer have room to hold people that county-wide may have been incarcerated. Other type of student is what we consider Type C which is probation referred expelled or a referral from Social Services. For those students we get a base grant and then we get a supplemental grant which is 35 percent of the base grant and because we have over 85 percent of our students are that we will also get a concentration grant for the amount over 50 percent. So that funding is projected to be \$32.6 million. The other students we serve a large population we serve that are referred by school districts and those will be under local revenue. So when you look at our Average Daily Attendance (ADA) you can see we've had quite a drop, in 2010-11 we were at 10,416 this year it's 6,930 and next year's projection is 6,727. That number would be even a larger drop if we hadn't included the charter school in here. So the charter school increase in ADA is helping us in the overall decline. We've been declining enrollment since 2012-13. This year our projected decline is going to be 734 ADA. The start of the College and Career Prep Academy will be adding 62 ADA. That doesn't sound like a lot but if you remember it's Average Daily Attendance for an entire year and these students normally come in for a short period of time. So they're probably not earning 1 ADA – they are probably earning a portion of it. So that's why that looks different. We do expect the decline in the ADA, it looks like the OC Sheriffs will be closing one of our camp sights due to low attendance and that's not a final plan yet but the attendance is very low in that area so that would affect that and then just the lack of incarceration. Students used to come into us, they'd be incarcerated for even just a few weeks and then they would be sent to our program. They are not getting incarcerated at all so they're staying kind of in a local district, we're not actually getting access to the students at this point. With some of the services in our LCAP last year and some of the new things you'll be seeing in the LCAP in May or June, we have a lot of services that are going towards outreach which will help this and then also in our relationships with the different Social Service agencies so that we can be on the (coughing sound) for us. So the revenue we receive outside of LCFF – we have entitlements which are funded normally on a per student basis so a lot of these will be through a state or federal budget authority. This would be like our Special Ed funding, all the

different items from the state outside of LCFF. Now recently under LCFF the Governor's proposal is more money goes into LCFF so it can be spent on those students for the district however they want but entitlements are usually more specific. Then we have some grants and those are normally a competitive, where we are competing with other agencies for those dollars and then as a County Office we have quite a few contracts and that's an area we see really growing. For example, we have a lot of large contracts to Santa Ana to provide some mental health services and things like that. That area is growing for us and then reimbursements are going to be like Medi-Cal, MAA services, and Child Nutrition. So these are services where we provide the service and then are reimbursed for a portion of it, which is a pretty low percentage. Then our fee for service programs which is very large. In addition to the ACCESS and Special Schools students we bill for we also have Inside the Outdoors, a lot of our professional development, and a whole host of other areas there. So when you look at our revenue without the LCFF our fees and other income are the largest portion at \$79 million. Reimbursements are at \$10.7 million the biggest portion of that being MAA although a lot of that goes out to other school districts. We have \$7.4 million in contracts, \$10.9 million in grants, and our entitlements are \$24.5 million. Tape change – words jumbled without LCFF is \$132 million. So when we look at our federal revenue and how that is broken up you can see that the reimbursements are at \$10.6 million...going to entitlements first the sorry, entitlements are at \$8.9 so that's like our Title I, Title II, Title III programs. We receive funding not only other school districts receive Title I funding too as a county office because of the type of students we serve we usually have a higher funding level because we get it for delinquent and neglected students also. So that's 8.6 we have \$2 million is Special Ed grants that are for Special Schools and ACCESS also has Special Ed and then we have \$202,000 which is for various grants. I gave you that listing today so you can see the breakout of what those look like. Our reimbursements are 10.6, largest portion of that is Medi-Cal administrative activities, so we are the Regional agency for that so it's not only for Orange County but for Imperial and San Diego Counties also. We receive the funds and then pass it through to those districts. Then we have \$721,000 which is for Medi-Cal billing so those are usually more specific to special schools where it's direct service to students and so as we provide those we get a reimbursement for a portion of that. Then we have \$270,000 for the federal school lunch program. Our inter-agency contracts are at \$1.9 million and some of the examples are we have \$910,000 for our nutrition network that used to be a state grant that got pushed down to the county level and now the county contracts with us for that. We have a whole bunch of other various programs and then we have \$470,000 for a district support program that's passed through from San Diego. Our grants are \$3.8 million and so the largest portion of that is this is we're winding down on our early learning education entitlement, and so this is actually funded about 3 years ago and it ends September 30th so we're winding up the spending on that. \$464,000 for California Math and Science partnership and \$714,000 in various other grants. Our state revenue is our grants are \$5.9 million actually entitlements first at 15.6 and so this one looks a little strange because we have the start of GASB 68 which we will discuss and so part of that required the state to pass through what they called the STRS on behalf-so STRS pays a

portion of the STRS retirement under statute, they are now saying our portion of that so actually we have to report the income and the expenditure which match so it is actually no dollar change for our budget except it's an in and out but it inflates our budget. We have 4 million in revenue that we show and there's a matching expenditure also. Then we have 1.7 million for the mandated cost block grant and 1.3 million in lottery funds. We have \$902,000 for the county-wide Foster Youth services as a county collaborative and we have \$474,000 in various other programs. We have \$464,000 in mental health for ACCESS Special Ed students, and then we have \$175,000 for county-wide unemployment. When districts have unemployment claims as a county agency we actually submit all those on the districts' behalf, as part of our service. The State grants are \$5.9 million and so the biggest one is 4.7 for the Career Pathways Trust Grant this is the second year of five years so with this grant there's a large ramp-up in year one and year two you'll see similar funding for year three and then it will decrease in years four and five. A lot of that money is passed through to our partners, I think we have over 60 agencies we partner with in that funding. \$681,000 is for the tobacco, drugs and alcohol intervention grant, \$547,000 for a host of various other programs. Our reimbursements are 22.5 from the state. The majority of the child nutrition is actually federal funding this is just the small state piece. State inter-agency contracts are \$29,000 and so we have a contract with Fairview Development Center and then a \$13,000 grant withfor textbooks. Our local revenue is \$85.6 million so we have local fees at \$42 million and that's for funding for billing for special schools, Inside the Outdoors professional development, and other services we provide. We have local grants at \$1.1 million and so you can see \$597,000 is broken out into a lot of little grants. Then we have \$556,000 in the Child's Signature program which is an early childhood program also. Our local inter-agency contracts are going to be the ones like I mentioned that are like through the Orange County Healthcare Agency, Social Services, and other school districts. Our interest income is \$400,000 we're not earning a lot of money on that obviously because the interest rate is so low. Our local tuition is at \$36.3 so this is all the money we are billing other school agencies for. To recap for 2016-17, our anticipation is that we would receive the COLA on any of the State dollars at .47, but we still are budget for an additional decline of 203. As an example, the .47 is only about \$380,000, which is not a lot of money based on the budget that we have. And received 1.7 million in one-time funding to spend over two years for County Offices to help with the LCAP process. Our argument from the County Office is that this has been a lot of extra work and will continue to be a lot of extra work as a county office to provide assistance to school districts. We feel that should be ongoing money, but the governor gave it to us as one-time money for two years.

Hammond: Excuse me Miss Renee, I think Dr. Bedell might have a question for you in regard to this slide.

Hendrick: OK, sure.

Bedell: Is local tuition the \$36 million- we're billing the districts for the kids we have from their districts, right?

Hendrick: Yes

Bedell: Would that be incentive for them not to send us kids which would help to explain the decline in ADA?

Hendrick: Ummm, yes. So what happens is we serve, yes. The short answer is yes, but what happens is now each one of those school districts what we're seeing the concern is that when they have that expenditure they're going to their board and their board is saying why are you transferring students to another school district? Why aren't we providing those services? So, yes, we have seen some of that decline.

Bedell: OK

Hendrick: That doesn't affect the Juvenile Court piece...

Bedell: No

Hendrick: ...but we have seen a decline in this area. Now, interesting enough, like for Special Schools we are starting to see that start to increase again. Part of that is because of the type of students we are serving are so difficult for the districts...they would prefer for us to serve them. So, it will take a while and then even just on the billing of this, we have to get referral forms. Now we have to send referral forms, if you could imagine the amount of paperwork--it was the referral form for every student, the student, their address, dates they were served and a lot of these students are transitional so they may come in for a few weeks, come back out, and so the districts are sometimes arguing, "I didn't send you that student" and we have to show them the referral form saying, "yes you did. This is who did it." So that's a lot of interaction with those school districts.

Hammond: Renee, do you get much of that at all – any pushback from districts?

Hendrick: Oh yeah...*(laughter)*...we get a lot. Luckily in Orange County, no, but because we serve districts outside of our county... An example is Sunburst which is a great program, people love it. LA County, I know that Nina and her staff had numerous meetings with them because they are saying we're not going to send you those students anymore. We are saying where else could you get this type of program? Lots of times it's just an educational process so they understand what our program is and what we do and why they were referred. But it is taking a lot of back and forth between those districts.

Bedell: So you're not really saying that somebody is not going to put a child first, are you? Sorry.

Hendrick: I'm sure they...*(laughter)*...I think they want to look at all their educational opportunities. Other questions on that? No questions. So that covers some of the revenue projections. Do you have any questions on that before we move to expenditures? It's a lot of information.

Lindholm: I'm going to hold my questions to the end.

Hendrick: OK, you can do that.

Hammond: I guess we'll move on. Thank you, Renee.

Hendrick: I just want to mention that in the 15-16 budget that one time funding we also had a \$4 million dollars so that's going to be items that some we've incorporated but we still have a long list that will be incorporated into our next budget. One thing to keep in mind is because we've received the money in 15-16 but may not spend all of it until 2016-17 it will look like it's a reserve sitting there and so that could affect how you look at our ending balances. For the Governor's budget even though it had the .47 percent COLA he did propose a onetime discretionary funding of \$214 per student and so if we receive that it would be an additional \$1.3 million. Looking at the growth of the economy in California and what we're hearing from the Department of Finance, that number could get larger. So then you always have will the Governor's proposal to keep it one time discretionary stay, or will the Legislature try to have it go into different programs. That's how we have to wait and see.

Hammond: Renee in regards to that possible economic growth which trust me, I pray that that happens, has there been any thought at all about ... 'cause California decided to raise minimum wage up to \$15 an hour, any comments on that? You're grinning.

Hendrick: I think it would depend on who you listen to. Because I think from business owners they're saying that could have a negative effect. Some say on the other side it could have a positive effect, so it will take a while for us to see the effect of that and I believe the bill that was signed actually is tiered, it doesn't go directly to \$15, it's tiered up and there is a clause in that that says if the economy slows it actually can be held at a certain point. So, it doesn't automatically jump to \$15, although when you read the newspaper it does look like that. But there is a scaling up.

Hammond: I knew there was a scaling but I didn't know there was a possible...

Hendrick: Actually there is a clause in there that they, it could be stopped if the economy was adversely affected. Now, that's a hard argument to make but...um that is in the bill.

Hammond: Thank you.

Hendrick: OK. So as we move to expenditures you can see the largest portion of ours is for employees, since our biggest requirement is actually serving the students that we have. Most of these dollars are going for certificated salaries are \$53 million, classified salaries are \$53.6 million and then employee benefits at \$41 million. We have the \$12 million which is other outgo so that's stuff we're sending to other school districts but we're getting the money and sending it back out. Capital outlay \$1.9 million. We have services at \$31 million. That would look a lot larger than other school districts because we have a lot of leased properties and that's where that falls is in the services. We have books and supplies at \$11.4 million and I have some detail that we'll go through on those items. So the salary and benefits are 72 percent of the general fund, for local school districts you're going to see that number at a much higher level at 80 or 85 but that's also because they don't have all the leased facilities that we do. They don't have all the infrastructure as a countywide facility that we have. That's why ours is lower, it's because we have a lot of extra things.

Hammond: Do we have and schools districts that are over 90?

Hendrick: I couldn't answer that question, I know Wendy probably could. We probably have some that are pretty close.

Hammond: Thank you.

Hendrick: So we have 1200 regular employees, 1500 employees in total, 348 that are considered short term or substitutes. Below I gave you a historical look at our salaries and benefits. So, we've left 2007-08 because that was the last big year for the state, and we had 1700 employees at that time. You can see even though we have added some employees, we're still nowhere near where we were in 2007-08. As you remember we have pretty tight position control. So anytime a new position is to be added there's a whole process that goes to that separate from just replacing positions that are vacant. We are required to report project revenue and expenditures in the current and subsequent years so I just wanted to highlight this for you. If we take our projected salaries for the 15-16 year and project those out through 16-17 you can see those increasing. These are only going to show step and column numbers because we negotiate our salaries and benefits so we wouldn't add those in until they are a negotiated item. So, for 15-16 we gave a 3 percent ongoing salary increase and a one-time bonus equivalent to two percent. That came in different forms depending on what the bargaining unit was. Then we also had some savings due to retirements and attrition from closed positions. One sign we do know the

economy is getting better is we have had a lot of people leaving for promotional opportunities outside of OCDE. Trying to fill those positions which are left vacant for longer periods of time, we'll have some savings this year. Then in 16-17 we talked about having that step and column and salary increases. When you had originally adopted the first budget last June we had anticipated possibly having a large increase in our health and welfare benefits and originally they were predicting a 16 percent increase in our benefits. We had actually gone out to the market and rebid that plan so we switched to Blue Shield this year which actually created a savings for us. A very small savings but a lot better than a 16 percent increase. Part of that was they have a new plan that is an HMO plan with Hoag, St. Joseph and St. Jude as a provider which is where a large majority of our employees actually use their services. When they got on the HMO plan they can self-refer to doctors so that has been a pretty high incentive for some employees also the prescription and copays are much lower than if they were in the other plan. This is our first year in that plan and it's the first time we've changed carriers. I've been here 22 years, maybe more, and it's the first time we've changed carriers. It's been a transitional phase but as we go through that. When we negotiated that we also negotiated a cap on what they can increase our services for this next year. Our concern is you get a low rate for the first year and then bounce it back up. So, we did get a rate cap negotiated for the 16-17 plan year. For our employees, part of our negotiation with them is if they took the lower cost Trio Plan, is what the HMO is called, we guaranteed them no increase on their benefit in the 16-17 year. So, if there is an increase, that will be something we'll be paying on their behalf.

Hammond: Does it look like there will be possibly an increase?

Hendrick: We haven't gotten there yet so it's hard to tell.

Hammond: Thanks, Renee.

Hendrick: Because it is a new carrier we're a little behind in getting some of our usage reports that would have gotten in the past. Normally, May is when we would get that proposal. Due to legislative changes if 15-16, when the pension liabilities came out the governor wanted to do something about that so at the very last minute in 15-16 they actually increased the employer rate for our retirement plans. The STRS increased by 1.85 to 10.73 and PERS increased to 11.847. We know that legislatively that will continue increasing through 2019 and 20. This next chart shows you STRS in 13-14 was 8.25 percent by 2019-20 that will go up to 18.1.3 percent. The PERS rate will go from 11.442 to 19.9 percent. So, what we're trying to show you hear is the impact of that. The cost to provide retirement benefits will increase basically – if you look at this year it was \$12.1 million – by 2021 it will be \$20.3 million, almost double.

Lindholm: Mr. Chairman, I have a few questions.

Hammond: Of course.

Lindholm: Thank you. First I wanted to thank Renee for giving us such a great budget report. You've listened a lot and you took this and put it into a Word format, you put it in chart format, um, thank you very much for this. Kudos to you, kudos to your staff. We didn't quite get this when I was kind of expecting it but it's great work and thank you for that. This particular item I think is going to have a huge impact in the future. Can you explain a little bit more so we're going from almost a \$10 million contribution in 2013 to \$20 million. How does that work into the budget, how that affects what we are doing?

Hendrick: Since we know those are legislatively set, we know that's the known cost so every time we do our projections going forward we're going to increase those costs based on that legislation. What that essentially does though is if the governor doesn't find a way to fund this, that is going to be money coming...this year we get the .47 percent COLA, will that be enough to cover our increased costs for the next year? No, it won't. Not to mention a salary increase and all those other items. I think overall as an education agency, not just us but our districts also, are very concerned this is going to take the ability for us to give salary increases or provide services to our students. So, it's a huge impact. There's been a lot of call on the governor to think about this because he said we're going to give you LCFF and all the money is unrestricted but then he turned around and this happened also. It's kind of counter-active saying we're going to increase the pensions now. Pension liability is a huge issue, so something needs to be done, but it seems to be impacting schools more. I do have a fact sheet on the GASB 68...do you want to cover that now since we're in this section or do you want to wait until afterwards?

Lindholm: I think it would be great to go to GASB...

Hammond: Do you want to cover it now?

Lindholm: I think it would be great to go to GASB but I also do want to express that we've had teachers work hard and long years and earn those pensions so then it becomes the new group coming in...they're young and they're the next generation and they also need their pensions and this is impacting it all. I'm not sure what the solution is but knowing and identifying what the costs are I think is very important. So, take off the acronym and...

Hendrick: So...GASB is Governmental Accounting Standards Board.

Hammond: I'm sorry, say it again...

Hendrick: Governmental Accounting Standards Board. You have a fact sheet I handed out to you – there's two sheets. I think the confusing thing with this statement is what they said is

we're going to change how you account for pensions. But it did nothing about funding pensions. And I think that's what the confusion is. They're just saying, now the confusing part is at the state level, these are actually state-wide pensions and the liability is technically at the state level so what the new GASB statement says is no, we want each employer to now show that proportionate share. So when you look at the proportionate share for OCDE, that's not necessarily just our employees, it's what the state has deemed our share is. And that's just a calculation based on number of employees, and it's not really our employees it's just a proportionate share.

David Boyd: And the yield.

Hendrick: Huh?

David Boyd: And the yield.

Hendrick: And the yield, right. So now, their yield they capped at 5 percent, they're saying that would be the average earnings. If it earned more, would that help? Yes, it would lower that, depending on how the stock market goes, cause if you look at the especially PERS which is our largest..... if you look at their investments they could go up 18 percent one quarter and then down 20 percent the next quarter. It's very volatile. It goes up and down. You have to look at it long term and so what they do is they look at when you get the actuarial study it looks at the employees, their ages, their life expectancy and so they say if we were to pay all of these employees through their life expectancy, this is how much we think the pension is going to cost. So it's kind of like if you think about – if you have a 30 year mortgage and you know how much you pay each month, right? We're budgeting for how much we pay each month. We're not budgeting what we would owe in 30 years. And really what GASB is saying, I want to see that total amount you would owe in 30 years and I want you to put it on your financial statement. So you don't technically see the GASB 68 in our budget you only see it on our financial statement. So on the back page of that fact sheet, I actually gave you a copy of what that looks like. It's on the back side and it shows our proportionate share and it shows inflows and outflows. I don't want to get too technical because it is really technical accounting terms. When I try explaining it, I try to keep it simple, but, Nina refers to me as an accounting geek so I don't want to do that. It's really more of those, they talk about inflows and outflows but that is information provided by both STRS and PERS our auditors then put it in our financial statement.

Lindholm: And then we have 74 coming up next year? Is that correct, incorrect? Help me out. There's another one that's coming into play next year. The year after this one.

Hendrick: Ummm, I'll have to look and see.

Lindholm: There's one they put in place this year and then there's one that takes effect next year.

Hendrick: One of them that takes effect next year is for other retirees like health benefits and stuff...how you report them.

Lindholm: OP...

Hendrick: That's OPAD and that's for your retiree benefits that you have to do the same type of accounting for those. We don't have retiree benefits at OCDE.

Lindholm: OK. Good.

Hendrick: We don't offer those and so that's not something that we provide so that doesn't affect us as much.

Lindholm: And what percentage or what number of our employees are affected by the GASB?

Hendrick: They're not really affected by GASB. I mean when you look at we have the 1200 regular employees, all of those, and that's the one thing confusing for us. We are required by Education Code when you are hiring a new employee as a full time employee, they're required to go into STRS or PERS. We don't have an option. And we also don't have an option to say we don't want to participate in those programs because it's legislated. Unlike maybe a city or county that can do an optional choice....

David Boyd: Or a charter school...

Hendrick: Right, or a charter school. We don't have that option, it's mandated for us. The other thing unusual for school districts, just so you guys can help explain it, school agencies have always had to have an employee portion, so all employees for school districts have paid into PERS and STRS unlike some of our neighboring cities and counties whose employees didn't actually contribute. Yet, we get lumped in the same bunch as them. So our employees have paid either 7 to 8 percent of their salaries from the day they started employment into this fund. So that's a little bit different than some of our other agencies.

David Boyd: So the GASB is basically just a reporting requirement. It really doesn't change our long term liability one way or another. It's saying rather than just burying it in a footnote somewhere you actually have to recognize hey guys at some point in time we're going to have to write a check for this.

Hendrick: Right.

David Boyd: Which is the way it's been in the for profit sector for decades.

Hendrick: So it does put us more in line with that and I think it does help raise the attention of.. at the state level they have a large liability that they would have to pay. But when you see that large liability, especially for PERS remember, that's not...that's a lot of public agencies wrapped into one. So the one thing it did do is on the second sheet I gave you I showed you the impact which is the same chart but in a response to this they actually have the PEPRA law. Where they actually change some of the retirement and so new employees coming in get a lesser benefit. They have to retire later, they get a lesser benefit. So, technically for our external system they're running two separate schedules on the retirement. It does also cap retirement earnings in that new PEPRA law, which could become an issue down the road. Did that help answer that question?

Bedell: Renee, given the pieces of Proposition 30 decline, while we're having a doubling of the retirement of 10 to 20 million, what do you see as any relationship if any there?

Hendrick: You know, I think the increase in retirement is a big issue regardless. But now, when you look at Proposition 30 actually ends in 2019-20. Unless that proposal is extended or changed or something done with that, we would have a large drop of funding. So that would be you would have less revenue with another increase in cost. I think as a whole, our employees are feeling like we haven't even caught up, you know, they did get a salary increase this year but remember we went how many years without a salary increase. And now we're saying we have all these additional things that we're going to have to pay for, that are in statute. So, it's giving us less available dollars to not only for our employees but for our students. We have a lot of new items that we need to do for our students and this is taking those services away. So we feel it's detrimental and if the funding level isn't extended or something doesn't happen we'll see a drop in revenue after that year. So far our salaries, I just want to break out and so when you look at our budget which you have our second interim budget, these are always kind of detailed, but if they're after the pages you probably see normally, so we break them out by our certificated salaries. You can see teachers, pupil support, supervisors, administrators, other certificated and our total certificated. Teacher salaries are self-explanatory, you know what those are. Pupil support salaries are going to be like counselors, therapists, those types of things. Supervisory could be principals, administrators. Then we have our classified salary so due to the nature of our programs especially in our special schools program we have a large amount of instructional services. At our special schools program, it's very common for students to have a one-on-one aide, so a classroom for Special Ed normally could have a teacher and two aides, but we could maybe have three other aides in that classroom, because of the one-on-one nature. Support salaries are going to be other types of support so it could be a physical therapist, supervisors and

administrative salaries, clerical, technical and office salaries, and then other classified salaries, at \$53.6 million. So, our benefits. Our expenditures for health and welfare are summarized below, and you can see that that's kind of where we have our STRS and PERS, which we know are going up, Medicare is at the flat rate of 1.45, our health and welfare benefits are at \$21.8 million, unemployment is at \$60,000, and Workers' Comp at \$2.2 million and then other employees are...we have long term disability for our classified group. So you can see even though our salaries haven't increased as much the amount we pay for benefits has actually increased over 28 percent. A large portion of that going to health and welfare and I'm sure every newspaper you read and you hear on the news that the cost of healthcare just continues to skyrocket. That's an area that's just hard to contain and so I think our goal is to have our employees be good consumers of their healthcare and there's a lot of education going on around that. I think overall our employees really try that. I think the new plan will help us with that, they have some new educational type of things that are helping. We're hopeful that our increase will not be very great for the next year.

Bedell: Renee, excuse me Mr. Chairman, overall, with the passage of Obamacare, was the rate of increase higher since the passage of Obamacare? They go up every year, right? But this new legislation did it go up at a greater rate?

Hendrick: I can tell you when we had the 16 percent projection for last year we were not alone. There are a lot of people that have seen very large increases. The other thing they've seen is some decrease of the doctors who will take certain insurances also. A lot of our concierge type doctors those type of things because they're not going to take ... some doctors won't take that. We have a very good plan. So that is something the doctors are willing to participate in.

Bedell: Thank you.

David Boyd: Let me point out again that most of these benefits are legally mandated, and we have to have Workers' Compensation, we have to have Unemployment. Have we seen much of a bump in the Workers' Comp area?

Hendrick: Uh, no, but we concentrate a lot of effort on that. It has been an area we have....based on the type of students we serve, it is normal for us to have a certain amount of claims. When you look at our Special Ed. sites, and the amount of lifting they're doing, but I think our amounts are actually lower than a lot of our neighboring districts. I think we have a great Risk Manager, she does a great job. And our employees try really hard too.

David Boyd: Our Workers' Comp, in my company went up 40 percent this year, with no claims.

Hendrick: Well, we are self-funded which helps us. And we do have an insurance group that helps us with some of that also. But because we are self-funded it helps to protect us a little bit also. We have a great emphasis on getting employees back to work as soon as possible. So our books and supplies, did anyone have questions on that benefit piece before we move on? Ok. So on the books and supplies, we've got new textbooks, materials and supplies so a lot of those would be things like a lot of software programs we're purchasing. So they're not textbooks, it could be a digital environment, a lot of software things like that. We have in there \$1.2 million so part of that is we know we're going to spend that but we actually haven't allocated what section it goes to yet. So, more than likely it's going out of material supplies. We have done a lot of technology for this year and a lot of that is showing in that area. Our concern from the student programs is that we don't want to push too much technology before the teachers are ready to teach with that equipment and before we know we can track it well. So, in your LCAP you're going to see a lot of those things actually highlighted. I know that ACCESS has already started a new initiative where they're actually having laptops and wireless access for students. That's an initiative that was in the LCAP last year and that will be increased going in to the new year. That way our students have access wherever they are. It's filtered so we can make sure it's restricted as to what they can see.

David Boyd: Can you tell me in round figures what percentage of the textbook costs are EBooks, if any?

Hendrick: The majority of those are not EBooks.

David Boyd: Is that a trend we are moving toward?

Hendrick: We have a program called GradPoint which is like an online version so it's not necessarily EBooks. It has the text in the type of program. I think we're moving more in that direction, than we are just in EBooks. But, depending on the program, because we have so many different programs that could be something our Pacific Coast High School maybe would use more but in our regular setting not yet. But, I can tell you that's a big focus on this next year is to look at our textbooks in general including EBooks. That may not be the right fit for every student so it's trying to look at those differences.

David Boyd: Sure.

Hendrick: So for 2016-17 until I see the LCAP it's hard to actually put a dollar here. I am anticipating a large increase in this area, I can tell you that. Because a lot of our one time initiatives will be used to purchase these types of things. Whether that be technology, whether it be textbooks or curriculum programs, this would be a large area you would see increasing. Our services and other operating expenditures is for 15-16 we had anticipated increase of \$180,000

so this shows you the different categories. So sub agreements are where we get a grant in or a contract in and we're going to send that money back out to a school district, sometimes it could be in a sub agreement so we're going to contract with them, but that's in the 5100's. Travel and conferences is at \$1.7 million, dues and memberships \$323,000. Insurance – this is pupil insurance where we're buying insurance for our students like liability insurance, different from health and welfare. Operations is \$1.4 million so that's like custodial agreements, those types of things. Rents and leases you can see is our largest portion at \$9.1 million. Because we lease so many facilities county-wide, that's a big piece for us. Because the economy is getting better we are seeing that our rental increases are going up more. The hardest thing for ACCESS sites is trying to find areas that we can get a use permit for. So some areas may not want a school in that area and especially because we have different types of students, sometimes that's a struggle for us. The transfers are direct cost so this is when we're actually doing services in between programs like printing, those types of things. Professional services, this is where we're hiring consultants for certain things. Communications is our phones, basically, phones, lines, fax lines and that total is \$31 million. The detail on that is our sub agreements, and we talked about career pathways. The money coming in – a lot is going back out to through sub agreements. Our travel and conferences are \$1.7 million and so based on our conversation last year we broke it up a little bit differently. 5210 is going to be just our local mileage. Because we are a county-wide program we tend to have a little bit more mileage. Some administrators could cover ten sites, and we also have a lot of ancillary staff that travels between sites. So that increases that a little bit. Object code 5220 is for our travel and conferences. Then we broke out registrations separately under 5230. Below I've given you a chart that shows the major offices and what their budget was. I can tell you we are trending way below this. This is what our budget was but it looks like in all areas we are spending less. Dues and memberships-we don't pay for any personal dues for employees, we only will pay for organizational ones. The exception could be that we've had the nurses association have one that if you pay for that you got a conference and like a free screening. Since that would have been a benefit to our organization we may have paid those dues on their behalf. But, in general, we do not pay dues. Except for organizational ones. Then we are required under MAA we have to pay a participation fee. Pupil insurance is the \$500,000, liability insurance.

David Boyd: What's that for again? What type of loss would that...?

Hendrick: Liability insurance could be...

David Boyd: So if a student has an accident and we're found to be liable?

Hendrick: That is it, yes.

David Boyd: Ok, got it.

Hendrick: If they're hurt at school, whatever that could be. Utilities at \$1.45 million. Gas keeps fluctuating, electricity is still an area that we are seeing an increase. Part of our deferred maintenance plan we will have hopefully at the end of this year or beginning of next year meaning fiscal year, is we receive Prop 39 funds to be able to redo some of our lighting and also reimburse for some of the air conditioning projects we've done. That initiative will allow us to hopefully have more energy savings. Rentals and leases at 9.1 million. When we purchase a lot of copiers they come with maintenance agreements so that's also included in this rents and leases. Professional services are 8.6 million this includes custodial contracts, instructional consultants and service contracts. I did break out for outside legal services...that was one of our questions...you can see it by major program. The legal services budget overall is \$212,000 out actual to date is only \$101,000. So, I would say that Administrative Services probably our biggest area now will be all our workers' comp and unemployment cycle claims are in that area normally. The Superintendent also has some of those depending on what office we are billing for them. Then, Special Schools and the SELPA ones, even ACCESS, those are going to be student related. They could be for due process hearings, claims, those types of things. That's what those legal costs are normally.

Lindholm: My understanding is that the legal service total was \$1.4 million, and I'm looking at this correctly?

Hendrick: The \$1.4 million is, are you including the actual legal team?

Lindholm: That would make sense.

Hendrick: The legal team is \$743,000, so that is for our internal legal team. I looked at the average attorney's salary with benefits, their average hourly rate is \$106.00. Quite a bit less than what we pay outside attorneys.

Williams: Question Renee. In regards to the use of school districts asking us to represent them and use our legal services and outside counsel in certain circumstances, do we bill those districts for our services?

Hendrick: We currently do not, but normally only will do consulting type services and things that are small. Even like internally for us, if they give advice on an initial claim but if it looks like it would be litigated I would normally have them go to outside attorney. Because they wouldn't have time to do full litigation. I think more of Ron's office is, he can speak better than I, but more of a consulting nature. Except for some of the specialized stuff that is more detailed.

Williams: We know that the county operated the Department of Education, some of those funds went with this department from 1970 is when we became independent.

Renee: That is correct. Supervised services to school districts.

Williams: So some of those funds come from the County, can you update me on that?

Renee: Well, when the crossover happened, yes. But we no longer get funding for that. Though when we separated they said this is the duties you shall be responsible for. We didn't necessarily get funding we did in the initial years, but after that we had what they call transferred duties of benefits. That was part of that...these will be the services that you will provide on the districts behalf.

Williams: So these are County unfunded mandates?

Hendrick: I guess so.

Williams: And if so we are required to continue this agreement that is over almost 40 years old.

Hendrick: I can't answer that question.

Williams: My point being is on a few of our previous student expulsions Ron was unable to participate as the Board attorney because he had worked with the district and there was a conflict of interest. We had to go to outside legal counsel. I believe that bill was upward of \$15,000 - \$18,000. That's quite a burden on our own budget here. I would like to see some dialogue in the future how we can get some of those funds back for outside counsel that we provide for these services. I'm not sure if that's legal issue we would have to talk with the County folk. I know this has been ongoing issue – I've shared it earlier times in these board discussions.

Hendrick: And I think that would be a conversation with the Superintendent. I do think on a lot of the things like the office, they do review contracts for school districts. So we actually think overall that's a savings for us because if they have a good contract starting then when you get to Wendy's group, doing the fiscal oversight, they can make sure they've met the letter of the law in some of those things. This helps with our oversight role also, but some of those specific items, that would be a conversation for the Superintendent.

Mijares: Just a point of clarification, we don't receive any funds from the County per se. So we would have to negotiate with the 27 districts. And I want to underscore that at least half of the districts are very tiny districts, with very small budgets and we do provide representation for them, not in the litigation sense as Renee has pointed out, but in terms of consultation. It would require a conversation with those districts and you know, that's a point well taken.

Hendrik: So when we look at our projections for next year we do have a major concern, I think I've shared this past year a new law passed that every time we're working with somebody to do services, that would be like plumbers, painting, all those types of things, all of those people need to now register with the Department of Industrial Relations or we can't use them. Even though that cost is for any service over \$1,000.00. I can tell you based on the size of our building and stuff it's not uncommon to have a plumbing bill over \$1,000.00. So, all of those types of things, they have to register with the Department of Industrial Relations, that means they also have to pay prevailing wage. What we have seen is an increase in a lot of our repairs, things like that, because of this new law. We've also had some of our vendors that we've used for years say, I'm not going to do it. Which means we can no longer use them. They're saying that's an infringement on their rights. So that's been something that we've seen some pretty significant increases in, when we're bidding jobs and things like that, there's a market increase in some of those. So, we anticipate that to continue. We also anticipate using some of our one-time funds from Professional Development, based on our LCAP goals. A lot of these one-time monies we received in this current year will have professional development strategies for our teachers in either this year or the next year. There are capital outlays, we don't have any large items for this year yet, but we do have a lot of large things we will be doing that are going to be paid from deferred maintenance. That's Fund 14, so you have that all fund sheet ... that's normally looking at ... like this year we did carpeting which was a large expense, awning replacement, door replacement, quite a few items listed, but those would be under a different fund. So, in June I'll make sure to highlight those for you so you can see them. Other out-go, those are money we are sending out to school districts, and so we used to receive money that we would send out to the districts for career technical program. Under LCFF that changed, we tried to help our districts that we were partnering with, we will continue to support the office but the amount of money we send to them will be decreased each year. Inter-fund transfers, our largest one is the child development program. A lot of their contracts are capped at the indirect rate so we are contributing the dollars since our indirect rate is higher. And we are still budgeting to transfer \$980,000 to our deferred maintenance fund. Every year we will budget that so we make sure we have enough money to do our maintenance. The other buildings we own besides here is going to be our Harbor Learning Center which is another school site and some others. Those are just now coming up to the age where they may need some more major repairs, but we don't own that many facilities. The Esplanade program that we've talked about next door is completely separate, those are all done through those lease payments, and things like that, not through the General Fund. That was part of our agreement during the purchasing of that property. So, when you look at 2016-17, we are anticipating you will see that we will be deficit spending. That is because we received money in this year that we're not going to spend until next year. Our goal is that would be a planned deficit, and that we would know what we were spending it on and it would be one-time in nature. Because, what we don't want to have happen is have that be ongoing and then not be able to balance our budget. We do have a lot of large items that we will want to expend in 16-17.

Hammond: About how many months do you think that will go on, that deficit spending?

Hendrick: I think for probably the 16-17 year and probably 17-18. Because, some of our projects we are going to set up won't be able to be completed in one year, so we'll want to set that money aside. I think we'll try to separate those for you so you can see the plan for those that we know because we've gotten the money this year and probably if we get one-time money the next year it will be the same type of thing. What we don't want to do is called "structural imbalance" where we've given salary increases that are larger than what we can use in our day-to-day operations. Make sense?

Hammond: Thank you.

Hendrick: Our other big hope is that our Charter School will continue growing and the increases we receive in that will actually help us with not having a large reduction in staff for next year. This year we did not do a reduction in staff because of the Charter School, and we have a lot of attrition, we have a lot of teachers retiring and so we've been just as positions open we are moving people, not hiring. If that Charter School continues to grow like we hope, then it will save us from not having to lay teachers off.

Hammond: What SELPA are we part of?

Hendrick: Part of the North Orange County SELPA. That is our office, Fullerton Elementary, Fullerton High School, La Habra, Buena Park and Lowell Joint.

Hammond: Would it be possible do you think to have more charter schools that are coming into Orange County, or operating in Orange County, going to places like El Dorado to join with us?

Hendrick: Well, that you would have five other boards and superintendents that you would have to have that discussion with. We are just a very small player in that SELPA. It's really those five superintendents because we are kind of their administrative unit but we don't necessarily get a lot of services from that SELPA because we are county-wide. It would be up to those five superintendents and boards to make that decision. So, we are not a single SELPA by ourselves.

Hammond: OK

Williams: Could we create our own SELPA?

Hendrick: That, you'd have to go to the state for approval. Orange County is very unique that we have 13 SELPAs, most other counties have one or two. You normally have to have a certain size threshold in order to do that. Because of the charter piece, I really don't know, Ken. That's

something we'd have to probably ask the state. In the past you had to have, I think it was like, over 20,000 students to become a SELPA.

Williams: Thank you.

Hendrick: I could tell you a little bit about the liability side of that if you like. We can talk about it later. There's pluses and minuses to that. There's nothing to say that some of the charters couldn't group together though, to have a JPA to provide services. There's other mechanisms with that. Again, just our projections – we've given you the best case scenario we can at this time. I don't anticipate the COLA getting higher because that's actually a calculation based on the goods and services at the state level. I think the one-time money could be higher, though, based on the governor's proposal. If the Charter School does not grow and we have a larger decline, we probably will come back to you at your first interim and...the second interim, and request to move forward with a reduction in force which I know some of you have been through that before. We are hoping it doesn't get to that point, but it is going to be based on our decline.

Williams: Renee, if I can help with a couple thoughts here, is there a way we can grow our own charter, expand it perhaps increase the marketing social media and awareness?

Hendrick: Right. So we are actually trying to put together a plan to actually hire an outside firm to help us. We think that we need a whole different approach than we've ever done.

Williams: We have to think outside the box. Can't just think like a government entity. We have to think like a private business.

Hendrick: Right. And that is what we are trying, like billboards, radio outlets...I know that Dr. Mijares has tasked us with that so, we're in the process of trying to write a bid for that right now. I think it has to be something new and innovative. Something that will reach students. It has to be in multi languages, a lot of things. We have tried looking at what other agencies have done but they are not outside the box, and we think we really need a fresh new look. In the next budget you see you'll see some of that money set aside, but we think that will be a very important feature for us. Questions?

Lindholm: May I?

Hammond: Yes, please.

Hendrick: The rest what you have in here is just the fund balances where you can see where we've set aside specific funds... you can go through it.

Lindholm: If I can just make a comment, I want to thank you, again, for the outstanding work you've done putting this together and getting us six year projections, and the GASB in there, looking at the retirements and pensions and getting a really good hold on that. The only one thing I wanted to add is that I'm hoping that we will be able to move ... I'm very very much always for a very prudent reserve but I'd like to work with the Superintendent and heads of departments and have them be able to get some of the top priorities they have. I like to build the infrastructure on an annual basis on where there's technology, or if they want field trips and I would just like to be very supportive of staff, whatever they would like to bring forward on an annual basis, that benefits the kids in education.

Hendrick: That's one of the great things with the LCAP is we do get a lot of teacher and student input for that. It will help raise those issues for you, so we'll make sure to highlight those.

Lindholm: Ok, just want to be supportive of that. And, I'm looking at the clock and realizing that we are going to be way out of schedule really soon.

Hammond: Do you have any other questions for her?

Lindholm: No and just a reminder to everybody to keep your binders on your budgets that we will be having....as we move forward.

Hammond: Dr. Williams, do you have any questions for Renee at this time?

Williams: No more, sir.

Hammond: Dr. Bedell?

Bedell: Nothing, thank you.

Hammond: Mr. Boyd?

David Boyd: No.

Hammond: Thank you, ma'am.

Hendrick: Thank you.

Lindholm: Umm, let's skip through the adoption of the, we haven't done these two items.

Bedell: Approval of the agenda.

Williams: Second

Hammond: So moved. Any comments, questions on the agenda?

Nina Boyd: There's a notation on your redline to remove on item #2--remove the word SAT, that was a typographical error we discovered. It's just the AP, Spanish Language Culture Exam. OK?

Hammond: OK. So noted. Seeing nothing else the chair will call for a vote on the motion, all in favor signify by saying AYE.

Multiple voices: AYE

Hammond: Opposed? Motion passes 5-0.

Hammond: Chair seeks a motion in regards to the Minutes from last meeting.

Williams: So moved.

Lindholm: Second. And I did have one small addition that you have before your and that only was to say that we sent out letters that wanted to protect student privacy and we sent those out to the Court and to the State Board. So with that one sentence of addition....

Williams: Where's that at? In the minutes?

Nina Boyd: Under Board Member Comments.

Lindholm: It's under Board Member Comments. We do have the draft somewhere, of the wording. Voices. Yes, what it says is, "At the Board's request, letters of objection to the disclosure of student information and records were sent on March 11th to the Court, the California Department of Education, and the State Board of Education." That's the only addition.

Hammond: Any other additions or deletions? All those in favor of approving the Minutes as so amended by Trustee Lindholm signify by saying AYE.

Multiple voices: AYE

Hammond: Opposed? Passes 5-0.

Hammond: Board Member Comments? Um, we have a one-day workshop...discussion between Hammond and Lindholm....yeah, Trustee Lindholm.

Lindholm: Um, what I've been proposing in the past that we have about 8 to 10 new Charter Schools and each one of them has their own set of specifications and requirements. So what I'm hoping is, I believe with the Superintendent and with our staff, is that, and I'm going to change this to ½ day workshop, that instead of repeating everything we need those Charter Schools to be doing, cell phone rings, besides turning off their cell phones.....that there's a half-day workshop where all the items can be reviewed for them and it can be an educational process, I think our staff is absolutely wonderful and I think they can share the information so that people don't stumble when they start their charter schools in the fall. It's just a proposal they do this, uh, there's been discussion of perhaps in June with only, at that point they don't have full staff, they have the administrators at that point, but there might be a very good time to go over all the rules and regulations with them. Then, if determined by the Superintendent and their staff have another one in the fall. Instead of telling each charter school again and again and again, or making phone calls, this would be a ½ day workshop to be determined by the Superintendent and his staff. So that's ... I'm looking forward to that, I think that will be very useful for everybody.

Williams: Linda, may I ask a question regarding your idea and concept? The question has to do with some of the needs of our charter schools in that the facility needs is great, very limited capacity for our charter schools to get started. That would be something that I think would be naturally a conversation at this meeting. And the other issue is the SELPA, talking to a few of our charter school folks are having difficulty grasping the fact they have to go out of the county and they are paying very high administrative fees up to 6 percent, and so, their needs for the SELPA within the county is great too. So hopefully that could be a part of the conversation.

Lindholm: What I'm envisioning is that the county staff presents what they need to do. These documents are due here, this is due here, these are the pitfalls you don't want to do that, and if they want to invite like CCSA representatives to talk about the SELPA and those issues, that would be coming from them, I don't think...

Williams: So you don't envision it in what you're proposing.

Lindholm: Now, I think that's probably something we'd have to agendaize for the Board, I think this is the staff saying ok, these are the conditions you have and these are the conditions you need to meet and here are the people face-to-face that you can meet. I hear what you're saying, I think that might be an additional conversation at another time.

Hammond: Kind of like a checklist...

Lindholm: This is a checklist – help them out, why bring in each charter school individually and say, oh, oops you forgot to do this by this date. So, I think our staff is very very talented and if they are so willing to do something and put that together, I think it benefits everybody.

Bedell: I think that's in everybody's best interest.

Mijares: We've discussed it as a staff and definitely are interested in supporting the idea.

Lindholm: Thank you.

Mijares: Thank you.

Lindholm: Thank you Superintendent.

Mijares: You're welcome.

Lindholm: No, I have no more comments on that. Just let us know if you get a date...love to hear about it.

Hammond: Continuing on with our comments, our response to the comments on March 10, Mr. Boyd.

David Boyd: Yes sir. What I first asked was to be put on the agenda; this was going to be fairly lengthy comment. It's no longer going to be. Last month there were a number of public comments or two public comments I should say, related to an election matter, the John Birch Society matter that had nothing whatever to do with Board business. I don't think it should have been allowed in the first place, and it would also be improper for me to do a rebuttal to that, since that doesn't relate to Board business either. So, I'm not going to do that. All I'm going to do is say that many of the allegations were factually inaccurate. I am always available on a one-to-one basis or during a break, to answer any questions anybody may have with respect to anything that relates to this Board. The other topic that was brought up was the PowerPoint presentation that was subject to the Public Records Request sent by Mr. Whitley's attorney. That document has been provided, or is in the process of being provided to Mr. Whitley's attorney as we speak. It was sent via Certified Mail yesterday afternoon. A detailed explanation of why I took this action will be provided to my fellow Board members at a later date.

Williams: Mr. Boyd will a copy of that PowerPoint be also turned over to staff?

David Boyd: I won't have any further comments on that, it will be covered in my letter. Yesterday, I...completely different topic...

Lindholm: Is it listed under Board Comments?

David Boyd: No. Yesterday I received what I consider some very disturbing information.

Voices

Lindholm: So it's not listed?

Voices

David Boyd: It doesn't have to be listed to make a comment. It has to be listed for a discussion. So, yesterday I received what I consider to be very disturbing information. According to a campaign finance report filed by Dr. Williams, he has received (*inaudible*) thousand dollars from the administration of the Vista Charter....voices...

Williams: Last month and the previous month Mr. Boyd has asked us to take an online ethical course that clearly articulated that campaigns and politics should not be brought into the public domain. And, just with the first few words that are shared here, this is about politics and campaigns. Which isn't a part of this Board, and we shouldn't be doing at this time. So I would make the motion that we stick to our agenda and do not allow extraneous political comments be brought into this round we're involved in here.

Hammond; Dr. Williams, your motion is a little premature but you've raised a point of order and asked the Chair for a decision on that and it sounds like you're bringing up something that's

David Boyd: This will be very brief and it also relates to an item that's on the Agenda for today,

Hammond: I see it as being political and therefore I'm going to make a point of upholding this point of order that your discussion is indeed out of order so, we'll move on.

David Boyd: On what basis are political...

Williams: Our Board Policy and ethics, the ethics course online that we took that – you promoted so you know very specifically sir that the point and the purpose of Board members is to promote the well-being of the people that we represent. I've no idea what you're tossing about—it's not a part of what we're doing here, so David, why do you want to divide this, this is part of your.....

David Boyd: Item # 12 on the agenda...

Voices – overruled – out of hand.

Lindholm: Can you wait until Item #12?

David Boyd: I think it's most appropriate to do it now.

Lindholm: Could we get an opinion from the attorney? Mr. Wenkart?

David Boyd: Traditionally, Board members have never been...have always been allowed to make comments.

Wenkart: Yes, this is under Board comments. It's related to Item #12 you said?

David Boyd: I found out this morning it was related to Item #12.

Wenkart: This is the Heritage Charter School,

Lindholm: It's related to that?

David Boyd: Yes it is.

Wenkart: Without knowing what's going to be said it's kind of hard to...

David Boyd: Well I can tell you what will be said if the President will allow me.

Wenkart: It's hard to know how to respond because I'm not sure what Mr. Boyd is going to say. We have allowed Board Member comments is there a particular policy you think is being violated?

Hammond: Well the Ethics training we were just mandated to take says about basically keeping on task and not you know, political aspects, is to be avoided like the plague. So, I was just trying to move us on and when you're mentioning about campaign and finances, stuff like that, it's like that has no bearing on what we're doing here.

David Boyd: Well, if you'd let me finish my sentence I will tie it all together.

Hammond: No, because it's campaigning. It's dealing with the campaigns which is completely outside the purview of this Board and...

David Boyd: No. And I'll explain it's conflict of interest, Mr. Hammond.

Hammond: then, when Item #12 comes up, if you feel like there's a conflict of interest on something bring it on up. But, at this time I'm going to rule that his point of order is good and it's sustained.

David Boyd: I can understand why you want to cover this up.

Hammond: So you can always appeal the decision.

David Boyd: You have the conflict yourself because you received a similar amount of money.

Hammond: Hey, if you want to appeal the decision of the Chair, you can. But otherwise, we're going to move on to Public Comments.

Wenkart: OK, so the Chair is saying that this issue will be deferred to Item #12?

Hammond: I'm saying that the issue he's trying to bring up right now is political in nature which is outside the purview of what our Board is all about.

David Boyd: And you're scared that it will come out.

Hammond: Mr. Boyd, I'm never scared of you.

David Boyd: Well, let's talk about it then.

Williams: Not in public, but in private.

David Boyd: Hmm, in private, absolutely Dr. Williams.

Hammond: Moving on, Public Comments. Who is our first speaker please?

Nina Boyd: If I could make a suggestion, we do have a Time certain of 11:30 AM, could we take Public Comments after that 11:30 AM Time Certain? We have a lot of people in the lobby.

Lindholm: I know we do have a lot...

David Boyd: It's 11:30 AM now.

Lindholm: We have six requests for Public Comments – um, and we also have the awardees that are out in the lobby. I'm looking to our audience members if they're able to stay for ... I see

some heads shaking so if we did 30 minutes we're...well, we do have the Time Certain unfortunately.

Williams: But the Time Certain can wait. Why don't we just take two people who cannot stay.

Public Comments

Lindholm: Alright, let's do that. Are there two of you out there that cannot stay? OK, let's do that. I'm sorry, I don't know your name.

Mr. Ball.

Lindholm: Mr. Ball, do I have a Request to Speak from you? Here it is, alright, please come up and thank the other four people for waiting.

Ball: And I will be brief. My name is Jeffrey Ball, and I'm a resident of Huntington Beach, and reside in the Huntington Beach City School District. You may recognize me, I spoke before you back in the fall, when you were listening to the appeal in regards to the Albert Einstein Academy in Huntington Beach. Following that I had numerous discussions and encouragement about looking to create our own Charter School independently in Huntington Beach. And, I am very proud to report to you that we did put a team together. One of the first things we did as a team was to meet with Superintendent Gregg Haulk at the Huntington Beach City School District. And, I am proud to tell you that at their March meeting the Huntington Beach City School District did approve our petition by unanimous vote, and so we will be opening the Connecticut Academy of Huntington Beach. We are in the process of negotiating a lease agreement at the site that was occupied by the previous school and we are very excited about that. Also, with great interest we listen to some of your comments in regards to SELPA and we'd be happy to participate in some of those discussions as well. I'm here today really for three things, #1 to give you this wonderful update. #2 I want you to know that the Huntington Beach City School District and Superintendent Haulk specifically, have been very accommodative very professional. We know they don't want us but they have treated us with great respect. We have maintained great communication with them, and as a result have ended up with this unanimous vote. I also want you to know that they were very accommodative of our students that includes two of my children who had to be placed in their district right before school started and they handled all of that with true professionalism and you should be very proud of that district and we're very proud that we will be working with them. The last thing I wanted to mention was I want to thank you. I want to thank you for the encouragement and the support that you provided, it was a big backbone to our effort. It's a daunting task to open a charter school, especially so quickly, we plan to open this fall. And without that support and encouragement, we could not

have gotten it done. So, in the end we didn't need you, but it got done because we know you were there. And for that I thank you very much. God bless.

(Thanks and applause)

Lindholm: Julie Collier.

Yes, ok.

Collier: My name is Julie Collier I'm with Parent's Advocate League. We are a state-wide non-profit organization that educates parents on how to be advocates for their own students. We also support all school choice options. First, I want to thank the staff for its very detailed budget report. As a parent, that was amazing to see. Thank you so much. Also, although I'm the founder of Parent's Advocate League I am also here as a parent. I have a sophomore in one of the CUSD High Schools and there are some things that are going on that are concerning to me as a former teacher and as a parent. I have spoken with the superintendent, with the Board, with staff, teachers, principal. One of the things I find very concerning is that teachers in CUSD for the last 15 years have not given back the regular tests, to parents. All we get to see is their grades that come up on the parent portal. And that absolutely eliminates parents from being a true partner in their own children's education. We have nothing to go on when we see a failed test grade. We have nothing to take to a tutor, if need be. And, again, this is district-wide. It's at the discretion of the teacher, the teacher will actually tell a parent when they ask, they'll say if a parent says could I get the test back, they'll say per District policy or per Department policy, we are not at liberty to give you that test. There is no CUSD District policy on that whatsoever. And, parents have a right to see that test. We have a right to be a full participant in our child's education. I would encourage this Board to direct staff to start investigating other districts because I've heard this is happening throughout Orange County. It's happening in Saddleback, it's happening in Irvine. I think it's a huge, huge problem and again, test scores and graduation rates, API scores that are no longer, but you guys need to take this to heart because our high school students are not doing better, they're doing a little bit worse. So, we need some assistance with that. The next thing I wanted to say is if you could also break down what the school districts allow for grade point averages to earn diplomas. I just found out that CUSD like LAUSD is allowing students with a D average to earn a diploma. Timer goes off. That's a problem. Thank you all for your continued support. Every one of you in school choice, we really appreciate it. Thank you all.

Several you're welcomes.

Lindholm: Three minute break while people come in?

Hammond: Yes, the Board will take about a three or four minute break so we can get ready for our next Time Certain.

Lindholm: And thank those who are waiting.

Time Certain

Hammond: The Orange County Board of Education is back in order, and we're going to our Time Certain of 11:30 AM even though it is now 11:50 AM and we have some special awards to give out and at this time Miss Christine Olmstead would you come and lead us in this very first one.

Olmstead: Good morning. I have Natalia Duenas with me today translating for our families that are here today. So I'd like to call forward Andrea Lopez from Beckman High School in the Tustin Unified School District and Noeli Zarate from Santa Ana High School in the Santa Ana Unified School District. (*Applause*) These young ladies are being recognized today for not only the top score of 5 on their AP Spanish Language and Culture exam....(*applause*)...(translator speaks)....a 5 means that they are extremely well qualified for college level course work, translator speaks, but beyond just earning the 5, (translator speaks), they both earned every point possible on their exam. (*Applause*) This makes them two of 55 students world-wide to receive a perfect score. (*Applause*) (Translator speaks). Let me tell you a little bit about the AP Spanish Language and Culture exam. (Translator speaks). This course is designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world. (Translator speaks). At the core of the AP course, (translator speaks), there are 6 groups of learning objectives identifying what students should know and be able to do across the three modes of communication, interpersonal, interpretive, and presentational communication. (Translator speaks). The objective includes spoken interpersonal communication, interpretive communication, written and print interpretive communication, spoken presentational communication, and written presentational communication. (Translator speaks). The AP Spanish Language and Culture exam assess student's proficiencies in the interpersonal interpretive and presentational modes of communication. (Translator speaks). The exam is three hours long. It includes a 95 minute multiple choice section, and an 85 minute free response section. (Translator speaks). Each section accounts for half of the student's total score. (Translator speaks). As you can see, the perfect score is an amazing feat, and Andrea and Noeli have accomplished this for themselves, their families and the districts they serve. (Translator speaks). Please join me in giving them one more round of applause. (*Applause*). Now I'd like to invite Orange County Board of Education President, Robert Hammond, to present them with an award on behalf of the Orange County Board of Education, and Dr. Sup...Dr. Super, (*laughter*) Orange County Superintendent of Schools, Dr. Al Mijares to give an award on behalf of the Orange County Department of Education. (Translator speaks).

Hammond: As a former Special Ed teacher, I think this is remarkable, and some of the best times I had was teaching in Santa Ana under Dr. Mijares. What you two ladies have done is just phenomenal and I would want to see where this is going to go for your lives. So, on behalf of the Orange County Board of Education, I'd like to present that to you, and that to you on behalf – a perfect score is so fantastic. (Translator speaks). (*Applause*).

Mijares: Thank you Mr. President. I want to say that there are over three million AP tests taken across the country and what they have done is almost statistically impossible...noise...you know what I mean. You've all taken tests, and having been in charge of AP in the west with College Board, I can tell you that this is an aberration, it just doesn't happen. And I think it's noteworthy to praise their schools, so I want to thank Greg Franklin, Tustin Unified School District, he's the Superintendent as well as Adele Heuer, Principal at Beckman High School and all the teachers, everybody that played a role with respect to Beckman High School and parent, we've got parents here today, ok right there (*Applause*) and again for Santa Ana High School, Noeli, Dr. Rick Miller, your Superintendent, and I want to commend him, I also want to thank Jeff Bishop, who is the Principal of the school, all the teachers there too because again, everybody plays a role. But, this is remarkable and when we're done with this I wish you would all stand so we can commend them with a standing ovation, ok? So, this is for – conversation, (*laughter*) - Thank you!

(*Applause*)

Lopez: I have to thank my teacher, she was going to come today but she wasn't able to, but she was really the key to my success. Her class was so focused on the AP test and how to take it and how to do on it, so I think how she structured the course was excellent and I really appreciate her.

Zarate: I didn't take Spanish in high school but I'd like to thank my middle school for the strong core in Spanish that they gave me because I think if it wasn't for the education I received there I wouldn't have been so successful taking the exam. But also, the confidence that my high school gave me and myself is what motivated me to sign up for the exam. Because I didn't have to but I decided to (room noise)... my teachers were the ones who were so compelling to me. Taking on challenges and things that I wouldn't even consider.

(*Applause*)

Lindholm: Thank you again, what a huge accomplishment. I think there's going to be a little cake later so if you want to stay for that...and at this time I'd like to invite Ellin Chariton down, Executive Director of the Division of School and Community Services.

Chariton: President Hammond, Board Members and Superintendent Mijares, today we will recognize the exceptional partnership that we share with the County of Orange OC Waste and Recycling Department, which our Inside the Outdoors program has collaborated to develop the award winning Project Zero Waste. As you will recall, Project Zero Waste has been recently been awarded the prestigious Golden Bell sponsored by the California School Boards Association as well as the respected Governor's Award for environmental economic leadership. And we have our awards displayed on the back table. With us today, representing the County of Orange, and I'm going to invite them to come forward, are Ruth Wardwell, Strategic Communications Manager, and Mary Beth Anderson, Staff Specialist. With funding from OC Waste and Recycling, Project Zero Waste is implemented throughout Inside the Outdoors, Field Trips, and Traveling Scientist Programs. These programs promote hands-on science learning opportunities and service learning environmental projects. Project Zero Waste improves academic outcomes, builds 21st Century Skills, and promotes civic engagement for students, teachers and community partners. Since the program launched in 2009 over 325,000 students and teachers have been impacted. Whether students are learning classification as they sort classroom trash or math as they calculate and graph the amount of trash their classroom generates weekly. The project-based lessons connect real life activities to academic concepts. Pre and post ITO assessments show average student improvement in science, technology, engineering and math, STEM, knowledge increase of 14 percent with increases as high as 27 percent. An added benefit to the program is that schools participating in Project Zero Waste have reduced their trash output up to 20,000 pounds annually, reducing waste to landfills. On behalf of the Orange County Board of Education members and our County Superintendent, Al Mijares, we salute the collaborative partnership between the County of Orange, OC Waste and Recycling Program, and Inside the Outdoors. Your efforts make continuing lasting impacts to our Orange County environment as Orange County students become environmental stewards. Dr. Mijares, County Superintendent, presenting for the Orange County Department of Education, and Board President Robert Hammond come forward to make the presentation, I'd like to call forward our Inside the Outdoors staff, Stephanie Smith, Operations Manager, Lori Kieser, our Development Officer, Mary Deming, Outreach Manager, Dawn Curtis, Grants and Volunteer Services, and a very special consultant to the program, Tim Jamal, Trustee for the South Orange County Community College District. *(Applause)*

Mijares: It's already been said by Ellin, but I just want to underscore the power of the relationship that we have with OC Waste, and it has been a great dynamic. I liked the word she used, stewardship, in terms of teaching our students how to be mindful of the environment. I think all of us have that responsibility and this program does it in a marvelous way. It's all of the important items in terms of the rubrics we provide for instructional achievement and it's aligned with State Standards, so it's a perfect thing, perfect relationship and we were recognized by the California School Boards Association, given the Golden Bell Award. So, we're on a roll, a big time roll. So thank you, our staff, ITO staff and OC Waste.

(Applause)

Nina Boyd: Robert, if you could remain just a moment. There was a notation to take your name tag off so that they can take a picture – thank you. And our Classified Employees, you might want to take your name tags off before you come up so that they take your picture you’ll want a picture without your name tag.

Lindholm: Yes, thank you. I’d like to invite up Nicole Savio, Administrator, Division of School and Community Services, and she will facilitate presentations for the 2016 Orange County Classified School Employee of the Year.

Savio: Good afternoon President Hammond, Members of the Board, Superintendent Mijares. Today we are honored to recognize six talented and dedicated professionals as the Orange County Classified School Employees of the Year. The California Department of Education established the Classified School Employee of the Year program, or CSEY for short, in 2008. The program recognizes exemplary public school employees who serve students in preschool through grade twelve. This includes school districts, charter schools, and county offices of education. Eligibility is based on a minimum of five years of service in the following employment categories:

- Child Nutrition
- Office and Technical Services
- Maintenance, Operations, and Facilities
- Support Services and Security
- Transportation, and
- Para-Educator and Instructional Assistance

57 nominations were submitted this year. A panel of community representatives and educators reviewed applications and selected the finalists based on:

- Work performance
- Leadership and commitment
- School/community involvement, and
- Going above and beyond

Our six Orange County finalists being honored today exemplify these attributes and more. The common thread seen throughout their letters of recommendation is that they do their work with enthusiasm and integrity; they are extremely productive and technically proficient; and they are leaders in their schools and communities. We are pleased to welcome each finalist’s family, friends, district representatives, and school board members. Our extremely generous community partner, SchoolsFirst Federal Credit Union, has joined us in honoring the Orange County nominees by sponsoring a full page ad in today’s Register. Page 4 – not too shabby! (Show Ad - ease!).

(Applause) Celebrity Status!

Each finalist will also receive a \$500 check from SchoolsFirst Federal Credit Union, and they will be presented with a recognition certificate by an Orange County Board of Education

member. In addition, they will receive this beautiful plaque, that Kristen is displaying. Guests are welcome to take photos during the presentations. It is now my privilege to introduce you to our Orange County Classified School Employees of the Year. When I call your name, please come forward with your district representative.

Our first honoree is Denise Yota who is joined by Superintendent Kirsten Vital, Capistrano Unified School District.

Denise is representing the category of Para Educator and Instructional Assistance. She has been an Occupational Therapist at Castille, Wagon Wheel, and Carl Hankey Elementary Schools for the past sixteen years. During her time at the district, Denise has brought care, commitment, passion and creativity to her role in working with students who require specialized support. She cares deeply for the success, wellbeing and achievement of her students and provides dedicated support to staff, students, and their families each and every day. Denise spends a great deal of her own personal time developing treatment plans and materials to help parents and colleagues to better support students with disabilities. She recently adapted some of the lessons in a handwriting program to make them more user-friendly for both special education and general education classes. Denise finds each child's strengths and uses them to address their unique needs. She truly connects with her students, and they look forward to working with her. Denise's favorite part of her job is watching the kids grow and flourish in school and at home. When her students experience success... she feels fulfilled. Board Member, Linda Lindholm will now present Denise with her certificate.

Lindholm: Thank you for all your hard work. Congratulations. (*Applause*)

Savio: Thank you. Kyle Coates please come forward with Dr. Brad Mason, Superintendent, Brea Olinda Unified School District. (*Applause*) Kyle is representing the category of Support Services and Security. He has been with the district for 12 years and for the past two years, he has been the Site Coordinator at Olinda Child Development Center, which serves children in preschool through middle school. Kyle is responsible for the overall administration of the center, including marketing, recruitment, enrollment, fiscal management, curriculum development, and supervision. Kyle has taken the lead on integrating 21st century learning into the district's child development programs. He truly understands the importance of providing activities that promote critical thinking, problem solving, and creativity. He has created a culture in the before and after school programs where seeing students engaged in Science, Technology, Engineering, and Math projects, is the norm. Kyle is a strong leader and his peers often look to him for advice and guidance. He is known for having a contagious positive attitude and he is always ready and willing to help others when needed. Kyle's favorite part of his job is building relationships with the children and their parents. He enjoys getting to know them and providing an environment where kids can learn and have fun at the same time.

Board Member, Dr. Ken Williams will now present Kyle with his certificate. (*Applause*)

Williams: On behalf of the Board and the Superintendent, I'd like to thank Kyle for all he's done as a sworn law enforcement officer with Orange County Sheriff's Department Student Safety is

part of what he does, and that's very important for our students here in Orange County. I appreciate all you do, thank you.

(Applause)

Savio: Thank you. Tammy Mesi please come forward with Dr. Linda Wagner, Superintendent, Anaheim Elementary School District.

(Applause)

Tammy has been a bus driver for the district for the past 18 years, and she is representing the category of Transportation. Tammy distinguishes herself by consistently being hardworking, and reliable. She is often the first to step up and take on assignments or extra duties with enthusiasm and dedication. Regardless of the situation, Tammy always delivers...*literally*. Her number one priority is the safety of the students. Whenever she has a new group of students, she makes it a point to learn their names, and she gets to know who their parents are to ensure proper identification at each bus stop. Tammy takes the time to talk to her students and she provides them with extra support, simply by being a good listener. She genuinely cares about her "precious cargo" and the students look forward to seeing her every day. Tammy has been an invaluable staff member on the Transportation team. She is appreciated, respected and admired by her colleagues, students, and parents.

Board Member, Dr. Jack Bedell will now present Tammy with her certificate.

Bedell: This is a special thing, right? For a special person. This is the first time we've awarded something to Anaheim under its new name. In my district there's been a lot of confusion what's the name, where's the high school, where's the elementary? I've been at two major events in Anaheim in the past two weeks and there is so much energy going on in the Anaheim City regarding children and schools and activities and this award symbolizes your contribution to that energy, making children very important in Anaheim. Now can you tell us what you do in transportation?

Mesi: I drive a school bus.

Bedell: She drives a school bus. *(Cheers and applause)* How many children in the bus each way?

Mesi: Depends but I drive up to like 84.

Bedell: 84 young lives in her hands!! In these hands – gesture. *(Laughter)* From everything I've heard about you I would feel safe having my own children, were I much younger, I admit now my grandchildren, in your hands every day. And in your very capable superintendent's hands.

(Laughter)

Lindholm: You didn't give her the award!

(Laughter)

Bedell: Let's do this right!

(Laughter) There's a Jewish expression for *(inaudible)*. Means you're choked with emotion.....*(Laughter)* You've got to have some excuse.

(Applause)

Savio: Thank you. Efren Barrera please come forward with Dr. Carol Hansen, Superintendent, Ocean View School District. *(Applause)* Representing the category of Maintenance, Operations, and Facilities, Efren has been a Head Custodian for the district for 16 years – most recently at College View Elementary School. He started working as a custodian for the district 26 years ago when he was in high school. That's really true. The first year he was there, he took only 2 sick days – one for an Angel's game, and one for a Dodger's game. *(Laughter)* Then, for the next 21 years, he did not take even one sick day – quite impressive! It is clear that Efren is a dedicated employee. He is known for being a role model to students, staff, and community members. Efren is a strong communicator, problem solver, innovator, and creator. He is a living example of the 21st century skills we aim to teach our students. What Efren enjoys most about his job is making a difference for kids. He works hard every day to provide a safe, clean, problem-free environment for students so they can learn and be productive. Efren says that it's a team effort to make this happen and he appreciates the support of the entire maintenance crew, the teachers, the principal, the office staff, the IT team, and everyone else who supports student learning – because the kids are why we are here.

Board Member, David Boyd will now present Efren with his certificate.

David Boyd: I want to hear about the Angels game. *(Laughter)* What was so important?

(Laughter)

Barrera: My cousin got some free tickets....*(Laughter)*.

David Boyd: He represents the unsung hero. The only time you notice him is if something goes wrong. How come there's no air conditioning, how come the lights don't work? But, you know, it is a representative of what goes on behind the scenes and the support that the teachers get that often goes unrecognized. So, on behalf of my Board I'd like to thank you very much.

(Applause)

Savio: Veronica Chapple, please come forward with Dr. Marian Kim Phelps, Superintendent, Westminster School District. *(Applause)* Veronica is a Lead Food Service Worker at Willmore Elementary School, and she is representing the category of Child Nutrition. For the past 11 years, Veronica has exemplified hard work, excellence, and service in everything she has done for the

district. She goes above and beyond to ensure a clean, safe kitchen environment and she always looks for ways to improve the menu, the equipment, and the operational procedures. Veronica is counted on to train others because she only knows one way to do things, the right way! And she always looks out for the best interests of the children. Veronica believes that every student is a different book and they all have their own stories. Some chapters are happy, some are sad, and some may even be scary. Her goal is to ensure that the time students spend with her at school creates positive chapters in their books. She shared that if she can make a difference in one life, this is all worth it. It is clear that she is making a difference in many lives!

Board member, David Boyd will now present Veronica with her certificate. *(Applause)*

David Boyd: In past years we've given out awards from time to time for students who have been involved in nutrition. In the past, we've always had the students go through our break room for pictures and it was a little embarrassing when they went through that room and saw our cookies, cola...*(laughter)* But, on behalf of my Board, again, thank you very much.

(Laughter and applause)

Mary McAfee please come forward with Superintendent Gregg Haulk, Huntington Beach City School District. Mary has been the Office Manager at Huntington Seacliff Elementary School for the past 5 years, and she is representing the category of Office and Technical. Mary's strong work ethic and years of vast experience have created a school office that runs like a well-oiled machine. The principal shared that on a typical day, you may see Mary at her desk in front of the computer or on the phone (multi-tasking of course), but you may have just missed her helping a student with an iPad problem, switching out two wireless access points, ordering a cart of 32 iPads, registering a new family, balancing the budget, fixing the copy machine, and arranging to have socks collected for cancer patients. I'm exhausted just reading about it. *(Laughter)* Her team wonders how she does it all, and she does this kind of work every single day! Mary also loves projects. She has taken on the role of technology lead for the school and she has planned the jog-a-thon, philanthropic activities, and social events for staff. On top of all that, Mary is always available for students, staff, and parents to answer questions or address concerns. If she doesn't know the answer, or she can't find it in one of her many well-organized binders, she will not give up until the issue is resolved. Due to her boundless energy and supportive nature, she has earned the respect and admiration of students, parents, and staff.

Board Member, David Boyd will now present Mary with her certificate. *(Applause)*

David Boyd: Thank you very much once again. One more? Just an observation that three of the six awardees came from my trustee area.

(Laughter/ Applause)

Savio: At this time, we'd like to have all of the nominees come forward with your certificates for a quick conclusion. The stories shared today represent just a few of the many exceptional qualities of our CSEY finalists. They truly exemplify the contributions of classified employees throughout our county and they will be outstanding representatives at the state level competition.

Thank you all for the important work you do to ensure the health, safety, and academic achievement of our students. You contribute on a daily basis to the fulfillment of our vision that Orange County students will lead the nation in college and career readiness and success. Please join me in congratulating the 2016 Orange County Classified School Employees of the Year! *(Applause and cheers!)*

Savio: Thank you President Hammond, Members of the Board, Superintendent Mijares, and all of our guests. This concludes our presentation.

Lindholm: Thank you, thank you so much.

(Applause)

Williams: That was great. Thank you.

Lindholm: What exceptional people, doing exceptional jobs and usually unsung. Enjoy today, you should be the star and we're going to have a little reception after this. But, I did want to check with Ellin Chariton, do we have any charter submissions? No? For the record...

Chariton: We were not aware of any that would be submitted today.

Lindholm: OK. That would be very helpful. Thank you. So, with that, what I'd like to do is adjourn us from here and come out and around there's some beautiful pieces of cake over there, for you to enjoy with your families and enjoy the camaraderie and then the Board will be taking a lunch break, too, so after that. We will return at 1:15 pm. Thank you. Congratulations.

(Applause)

Reconvene at 1:15 pm

Hammond: Sound of gavel. The Orange County Board of Education is back in session and with that, we will continue on with Public Comments. And with that, Madam Vice President, who do we have?

Lindholm: Thank you and thank you so much for waiting and accommodating the awardees earlier. That was very kind of you, thank you.

Hammond: We have extra cake so if you want cake or something....

Lindholm: *(Laughter)* Linda Cone.

Cone: I waited because I have some good stuff here. Um, some of it I've been sitting on but I always promise no old information. This is new stuff. I want to go first to this document which I will turn in, it's from the State of Kentucky, a report to the Kentucky Department of Board of Education, about Common Core. I received it about three months ago just haven't had time to talk about it. Here's what's significant about Kentucky. They were the first state to adopt

Common Core. Their fifth year of Common Core this year. And here's what this reporter says about this particular report uh, Wednesday, December the 9th, 2015. Um, without question, the Board's update is loaded with bad news. One of the bad news items is that we're getting the word that college professors in Kentucky are seeing a decline in the preparation of incoming students. That does not bode well for Common Core in the Blue Grass state. The report goes on to detail several other objections which are going to sound fairly familiar to you so, I'm just simply going to turn in the article. I'm going to urge you to look at the graphs, read the article and hopefully not all of you will say, well that's just Kentucky, we're doing Common Core the California way. Let's go to California then. This came out February 2016. It didn't arrive at my desk until just a couple of weeks ago. This is from the California Alliance of Researchers for Equity in Education. It is a six-page report focusing on testing in California. And it is signed by 115 academicians from California Universities, all over the state, what is noteworthy about the signatories is they come from a wide variety of schools. They also, a significant number of them are professors emeriti significant numbers of them are full professors, significant numbers of them are heads of the key agencies within their university. It's not really easy to take 115 California academics and simply dismiss their support of this report. I just want to highlight one thing in limited time but I have and it's going to sound like an echo. In these reports, for these reasons, this is after five pages of analysis, particularly focusing on SBAC and detailing exactly what's wrong with SBAC this is their conclusion. We support a public call for the moratorium on high stakes testing broadly and in particular on the use of scientifically discredited assessment instruments like the current SBAC and on faulty methods of analysis like value added modeling of new test scores for high stakes decision making. That's what I've been yelling about for the last several months. I will turn in this report. I urge you to read it. If you read it and then choose to dismiss it (timer goes off) I guess that's your choice.

Lindholm: Thank you. Thank you again for waiting.

Lindholm: Gloria Pruyne.

Pruyne: Good afternoon Superintendent Mijares, President Hammond and honored school board members. It's a privilege to share with you, as you know, I'm Gloria Pruyne and I'm speaking on the article Education Research's Last Common Core Standards, Urge Ban on High Stakes Test. More than 100 education researchers in California have joined in a call for an end to high stakes testing saying that there is no compelling evidence to support the idea that common (unintelligible word)... will improve the quality of education for children or close the achievement gap or that Common Core Assessments lack validity, reliability, and fairness. The researchers from and private universities in California including Stanford University, UCLA, and University of California, Berkeley, say that Common Core Standards themselves do not accomplish what supporters said they would. And, that linking them to high stakes tests actually harms students. Research demonstrates that imposed standards when linked with high stakes testing not only de-professionalizes teaching and narrows the curriculum but in so doing also reduces the quality of education and student learning engagement and success. Graduation rates declined by 3.6 to 4.5 percentage points as a result of the State Exit Exam policy, and also found that these negative effects were concentrated among low achieving students, minority students, and female students. Standardized testing has taken precedence over other priorities such as class size reduction, quality teacher training and retention, programs in the arts, adequate science

and technology equipment and keeping neighborhood schools open. The CCSS Assessments have not provided for adequate accommodations for students with disabilities and English Language Learners or for adequate communication about such accommodations for teachers. The researchers include a list of recommendations, including taking a new look at appropriate standards and assessments and placing a ban on high stakes testing until specific questions about proper accountability for schools and students and teachers have been addressed. Uh, I respectfully request that my comments be photocopied and made available to you.

Multiple thank yous.

Lindholm: Thank you both.

Hammond: Thank you Mrs. Pruyne. Any more public speakers?

Lindholm: No, that concludes our Public Comments. Do you want to do Consent Calendar real quick?

Hammond: Um, I would but, I believe that Dr. Williams had a question about Items 8 and 9 on Consent, so I'm going to pull those and then I believe also Dr. Williams would like to move Item 10 to Board Recommendations with Item 13. I would say it would still be separate, so um, if there's no objections from my fellow Board Members then I'm going to pull 8 and 9 for discussion, and move Item 10 under Board Recommendations with Item 13.

David Boyd: OK, can we have that discussion now? I'd like ...

Hammond: On 8 and 9?

David Boyd: Uh hum (signifying affirmative).

Hammond: Yeah, in just a moment I just want to make sure there's no objections to moving 10 to 13. So...hearing none, ok. Then on Consent Calendar we have Items 6 and 7. Chair seeks a motion regards to Items 6 and 7.

Lindholm: So moved.

(Inaudible)

Hammond: Moved and seconded, any discussion? Hearing none, all in favor of approving Consent Calendar Items 6 and 7 signify by saying AYE.

Several AYE's.

Hammond: Opposed? Passes 5-0.

Hammond: Consent Calendar Item 8, Accept the donation of furniture valued at \$72,687.00 from Culver Newlin on behalf of the Instructional Services Divison and send a letter appreciation to the donor. Dr. Williams, you wanted that.....

Williams: Correct. So what is important for the record is that the value of the systems, the displays the furniture from these two companies in both Items 8 and 9, that is their perceived value of the actual instruments or whatever it may be. That is not what we give as a tax document. We don't declare value, so, just for clarification for the public record, we don't declare value on what's given to us.

Hammond: It's declared by the person so giving.

Williams: That's...they can do what they want to on their own tax form...but this department doesn't do that.

David Boyd: Unless it's cash.

Williams: Unless it's cash. So, what I'd like to do is just....make the motion for 8 and 9, um, but I just wanted to add those comments for the record.

Hammond: Alright. Moved by Dr. Williams, with his verbal notations in regards to Items 8 and 9. Is there a second?

David Boyd: Second.

Hammond: Seconded. Any other discussion? Dr. Williams, anything else you want to add to that? Mr. Boyd, anything?

David Boyd: No sir.

Hammond: Anybody else? None. All in favor of approving Items 8 and 9 signify by saying AYE.

Several AYE's.

Hammond: Motion passes 5-0. Item 10 has been moved....

Lindholm: Don't we need to go to the Closed Session Item?

Hammond: Yeah, we do actually. My apologies. We do have a Closed Session that we can now um, go to. We can't go to Closed Session or we can't, if the Board would so like we can look at Items 10 and 13 under Board Recommendations. Do you want to go to Closed Session or do you want to take those Items?

Bedell: Why don't we dispose of those items if we can?

Lindholm: OK.

Hammond: Alright. Under Board Recommendation Item 10 was moved just now from Consent to Board Recommendation and it's adopt Resolution #10-16, to recognize May 5th as National Day of Prayer. Chair seeks a motion.

Williams: So moved.

Bedell: Second.

Hammond: Moved and seconded, any discussion? Dr. Williams?

Williams: None. It's been a part of what we have been voting on for at least a decade.

Hammond: Dr. Bedell, anything?

Bedell: Pass.

Hammond: Any other discussion? Alright, hearing none um, all in favor of adopting Resolution #10-16, National Day of Prayer signify by saying AYE.

Several AYES.

Hammond: Opposed? Abstentions? Motion passes 5-0. Board Recommendation Item #13. Adopt Resolution #12-16 to recognize April as Black April Memorial Month, the fall of Saigon, this one is from me, it's pretty personal and therefore I will move it myself for acceptance. Is there a second?

Williams: Second.

Hammond: Second and thank you kindly. The Marines that trained me were all Vietnam Veterans and I will never forget my Master Gunnery Sergeant, actually had a metal plate in his head. So, um, any other discussion in regards to this? Dr. Williams?

Williams: None sir.

Hammond: Dr. Bedell?

Bedell: None.

David Boyd: May I comment?

Hammond: Yes sir.

David Boyd: Same one I made last year. Um, I think China these days is Communism, Communist in name only. If you go to South Coast Plaza any weekend, and you'll see the

thousands of dollars being spent on a pair of shoes, they're probably more capitalist than we are these days.

Hammond: They do like making money, I will give you that.

Bedell: Robert, can I...when I first read this I thought this, help me with this, you have the background on this. This is my own...I didn't think this was something that got particularly glorified in the military? See what I'm saying?

Hammond: We used to joke about it all the time um, 'cause being in the Marine Corp. we had a very morbid sense of humor. Um, and we would joke at certain times like um, we would actually wear T-shirts that would say, um, Participant Southeast Asian War Games 1965-73, Second Place. And that's just how we dealt with it, it was, it was very personal, especially in the early 80's, 'cause, (*inaudible*). It is, really for most of the guys and I think that actually it was one of the reasons why we have a very high alcoholism rate in the early 80's. Many of our NCO's, especially the staff NCO's, we, and I say we collectively 'cause I didn't drink back then, they would drink more alcohol than water. It was pretty impressive, going to the E Club and the staff NCO clubs...um, and, the guys would talk about it but unfortunately some of them you had to liquor up first to get 'em to want to talk about...so it was...

Bedell: This is in no way would harken that this is not a good part of America'ssee what I'm saying is...celebrating this not a good part of American history and, you have visions of the helicopter lifting people off of buildings. This is not, you don't think, you obviously wouldn't do this to insult anybody, just didn't want it misinterpreted.

Hammond: Correct. I don't think so.

Bedell: OK, that's ... I'm fine.

Hammond: If there's no comment on this, um, Mr. Boyd you got anything else? I'm sorry.

David Boyd: Yes sir. A little piece of trivia, that the stairs that were famous on the top of the American Embassy, when the helicopters were coming in the very last day. Um, last time I was there a few years ago, it was a museum.

Noises

Hammond: Alright, seeing that there's no other comments on this, all in favor of adopting Resolution #12-16, signify by saying AYE.

Several AYE's.

Hammond: Opposed? Abstain? Motion passes 5-0. With that we will go into Closed Session. Mr. Ron.

Wenkart: Did you read that statement...(*inaudible*)....

Nina Boyd: Your red line.

Hammond: Guess I should. Um...

Nina Boyd: The second sentence...page 3...

Hammond: Oh, OK. Sorry. My mistake. Alright, the anticipated litigation is based on a threat of litigation received from an attorney alleging a violation of the Brown Act and the California Public Records Act. With that, we shall go into Closed Session. And Mr. Ron, would you care to lead us in there, please.

Voices.

Hammond: Sound of the gavel, Orange County Board of Education is back in session from Closed Session and our Attorney, Ron, will report out.

Wenkart: I just wanted to report out that we met in Closed Session on the advice of legal counsel, Mr. Boyd was advised to recuse himself from the Closed Session and he refused.

David Boyd: And no action taken.

Wenkart: Uh, no action taken, well, yeah, no action taken other than, well, there was a delegation of authority to the Executive Committee to proceed.

Lindholm: And the Superintendent.

Wenkart: Yes, in consultation with the Superintendent.

Hammond: Alright. Um, it is one minute until 2:00 o'clock. And, we have a 2:00 time certain...

Lindholm: Are they here?

Nina Boyd: They're outside.

Hammond: So why don't we get them ...

Lindholm: So we could do this.....

(Voices inaudible)

Lindholm: Oh, there's children.

Nina Boyd: There's a lot of children.

Lindholm: We should bring them...

Voices – (*inaudible*) discussions as public enters the Board Room.

Lindholm: So these are Public Comments? All of these are Public Comments.

Nina Boyd: Yes.

(*Voices inaudible*)

Lindholm: Ok. Thank you very much.

Hammond: It looks as though we have a full house, or almost a full house. This is awesome. Alright, we now have a Public Hearing on a charter school presentation, Miss Ellin Chariton, and welcome. It appears you are walking without a boot. Awesome!

Chariton: Two feet and two shoes.

Hammond: Well, it looks like you're healing up wonderfully, I hope.

Chariton: Thank you. With all the good thoughts here. President Hammond, members of the Board, and Superintendent Mijares. Today we will hold the public hearing to consider input regarding the appeal of the Citrus Springs Charter School Petition, which was submitted at the March 10th, Orange County Board of Education Meeting, following action on March 8th by the Santa Ana Unified School District, Board of Directors. Subsequent to today's meeting, the charter school review team will meet with petitioners to assist with clarification and address any questions. For today's hearing, the, each party is allocated fifteen minutes to summarize their position, then the hearing will be open for the purposes of public comments. For those interested in speaking, if you haven't already filled out and submitted a public speaker's card, located on the back table, please do so. Each speaker will be allocated 3 minutes for a total of 30 minutes for public comments on this matter. In addition, the Board will consider all written information for the final recommendation. Written testimony forms are also located on the back table and must be submitted by April 15th. Each Board member is reviewing the materials that were presented by the Citrus Springs Charter School petitioners which includes a copy of the Santa Ana Unified School Board's action that resulted in the denial of the petition. I now open the Public Hearing for the Citrus Springs Charter School, and call Dr. Kathleen Hermsmeyer, the Lead Petitioner, and Dr. Peter Alvino, Director of School Development to the podium.

Hermsmeyer: It is delightful to be here. My name is Dr. Kathleen Hermsmeyer, I am the Superintendent of a network of charter schools called River Springs Charter School, Empire Springs Charter School, and Harbor Springs Charter School. And, we certainly hope to open Citrus Springs Charter School, and I will be the Superintendent of that one too. We, um, are a very innovative charter school with a long experience, a long history of serving children in San Diego, Orange County, Riverside County, and San Bernardino County, and Imperial County. Um, every year 7500 parents vote, they cast their ballots for our school. They elect to enroll their children in our school because we offer a high quality program. So, I wanted to tell you a little bit about the mission of our school. We are a flexible, personalized learning public charter

school. We believe that 21st century learning encompasses more than just a classroom. It encompasses the entire community, and with all of the options and opportunities available to children these days, it is certainly very limiting to have to be five days a week in a classroom for seven hours a day. It's certainly more authentic to be able to be out in the community learning. So, we offer a wide variety of community-based programs with classroom options available, because certainly not every child learns in the same way and would thrive with five day a week at home with mom. And we want to empower students, we want to get them really actively engaged in their own education, which means that they're making decision about how they learn best, and determining say for example, that they need to take a particular class live, another class they can learn on their own, another class they can do online, that's our mission because our goal is to get the kids by the time they graduate from high school to be independent, educated, productive citizens that are passionate about the area that they want to be, want to do. A lot of times a traditional school system um, isn't designed to really encourage their own personal interests and their choices. They have very little choice in a traditional school. Alright. We were founded in 2000 in San Diego County, and for the last ten years River Springs has been sponsored by the Riverside County Office of Education, so we're very familiar with working with the County Office. We enjoy County Offices are in business to support schools and education and that has been a great benefit to us. We have developed and grown so much, under the County Office of Riverside. We serve 7500 kids, 512 of those are in Orange County and 84 were in Santa Ana. The reason that we decided to apply for a charter in Santa Ana, although we are currently already and have been for years, serving children in Orange County, is because we have talked to the California Charter Schools Association, they would like to see local authorizers for all charter schools. When we are operating in a contiguous county and having oversight by that contiguous county it's certainly not as good as having local oversight for our program, including local support. So that's why we decided, you know since we're here to stay and we want to have a charter in every county that we currently serve, um so that we can have that, you know, consolidated local support. The reason we chose Santa Ana to submit our petition, twice, we submitted two times, on no occasion would they deign to meet with us, to talk to us about our charter petition or any concerns that they had. But, the reason that we chose Santa Ana was simply because we have our center in Santa Ana, our resource center location. So, the CCSA suggested that that's the logical place to go for the charter and so we followed the process with full enthusiastic attitude and desire. And, so we went back after the first denial and we made changes to the petition, we added over a hundred pages of additional description and so, anyway. We have been reviewed, of course we get reviewed every year through, by an audit, and it's always clean. We have wonderful business side services are...oh, I wanted to introduce you we have Debbie Daniel who's our Pupil Services Assistant Superintendent, she oversees Guidance and Special Ed. We have our Director of Special Ed., she's been with us a little over a year now, her name's Kathy Cox, has a very wide background in Special Ed. for years, in San Jacinto Unified School District, and Hemet School District. And, we have Tonya Rogers who is a CPA who has been an accountant for an accounting firm, she's worked for years on an accounting firm that oversaw audits for charter schools. She has a great background to be sure that we're compliant in every way on the business side of the house. Also, we have a publicly available document that was published in 2013 by FICMAT where we were reviewed in the areas of personnel, business, finance, and education, and it was an excellent review which only, which had us in the low risk area in every single one of those areas. We certainly would, uh, are welcome to look at it, read it over. Alright, so our model is built on the idea that choice is the

best option for our students and we – because we’ve been in business so long, because our network is so wide, because we have over 800 employees, we’re able to work together to build a very high quality curriculum and high quality resources for our students to meet their changing needs. One of the reasons why we provide a multi-faceted support system for our students is because sometimes kids need more one year than they need another year. Sometimes in the same family one child would be the best served in a certain kind of program and another child would be better in a different one. So, we like to be able to provide all those services to our families. We have developed a tremendous amount of really great curriculum/ In our charter petition much of the appendix is our own in-house anything that’s in the appendix is our own in-house created materials, contrary to Santa Ana’s report that it was commercially produced materials. We’ve, all of those things are our own and they’re all Common Core State Standard aligned and they’re mastery based. We, one of the things for us is that we believe that children develop at a different rate, all children do, and sometimes children might need three or four weeks to master a standard that another child might need only a week to master. So for us, mastery learning is the process, and we have a tremendous number of resources available to help our parents and our teachers in the classroom to provide that personalized learning for our students. One of the things that we’re very proud of is our high school curriculum is designed to integrate the course subjects because if they’re not in class, six classes a day for fifty-four minutes a day, they can, there’s no reason the why the subjects can’t be melded together and so they will do an integrated curriculum unit that would, that they get to choose from a variety of units for three weeks and they get credit for all these different subjects, but, they’ve had the choice. They’ve covered the same overarching standards but the content is different. For example, they might choose an entrepreneurship unit or they might choose a creativity unit or a novel...creative writing unit. It would cover the same standards, the same course areas but with different content. Alright, so now we, basically in our charter we have three different programs, the backbone of our program always is homeschool. Our homeschool students have a, there’s many options for families that homeschool and every county now is Southern California, there have been a lot of charter schools springing up that offer a variety of things but, we, I may be a little bit biased but I would say we offer the best. We have the best homeschool program. We have developed it over years and years. We know how to support parents and all different types of parents with all different types of methods and styles of teaching and desires and so we really provide a lot of support from our school where a lot of these other charters may only provide text books and materials. We provide that and much, much, more, including computer support, online support and events. Events, field trips, um, all sorts of things. We have a center in Santa Ana and it’s been extremely popular. We have a number of our students here from that, and parents as well. They, we’ve gotten great retention at that site, parents love it. We have 117 student currently enrolled in that center. 117 students that are enrolled in the four-day program. Then, in addition to that we have about, almost 200 students who come to our learning center program and I’ll explain that in one second. We have a learning center, our learning center program is designed to support parents that are homeschooling their children and so they can drop in and take a workshop or a course, the child can take one course, can take three courses and augment their homeschool curriculum. If the mom doesn’t feel comfortable say, teaching science or math, a lot of times they don’t, you know, at that age, particularly high school, they want to come in and get the live labs and the teaching two days a week for hour and a half blocks, and then it’s more like a university model. Then they do work assigned by that single subject specialist the rest of the days. The, if the mom wants to teach the science at home using

our curriculum, our A-G UC approved curriculum, they can do our mobile science lab, which we have a mobile science lab that's offered once a month that does the labs for that month for all the core UC, A-G science. Alright, our Delta program is a new program based on our need. We have a tremendous number of students that are enrolling that have, that are on the autism spectrum. We believe that our type of school is the best suited, is very well suited for children with autism because we are very flexible. If they're having a bad day they can go home early, they could have half-days in our school, they can do a combination of mastery based online education which we do very well, and, very targeted drama and language based social emotional curriculum for those kids who, you know, need a more structured smaller, and more personalized classroom environment. We certainly don't want to isolate them at home five days a week, we want to get them out there doing activities and, with their peers. So the Delta program is a very innovative idea that will help to serve our students with autism. And then, the final program is Quest Academy that is the program that folks right here in the room are, most of them, some of the people here are from our homeschool program too. But, this is an enquiry based, project based learning program, K-8. Currently it's four days a week, but we would like to increase it to five days and have a regular seat time based program at the Santa Ana location. And, that's all written up in the charter. Our principal is here from that program, Monica Lopez. Monica has been a principal for, I think 12 or 13, 10 years. And, has an administrative credential and a tremendous record of success with achievement with her students. The students have grown significantly, especially in the significant sub groups the, traditionally underserved sub groups. We do a wide variety of assessments including in-house and standardized assessments. We do a norm referenced assessment called I-Ready which is nationally normed, diagnostic for based on the Common Core State Standards and then we also do our Inspect Benchmark assessments, three times a year.

Timer goes off.

Hammond: That was 15 minutes.

Hermesmeyer: OK.

Hammond: Alright, thank you very much for presenting that, appreciate that. Now, um, ...

Chariton: Thank you Dr. Hermesmeyer. Santa Ana Unified School District representatives have indicated that the district stands behind its Board adopted resolution, denying the Citrus Springs Charter School. That is included in the appeal materials you've received. Therefore, they have no further comments at this time. The hearing is now open for public comments and, President Hammond, I return the meeting to you.

Hammond: Miss Ellin, before you go, what was the vote of Santa Ana Unified, was it unanimous, 5-0 denial? Please, Dr. Alvino?

Alvino: Thank you for the question, Mr. President. Um, I was there at the last....

Hammond: What is your name, sorry, for the record?

Alvino: My name is Peter Alvino and I serve as the Director of School Development. There were four individuals there that evening and it was a 3-1 vote. The other young lady who wasn't there we were hoping to get her vote but she wasn't there. So, it was 3-1.

Hammond: OK, who was the one yes vote and who were the no votes, do you remember?

Alvino: It was, cross gender, it was three males and the two females were...

David Boyd: It's in the record anyway.

Alvino: Yes. Richardson, Palacio, and Hernandez. And then, Mrs. Iglesias, was the vote in favor.

Hammond: Thank you.

Alvino: You're very welcome.

David Boyd: Mr. President, could we get an electronic version of the PowerPoint sent to us. I don't see why not.

Hammond: Nina, can we get a copy of the PowerPoint.

Nina Boyd: We will send you that link, we do have that.

Hammond: Dr. Williams, care to lead us off with any questions, comments?

Williams: No, not at this time.

Hammond: Alright.

Lindholm: Public Comments, we have a lot of those.

Hammond: You know what, my ... (*inaudible*)...I jumped Public Comments, we now have time for Public Comments. So, with that, Madam Vice President would you call up our first person?

Lindholm: I would, thank you. Noreli Marroquin. Hi, welcome. You have up to three minutes to speak.

Marroquin: I'm sorry.

Nina Boyd: Please state your name again.

Marroquin: Um, sorry.

Nina Boyd: Please state your name again before you start, ok?

Marroquin: My name (*laughter*) I'm sorry, I'm nervous. My name is Noreli Marroquin and I am in 7th grade. I've been at Quest Academy since the first year it was open, or, which this marks my third year. Quest Academy is a great school and one reason is because each and every teacher encourages you to work on and improve your work whether it is in arithmetic, English, history, or science. They always help you. The school works hard to improve the students' learning skills and (*inaudible*) especially if a student has trouble understanding the subject. The teachers are willing to take their time and slow down teaching to help the student understand. Our school activities are another reason this school is great. One of my personal favorites is an event called Trunk or Treat. This event is fun because you can see all your classmates dressed up outside of school. I personally enjoy seeing each one of my peer gets elected to be queen or king. Another reason I like Quest Academy is the clubs we can attend. Some examples are the sports, origami, gardening, yearbook, art and theater clubs. The teachers are also very polite at the school. I have an excellent math teacher. She works very hard in order to get us to learn, and participate, understand our current I can. We also have an excellent English teacher who doubles as a great principal. She understands the subject and helps us with any errors we make. And I can't wait for next year because each year always seems to get better.

(Applause)

Lindholm: Hannah Humphrey. Welcome.

Humphrey: Good afternoon. My name is Hannah Humphrey and I am in 7th grade and I go to Quest Academy at Orange County Student Center. One of the things that I like about Quest Academy is how understanding all the teachers are. When you have a question, they never have a problem to help you answer it. I also like the homework because it is hard, but is also hard enough to make you do it. I also like all the math and science and English and history projects. One of them is the Passion Project. The Passion Project allows you to do anything that you love or enjoy. I enjoy animals and I want to study on how to be a veterinarian. I also love how all the students are very independent workers. I also have lots of great friends. This is what I like about Quest Academy.

(Applause)

Lindholm: Emmitt Lancaster. Normally we don't have (*applause*) but you're pretty charming.

(Laughter)

Lindholm: Oh, I'm sorry, did you want to come together? And, Gunnar Dahl, come on up. They wanted to do this together.

Lancaster: Good afternoon ladies and gentlemen. We are very enthusiastic to be talking to you about Quest Academy. Wonder why our school is so marvelous? First, what I'd like to say is that students say what they need and want to learn because Quest Academy has personalized learning. Also, we have more one-on-one time with our teacher. The reason is because of our small class sizes.

Dahl: My name is Gunnar Dahl and I'm in third grade also. I have another reason why we like this school. We have multiple grades in a class which means more time to collaborate. Furthermore, we think our school is superior to others because students are responsible, respectful, and ready to learn. We also have homework club, meaning I can do my homework at school. I can get help. Also, I like this school because I don't get bullied. Thank you again for taking the time to listen to us and I hope you have a great day.

(Applause)

Lindholm: Mia Sandoval. Hi, welcome.

Sandoval: Good afternoon ladies and gentlemen. My name is Mia Sandoval and I am a 5th grader at Quest Academy. I'm here to talk about the reasons I love my school. The reason I like Quest Academy is because I get to work at my own pace. I don't have to wait for other students and they don't have to wait for me. I can learn at my own level of work, we don't have to use paper and pencil all day which is nice. It is a privilege to have my own computer to work with. Also, I get to use a lot of fun math games and other stuff to learn a lot of new things. This is the reason I love my school, Quest Academy, and I am thankful to have this education.

(Applause)

Lindholm: Edward Lancaster.

Lancaster: Good afternoon ladies and gentlemen. My name is Edward Lancaster and I'm an 8th grader at Orange County Quest Academy Student Center. I'm excited to be here today. I thank the Orange County School Board for taking the time to hear us. There are many reasons why our school is a great place. I feel our campus is a safe place with no bullying. Our motto is ready, respectful, and responsible. The teachers are very helpful and respectful to the students as the students are back. This school is small, so it's easy for all the teachers to work with the students individually. The individualized learning is spectacular because it helps the students focus on their needs. When I was at another school I was not able to learn because there was too many students in one class. But, the teachers at my school put the academics in such a way, where it's easy to learn...quicker. These are a few reasons why I like my school. Thank you for your time.

(Applause)

Lindholm: Thank you.

Hammond: I got a quick question before the young man goes by I noticed he had dog tags, I'm a veteran, I have to ask, dog tags.

(Inaudible)

Hammond: You have dog tags there, young man, whose are they?

Lancaster: My dad got these for me 'cause he's in the Navy.

Hammond: Nice job, alright.

(Applause)

Lindholm: Cody Haberlein. Welcome.

Haberlein: Good afternoon ladies and gentlemen. My name is Cody Haberlein and I'm an 8th grader at Quest Academy. Edward and some of my other classmates shared some reasons that we think our school is great. I'd like to share a few more. Our school community, staff, teachers, and students are always kind and generous. Whenever we need a helping hand there's always someone there. Our school also provides a great after school program that allows us to get our homework done before we go home. In addition, our school offers clubs where we can choose an elective of our choice. Even though I won't be here next year, I can say that the students that will come next year will love it. This school is ideal for everyone. Thank you for your time.

(Applause)

Lindholm: Ronda O'Neill-Wong.

Wong: Hello. My name is Ronda O'Neill-Wong. I teach 4th and 5th grade at Quest Academy. I'm a long-time resident of Orange County. All four of my children graduated from Orange County schools. And, despite my advanced age, this is my first year as a full time classroom teacher. And, um, I've also taught in Orange County schools for 15 years prior to coming to Springs. You may wonder why now? And my answer to that would be, because I was a mom first, and when I went to start my career again, I wanted to find a place where my own children could send my grandchildren. And, what I found at Springs was a place where the children truly do like to come to school. I have very high attendance. I have children who want to be there, and I found teachers who teach each and every student, not just the middle ability, but every student. When it says personalized learning, it truly is personalized learning. And, um, I'm hoping that my own grandchild, my youngest is two years old and he'll be a Springs Academy student pretty soon. Thank you.

Lindholm: Thank you.

(Applause)

Lindholm: Kimberly Ormseth. Welcome.

Ormseth: Hello. My name is Kimberly Ormseth, I am the 2, 3, 4 combination teacher at Quest Academy. Where to start and where to go in 3 minutes. Um, I used to say it was very unfortunate when I graduated. I graduated in 2008 with my teaching credential, and all the pink slips were coming out because of the economy, kind of went down. So, I had 5 years of substitute teaching in the public school system. I saw a lot of what did work, a lot of what did not work. I was very fortunate, which turned out to be better for me, those 5 years, to find Quest Academy. 'Cause as I was teaching, I always had those kids that I would see in the back of the room doing the direct

instruction even with explicit direct instruction, that were kind of just not there...they didn't, weren't happy to be there. They weren't learning much because it wasn't personal to them. It didn't really touch them in a way that made them want to be there. And now, I have kids that love coming to school. And instead of seeing that little tiny achievement gap for those kids that are under achieving, I'm seeing growth like this. Are they all meeting their grade level standards? No. But when they came in to where they are now is a huge gain. And to me, that is the most important thing. Am I doing something in the long run that can truly help these kids for their future? And Quest allows me to do that which I was very regulated in the public system. It's...do I think it's going to work for every kid? No. Public school does work for some kids. It didn't work for me personally. I had huge behavior problems as an elementary student. If Quest was available, I might have excelled better when I was younger. I might have done much better when I was younger. And I feel I can really relate to my kids on that level and I have almost zero behavior problems in my class. I've never had kids as good as the kids I have at this school. Where do I go with that.... It's just a wonderful place to be. It's some place that I would want my own children to go to because it meets their individual needs, and I've never seen that in a school before, so thank you for taking the time to listen to me.

(Applause)

Lindholm: Dana Stokes, and she's our last speaker under this Comments section.

Stokes: I'm so nervous...*(inaudible)*. My name's Dana Stokes, I am a middle school math and science teacher. Um, I came to Springs Charter School because at the time I was coming...I was a new teacher, uh, I had to finish my student teaching. I came from a very large school district, and during my student teaching I had a very large class, like 44 students. It was very difficult to teach 44 students. Especially if you're really passionate and you want to get in there and teach. So, getting a job with Springs Charter School, and having those small classes, uh, this was awesome for me. 'Cause now the passion that I have, that I wanted to teach and I can really get in there and do one on one and small groups, and different activities 'cause I have those opportunities in the time with a small group of students. What I like about Springs Charter School is that they care, uh, we are a community. The parents are really involved on campus. We have good rapport with the parents and with the students. Also, the personalized learning um, and just, it's just great! It's great to get up in the morning to a place that you want to be. That's what I really enjoy about Springs Charter School.

Lindholm: Thank you.

(Applause)

Chariton: Thank you to all of our presenters and especially to all the students. This now concludes our Public Hearing and President Hammond I know that your Board is providing all due diligence in review of the charter petition documentation before you and so I turn the meeting back to you and, thank you for the opportunity for the Citrus Springs Charter School public hearing.

Hammond: Ellin, before you go I just wanted to say thank you for what you and your wonderful staff do. Once again, you have a phenomenal staff and we thank you profusely for that. Um, and I hate to put you on the spot but were they pretty timely on getting back to you if every you had questions or phone calls.

Chariton: That's my understanding, yes.

Hammond: Awesome. OK, thank you very much. Alright, we'll go to questions at this time. Dr. Williams, do you have any questions at this time?

Williams: No sir.

Hammond: OK. Dr. Bedell?

Bedell: Yeah, at some point in time, I guess at the next session, Ellin, I would like to see in your opinion and the staff's opinion how that homeschool component relates to what we do typically in our department with homeschools. We have several hundred in homeschool, do we not? So it would be interesting to see if there is duplication of that and how we can collaborate if we go further with this. I know it's a key part of our ADA. Thank you.

Hammond: Alright. Madam Vice President?

Lindholm: Thank you. Um, I guess one of my...it sounds like this is basically a homeschool except for Quest is a 4-day a week in seat. Is that correct? Somebody....help answer?

Hermesmeyer: Currently, the students that we have in Orange County are the majority 400 of them are homeschooled. And so we visit those families in their home once every 20 days. In the beginning we, um, when they first enroll with us, we visit them more frequently. We visit them every other week, um, to get them acclimated to the system. We have all sorts of events and activities to help support the parents, including online forums and online classes for the parents. And so, we really do have a very nuanced and encompassing homeschool program. Uh, but the homeschool families at the moment we only have the one center in Orange County which is in Santa Ana and that center is were anybody um, in Orange County would attend that center if they wanted to get classroom based instruction from us. Now there are other vendors that provide, like Mathnasium and other types of vendors that we use that we have approved our very rigorous vendor approval process to provide tutoring and classes to our students in North Orange County because, we don't, areas where it's too far... Orange County is tricky because parents don't want to drive too far. Other counties, parents are willing to get in the car and drive 35 minutes each way, but that's because they don't have stop and go traffic, you know, it's a pretty straight shot. Anyway...

Lindholm: Your application says K through 12th grade.

Hermesmeyer: Yep.

Lindholm: 355 students is what you've projected for year one. So, of the 355 students, how many, approximately, would be homeschooled?

Hermesmeyer: Oh, that would be at least 100, um, so, I can't remember...

Lindholm: So you're looking at 255 in seat...

Hermesmeyer: In the seat, right. No, no, no. It wouldn't be seat based attendance it would be a combination of Delta, the Delta program would be a homeschool program, however we, we differentiate within our world, it's a little complex, but we differentiate between academy programs and homeschool programs. Homeschool programs are those in which the ES visits the, Education Specialist, the teacher, visits the family in the home and they are like the homeroom teacher. The student may take a class online and have that single subject specialist be their teacher of record for that one class, but the homeroom teacher is the one that visits them, manages all their extra-curricular hours and everything. Um, the Academy students are those that come to class at a school site, location, a resource center location, and they do home study for one, two, or even three days a week. And that, that material that they get to do for home study is assigned by the teacher at the classroom. So it's a different focus of control, so to speak. The homeschool um, program, the parent is the one delivering the instruction. The Academy program, the teacher is delivering the instruction even on the days when they're doing home study.

Lindholm: OK. And then I would like to ask our staff to let us know what the graduation rate is for their 12th grade students and, college entrance. Thank you.

Hammond: Anything else? No, alright. Mr. Boyd?

David Boyd: Yes sir. A few questions if I may. Could you explain the protocol for the home visits?

Hermesmeyer: Uh, well, we have a...every home visit follows a process where we talk about how the last previous period, how every long it's been since we've seen the family. Talk about how that's gone. They show work samples and they look over the whole body of work, actually, that they take work samples, but they don't take all the work. And, they talk about any struggles that the family has had and all of those things. They, then they sit together and plan the next month of work, the next period worth of work. And, in addition to that, we have a series of ins, we call them parent in-services where we every time a family is met with by our ERS they get an in-service in a certain area, you know like it might be something about writing, teaching writing or whatever. One of the things that we have developed is we have something we call the power tools, which is in the petition, you'll see it in the appendix, it's 15 powerful independent learning strategies, since our students are called upon to do independent learning. We believe it's very important to learn them, how to be learners on their own to be independent learners. We think that's a life skill that all of us need and so, they, we work with the parents on developing those skills with their children.

David Boyd: OK. Would there ever be a situation where an adult was alone with a student?

Hermesmeyer: No.

David Boyd: In a non-public setting.

Hermesmeyer: No, not in a non-public setting, no. If the family, if the parents are not there, we reschedule the meeting. Even with high school, we meet with at a public location, we meet with our high school students at the Santa Ana Center. I guess there is a possibility that we might meet like at a library, or something, if it's not convenient for them to meet us at the Santa Ana Center.

David Boyd: Um, you mention the fact that, if I recall correctly, that you were criticized for purchased curriculum?

Hermesmeyer: Well, that was the part that was most upsetting to me when I read all the reasons for denial by Santa Ana was because that is an area where that was completely untrue, and um, so all our materials and curriculum it does look beautiful. You will see that it looks beautiful. We have some really great talent, who can do great graphic artist things, but they are not canned materials.

David Boyd: You know I was kind of surprised because from my standpoint, I don't really care whether it's purchased or

Hermesmeyer: (*Laughter*) I'm just saying our teachers have put so much time and effort into this and then to say that it's(*inaudible*).... something, it's not.

David Boyd: It's really the quality of the materials that...regardless of where it comes from. Um, how much of a challenge in the last 5 years adapting your curriculum to the Common Core State Standards?

Hermesmeyer: You know, we, there's a lotta, lotta good things about the Common Core. One of which, one big thing is that they're focusing less on the individual things and more on the big picture skills, you know, the idea that children take multiple years to master a particular skill. And we think that that is absolutely true. Because we're mastery based, we um, we like the idea that things are reintroduced every year and that we know that they're going to take, you know, a while brain based learning we know that children are going to take a while to take the stuff from short term memory to long term memory. So, we keep having to reintroduce it at a higher level of rigor. That's, I think we already had that, so, the difficulty has been the SBAC. The actual test itself, uh, try to adapt it to our remote population, having a test centers, more of a technology challenge. So when the SBAC came about we got everyone of our students a chrome book so that, you know, we do have families who are really anti-technology. Some homeschool families they're walking in the park and eating granola and that kind of thing, so they're really not about getting their kids on the internet, you know. But we've been really encouraging them and having part of the in-services that we've been doing with the homeschool families, at their home, going over how to have two windows open and copy and paste, things that the kids have to do for the SBAC that could actually not show their actual learning to their fullest effect if they haven't had

any experience with it. So, technology has been the biggest challenge for us, not the actual skills or the actual concepts of it, because it's right along the lines of what we were already doing.

David Boyd: OK. Um, lastly. If it hasn't been done already would you provide staff with a copy of your audits?

Hermsmeyer: Oh, sure.

David Boyd: And the FCMAT review? Thank you.

Hermsmeyer: Yes.

Hammond: Madam Vice President, anything else?

Lindholm: No. I just want to congratulate all our young speakers who came up here today. It's kind of scary up there...and you did a fabulous job, very impressive. So, congratulations to each of our small speakers.

David Boyd: Sometimes it's scary up here.

(Laughter)

Hammond: Alright, any other comments?

Bedell: None.

Hammond: Alright, seeing no other comments then I guess we can move on. Thank you all.

Lindholm: Thank you.

(Applause)

(Inaudible conversations)

Hammond: Staff Recommendations Item #12. Vista Heritage Charter Middle School. They're wanting a revision, I'm going to pass the baton over to our wonderful Vice President. I'm going to go sign diplomas.

Bedell: I'll move approval.

Lindholm: I'll second it.

Bedell: As I understand it, Madam Chair, this is a request to revise the physical plans if you will and generate more slots for kids, we've done this with other charters, I see this request is for more kids, is that accurate?

Nina Boyd: When they did the modernization at the facility, it allowed for them to have more classroom space. And their initial petition was based on what they thought they were going to have in terms of, and so this provides them an opportunity to have additional students fill the classroom space and growth over time.

Lindholm: And this is for the 2018-19 year, so it's not looking for this fall?

Nina Boyd: Yes. This was for beginning in the 2018-19 year, is when they are projecting they would start having the increases up to the 550.

Lindholm: OK.

Bedell: So it's sort of like when you're building a renovation in your house, you get a change order 'cause you want a new plug, this is....am I missing something here?

Lindholm: OK, we have a first and a second and a motion for approval of this. Board Member comments?

David Boyd: Yes, I have a question of staff. Would that be Ellin today? When you receive this type of application, um, we're talking about an increase in possible enrollment based upon additional space, that is allowed. But, is there any type of analysis done with respect to, ok, where do they stand faculty-wise, do they have other resources to support the additional projected enrollment?

Chariton: That is incumbent upon the relationship that Kelly and Aracely build with the administrative staff of the charter school and the fact of the constant communication, interchange and sight visitation. So definitely there's that consideration as far as they're moving forward how they are building in their infrastructure, as well as their resources and support for staff to be effective with students. So, I would say to you that while we don't go out at this point for 2018 and analyze, right here now, there's still the relationship building and communication that happens, that in the end really addresses those points that would be your concern.

David Boyd: Alright. OK. I have a question for Ron, if you have a moment. Since I have been effectively banned from mentioning anything that could be considered as political...would it be possible to brief us, perhaps at the next meeting on what constitutes a conflict of interest?

Wenkart: Sure.

David Boyd: And what other Boards may have done to ... well, how other Boards have addressed this type of situation. I've seen it a lot on city councils, where there are rules in place for donations that have been made, and you can't do something for so many months..... I would be interested to see what other districts have done along these lines.

Wenkart: Sure, I would be glad to.

Davis Boyd: Ok, that's all.

Lindholm: Trustee Bedell, anything further?

Bedell: No thank you.

Lindholm: Trustee Williams? We have motion before us to approve Item # 12. All in favor? AYE.

Several AYES.

Lindholm: All opposed? Abstention?

Williams: Abstention.

Lindholm: We have one Abstention. So we have 3 AYES, one Abstention, and one is not present at this time for the vote. So that concludes Item #12. And takes us to Information Items.

Information Items

Lindholm: We'll move on from Mr. Hammond I'll go to Superintendent's Announcements.

Announcements

Mijares: Thank you. Madam President. Again, it's great to be here with you and members of the public. Just a couple of quick items. I want to let you know that on March 14th I participated in the Creative Edge lecture that was done at the Segerstrom Performing Arts Center. This is a marvelous opportunity for us to accentuate the arts. And we happen to have a Doctor by the name of Charles Limb, who is a neurosurgeon, and he did a "Ted Talk" type presentation entitled, "Your Brain on Improv." And this is an event that's sponsored by the Orange County Department of Education, OC Arts, PTA, and Boeing. While there, we recognized the Irvine Unified School District, the Superintendent Terry Walker with the Arts Education on the Rise award. So, I wanted to let you know that. Irvine's been doing a lot of fantastic things to provide more opportunities to be engaged in the arts, and we wanted to commend Terry, and the Irvine Unified School District. I also want you to know that, do any of you know what Bubblefest is?

Lindholm: Discovery Science Center!

Mijares: Yes! Discovery Science Center which is now affectionately called the Cube. So from March 26th to April 10th, Bubblefest is happening and it's a display of, a laser display of...any you're going to get all soapy if you go there. But, it's a marvelous opportunity and I wanted to invite the Board if any of you want to, I'm on the Board, so let me know. I bet Mr. Boyd would love to be there. What do you think?

Lindholm: Is it open Saturday?

Mijares: Yes, it is. And, there are four showings, 11:00 AM, 12:30 PM, 2:00 PM, and 3:30 PM. Four shows, I should say. So, just let me know if you do want to go and it's really great for kids. Kids love it, adults love it. Ron, you would love it!

David Boyd: Are you implying I could use some soap?

Mijares: *(Laughter)* No! I thought...don't you remember when you were a kid you liked getting in there and making bubbles and....that's what I meant.

David Boyd: So I shouldn't wear a suit then?

Mijares: Don't wear a suit, no. I also want to commend those in the room that deal with technology. I want to commend Dr. Fong, Carl Fong, our Executive Director, because we have recently done something amazing here in the County, which you may not be aware of. We have upgraded our infrastructure to create faster and far more robust internet connections than ever before. We're talking about high resolution videos, streaming media, all this to support what's going on in the classroom, across the county, and it will emphasize the importance of reading, writing, math, and other core subjects. This is a 100 Gigabyte Ethernet connection and it will directly benefit more than half a million students and 20,000 plus teachers across all 27 districts. Carl, as I understand this, we now lead the state, right? We lead the country and the world?

(Laughter)

Mijares: Do we lead China? OK. So I just thought that was a marvelous thing and I want to commend our staff.

Lindholm: Yay, way to go!

Mijares: Of the 58 counties, we are now at the top when it comes to connectivity infrastructure support, opening up these speedways, which will help us. Then lastly, I want to invite you to something that you're going to find very interesting. On May 5, which is Cinco de Mayo, we are going to meet at the Hyatt Regency for what we are calling the One Billion Acts of Kindness. One Billion Acts of Kindness. What we want to do is to underscore the power of kindness in our society. I don't care who you are or what your belief system is, you know what I'm talking about when people are kind to you. There's a lot of research. Men and women who have studied the matter of neurosurgery and the neuroplasticity of the human brain, talked about the matter of kindness and what it does. So, I just want you to know that we are inviting a Dr. James Doty, who is a neurosurgeon. He is the Director of the Center for Compassion and Altruism, Research and Education at the Stanford University School of Medicine. You know, Shakespeare said that kindness, he used the word mercy but he meant kindness, does two things. It helps you and it helps the one that gets it, the one who receives it. So, that will be on May 5th, 2:30 PM and you're all welcome to come. Ok, that's all I have under my reports.

Bedell: Mendez.

Mijares: Oh! Jack, were you going to say something about that?

Bedell: No, go ahead.

Mijares: Last week, Thursday evening, Dr. Bedell and myself went to a celebration for Sylvia Mendez, and it was at the Anaheim High School, Kennedy High School, excuse me. Kennedy High School and they have a fantastic multi-purpose room, performing arts center, really is what it is, state of the art. Now, as you know, Sylvia Mendez is the daughter of Felicitas and Gonzalo Mendez, of the famous Mendez versus Westminster case, which ended separate but equal here in Orange County. There were several districts involved in the lawsuit but the principal district was Westminster. We built a school in Santa Ana for the Mendez family, for Gonzalo and Felicitas Mendez, it's the Mendez Fundamental School on 17th and Bristol, and this was an opportunity to recognize Sylvia. Sylvia was one of the students, she and her brother Gonzalo, Jr., were the ones being discriminated against. It was an interesting story if you haven't read this, because this happened in the mid-forties, it set the groundwork for Brown versus Board of Education, that was argued by Thurgood Marshall before he was on the Supreme Court and basically they, the parents took the children to register them for school and they said no, you've got to go to the Mexican school. The family member that, I think if was, don't quote me on this, but I think it may have been the sister of Gonzalo, took her kids, and based on pure appearance, they let them enroll. So, I even have in my files, and I may have shared this with you, I have book from Santa Ana Unified that shows all of the schools and in parenthesis it says, "Mexican school." So, it was separate but equal, they were discriminated against, I've read the court transcripts, I use them often in my speaking, and it's mind boggling to see what human beings can do to others, when they stoop to the lowest common denominator. That's what was happening here. So, fantastic evening, right Jack? You were there.

Bedell: It was outstanding!

Mijares: The kids reacted, re-enacted the parts of, different parts of what happened in the case. High school kids, and they did a marvelous job. So, it was a great opportunity.

David Boyd: Mendez was really the foundation for Brown versus Board of Education. Thurgood Marshall used a lot of the briefs and a lot of the court opinion in drafting the appeal that resulted in segregation being outlawed nationally.

Mijares: Exactly. And if fact, if the district had appealed the case and it had gone up to the Supreme Court, that would have been the landmark case.

David Boyd: Maybe, but the Court was different. Four or five years before the Chief Justice, um, Warren, was appointed. Former Governor of California. And the politics were a lot different, in the late 40's and the early 50's.

Mijares: So it could have been that they would have agreed that separate but equal was ok.

David Boyd: That was the precedent at the time.

Bedell: Just like to know that previous Board member, Felix Rocha, who was adamant that that case get the recognition that it deserved as that framework...

Mijares: Yes.

Bedell: And consistently talked up and down the county about the county's role in desegregating schools. And I just, I would feel remiss, I kept thinking of him that night, last week, this was Felix's cause, when he wasn't doing his private investigating into people's lives.

Mijares: Right. And now there's a U. S. Postal stamp, she was given the Medal of Freedom from President Obama, Sylvia Mendez. I have a copy of the stamp in my office if you want to see it, signed by her.

David Boyd: The inside joke was Felix works for the Federal Government and doing background investigations for people who want security clearances.

Mijares: So,

Hammond: And Doc, I think what's interesting is when Brown was finally decided, which ended segregation, I think it ended up overturning one of their own cases at the Supreme Court which I think was about 7 years before hand, which the Supreme Court actually said yes, segregation is OK.

Bedell: Yeah.

David Boyd: Actually it was an 1895 case that slips my mind now, but it was precedent for all of those years.

Hammond: It was amazing 'cause I think about that same time a lot of states were already moving.....

David Boyd: Yeah, it was Plessy v. Ferguson, was the late 1800's...

Mijares: Yeah, where it was OK to do that.

Hammond: 'Cause I think you had states at that time that were actually moving to integrate and the Supreme Court said no, you have to have segregation. So, it's an interesting twist.

Mijares: You really have to read the record because if you read the lawsuit itself, there were comments made about their cleanliness, you know, the fact that they have a different culture, a different language, which made it difficult for them to compete with other students. And all the things that we repudiate with an exclamation mark today.

David Boyd: We also had segregated swimming pools in that area.

Mijares: That's true. That's all I have in my report, Mr. President.

Hammond: Thank you, sir. Miss Nina?

Nina Boyd: Just a reminder that our next Board Meeting is Wednesday, May 11th, submission deadline is April 27th. I wanted to thank each of the Board members for completing the Ethics training, and providing me with their certifications of completion. I received one from each of you, so thank you for that, and completing that prior to deadline. There is an Orange County School Boards Association Annual Dinner Meeting in Irvine at the Marriott, on Wednesday April 27th. Please RSVP to Darou by April 20th. She will be sending a reminder to all of you tomorrow with all of the information and details. Also, I wanted to thank all of the Board members who attended the 2016 California Charter School Association Conference in Long Beach, March 14-17th. And, we'd be remiss if we did not mention that Linda Lindholm was recognized as an elected official of the year. She was nominated and received an acknowledgment, for her work with our Board and in this community in terms of acknowledging the role that charter schools play in our community, and parental choice. I dialogued with Linda, she didn't want us to make a big to-do, but we did tell her that we felt it was important for the record that we acknowledged her recognition. And also, she mentioned that she did make the statement that she very much supports public education but she does also very much support parental choice, and she thought that was important, and that she did make that statement in receiving her recognition in Long Beach. Compliments to you, and we think you've represented us well in terms of being able to receive that achievement. There were two, I believe, elected officials that were recognized. Linda was one, from Orange County and there was a lady from San Diego. In addition to that, or on that same theme, if you all have receipts, I know that Darou has sent a reminder out to you all, to please turn those in so we can get you reimbursed for any expenses related to that. And, that's all I have.

Bedell: If I could follow up...first of all...I had the pleasure of sitting between Linda and her husband. You could feel his pride as Linda was talking on the screen. Her grammar was pretty good...*(laughter)*.....but seriously, there were 4,000 people there and at some point in time I would like to have on the agenda, an item with the 4 of us whoever went, could talk about the sessions that they liked the best, because it was a new experience for me. I haven't been in a professional conference where they wave noise makers. It was very impressive, the kids.

Lindholm: They were so cute.

Bedell: So if we could have a session on the agenda in the future where we could talk about the session because I have some comments and some notes that I would like to share with my colleagues.

Nina Boyd: We can put that on next month's agenda for you.

Bedell: That could be under Items, that's fine.

Nina Boyd: OK.

Hammond: Mr. Boyd, do you have anything?

David Boyd: No sir.

Hammond: Madam Vice President?

Lindholm: No, I don't have anything, I want to thank Renee for all the hard work on the budget. It's one of those documents where you can't just write a whole bunch of words. You have to have all the math right, and we're kind of looking at the trends and you put it together very nicely. We were trying to get it a little sooner, I'd kind of like to read it ahead of time, but I want to compliment you on putting together a very very nice document. That's all.

Hammond: Dr. Bedell, anything else?

Bedell: Goodness, thank you sir.

Hammond: Dr. Williams?

Williams: Nothing.

Hammond: Adjourn.

