

Orange County Board of Education Meeting – 5/10/17 – Transcript

(Sound of voices – gavel)

Welcome and Call to Order

Lindholm: Hi, I'd like to welcome you to our Orange County Board of Education meeting. Regular meetings are held each month at 10:00 am unless otherwise noted. Any person wishing to address the Board on any matter whether or not it appears on the agenda is required to complete a request to address the board card, available at the table by the door. Please submit the completed form to our clerk of the board right here. Each individual will be allowed three minutes per person per meeting and may not give their time to extend for other speakers. All persons are reminded that this is a public meeting and attendees and speakers should be respectful of each other and the board. Verbal outbursts and clapping are prohibited except for today with awards. Anyone deemed to be disruptive will be asked to leave pursuant to Penal Code Section 403. Board agendas are posted online. I want to welcome you all today; it's going to be a very wonderful day. We will begin today with an invocation by Dean West, our associate superintendent and the Pledge of Allegiance by Cadet Yahir Vergara.

West: Dear God, we place our trust in you. We thank you and ask you to bless our elected officials and our leadership within our local educational agencies. We thank you for the blessing of those that are in our armed forces in our audience today and those around the country that are serving in capacity. Father may you bless these decisions made through the government, lord god, and we thank you in Jesus' name. Amen.

Several amens.

Lindholm: Thank you. And cadet, would you like to be at the podium?

Vergara: Salute, ready, begin.

Many voices: *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.*

Lindholm: Great job, thank you. That brings us to Roll Call, please.

Sisavath: Trustee Boyd?

D. Boyd: Here.

Sisavath: Trustee Bedell?

Bedell: Here.

Sisavath: Trustee Lindholm?

Lindholm: Here.

Sisavath: Trustee Gomez?

Gomez: Present.

Sisavath: Trustee Williams?

N. Boyd: Trustee Williams will be arriving shortly.

Lindholm: Ok, and are there any introductions?

N. Boyd: We have no introductions as this meeting.

Lindholm: Thank you. That brings us to where we have the agenda and I understand we are removing Item #21, that has been settled. Is there a motion for approval of the agenda?

Bedell: Move to approve as amended.

D. Boyd: Second.

Lindholm: All in favor say aye.

Several ayes.

Lindholm: Any opposed or abstentions? Minutes. Minutes of the regular meeting of April 5. Motion for approval or corrections?

D. Boyd: I'll move.

Gomez: Second.

Lindholm: Motion for approval and second for the minutes. All in favor?

Several ayes.

Lindholm: Any opposed or abstentions? Ok. That brings us to our work session which brings up Renee Hendrick, and that's the budget study session.

Hendrick: Thank you, President Lindholm. In your packet you have the budget summary and I've given you a copy of the second interim budget. When we walk through that, we are waiting for the governor to release his May revise. I've put some of the projections of what we think could happen based on that May revise. The two documents kind of together looking at your budget and the summary. I'll walk through the summary and allow for any questions as we go along. Obviously, this first page talks about our programs and the number of students that we serve. When we look at the revenue for second interim we were at \$239,002,000 about 30 million of that was one time money that came in for a multi-year grant. So we do expect some of that to come out in the next year. As far as revenue projections when you look at our revenue you can see that a large portion of it is from the Local Control Funding Formula, \$88 million. As a reminder in that piece, all that is our grants, not grants, but the county support for LCAP and other county-run services. So it's called the county grant piece. Then there is the juvenile court and community probation or expelled students are in that formula. In the past we had students referred by districts and social services, they are no longer in that funding formula. They are separate and you see them in local revenue. That changed with the LCFF formula. So, I'm going to get to a chart where we talk about our growth or decline and that's going to be important to know what type of students they are. With our funding formula we are completely at our target. All county offices are. Because we are at that maximum amount, we actually will receive no new funding from the state including not even a cost-of-living increase until we've crossed that threshold. So, for us because we've noted a lot of expenditure going up that is kind of a concern for us because we won't have a cost-of-living increase or anything like that. Districts are still in the process of hitting their targets so they are still seeing growth either in the LCFF formula or COLA. We will receive neither one of those. So the two pieces again are the county operations grant and the pupil driven grants. It's only a small portion of our students, not all of them.

Looking at our Average Daily Attendance one thing you will see is that we've had a rapid decline since 2011-12. We are projecting some growth for next year which is the first time we've seen growth for a while. They growth is more specific to our charter school and also to our SIS program. So when you look at this kind of a detailed chart what I wanted to show you is how we have to track all the different students we have. If we get new students for juvenile court or the community schools "C's" we actually do not receive additional funding at this point because we are at that hold harmless. But for us, the students that are coming in are coming in through that secondary first semester and through the charter. So we would receive additional revenue for that. So, it's really going to depend on how the students are coming to us and whether we would receive new funding. Our semester one program has seen a large increase. We are anticipating a

large increase for this next year and a lot of that is based on students that are credit deficient from other school districts, that they are not able to serve them during that summer period so they are going to come to our program and then transition back out to their school district of residence. We will probably service more than 7,000 students, maybe higher and that within an eight week period. So that's quite a number for us. Special Schools you'll see is looking fairly flat. We've had a large number of students graduate out of that program and we're not seeing the same number of referrals coming in. So from 13-14 it's been fairly consistent, 436, next year we're projecting for 17-18 - 378. This would be the first year we've seen any growth in our programs so we're excited. Yes?

Bedell: I wonder if you could just go to the blue chart again, please. Could you please for the sake of the audience explain what happened in 2011 and why that drop and how that was driven, as I understand it, largely by Sacramento.

Hendrick: Yes, the biggest piece of that is that's when the alternative truant and incarceration started at the state level. Basically they're not incarcerating students because they've taken the students from the prisons, not students, inmates from the prisons and pushed them into the local county facilities which means there's not as much room for violators with lesser offenses. So, they're not incarcerating students at the same rate. Just since 2011-12, our juvenile court schools are less than half of what they were, basically in 2011-12.

Bedell: Then that's happening all around the state, not just unique to Orange County?

Hendrick: Right, it is happening all around the state. The other piece is that the LCFF formula has some districts not referring students at the same level that they were prior either. It used to be for us, students would come in through juvenile court schools. We would then refer them to our county community schools by probation so we could keep good track of them. That piece is no longer happening. So, the students may never see our program, they're left in the school districts. Hopefully they're receiving services.

Bedell: Do we have any data on how well they do there compared to how well they did with us?

Hendrick: No, it's difficult. They're transitioning in and out. We are trying to track some of that right now. I think what's different since 11-12 is they may not actually come in our program. They may just be at the school district level.

Bedell: So theoretically we might say that some of them may be at risk because they aren't getting the academic attention they should be getting.

Hendrick: I think based on the students we are getting right now that are much older and much more credit deficient, we are going to say yes we see some correlation that maybe they're not getting the services, intervention services that they need.

Bedell: It's huge if you think about it. If you believe in education and giving people second chances and moving them on to a better life, that's huge. If you could scroll up again, thank you for your patience madam chair. If you could take the screen up again, I wonder if you'd be so kind as to go down the left hand column, if anything someone in the audience might know for example, CH...PCH, my glasses....just tell them the initials...

Hendrick: Right. So first juvenile court schools, that's our incarcerated youth. Community Schools "C" that means they must be probation or social services referred. Then the one for secondary 1st semester, that means they're coming in just for our first semester program. CHEP and PCHS is our community home education program and Pacific Coast High School, those are both online home schooling options.

Bedell: For the sake of the audience that's where we have many people, young boys who want to be "ducks," and people who are actors, and that kind of ... and people who want their children to have the home school for a variety of reasons, maybe religious, that's where they're going to be. There are home schooled children who don't go to that program, but the home school who go to this program, that's what we have. Am I correct on that?

Hendrick: Right. And they may just not fit into a regular school environment also. We have the first semester program for them. Expelled is just what it sounds like. They have been expelled from a school district and not referred to another district within that. Usually expelled in this category is more of a violent offense of why they've ended up there. And then community school A and B, those are by the codes. So we have a lot of guests here from Sunburst so that's actually the area they fall into and that means they're referred from a school district and that's how or a parent, but the parent still has to go through the school district. And then the College and Career Prep Charter is the charter that this board approved and you can see that we've finally hit our stride and we are seeing some growth, and even though the number looks pretty small at 242 that's the average daily attendance. Remember a lot of those students are only in our program for like 3 months. And that's because they only need X amount of credit to graduate. We have a lot more students than 242 but that's how many of the average daily attendance we're actually seeing. So in total you can see from 13-14 - 8,114 to this next year projecting 6,224 for alternative education.

Gomez: Just a quick one. You indicated that some of the changes in the juvenile court system was due to some of the changes in the laws. It would seem to me that we would see some of

these other numbers change. But you're saying that districts aren't referring them, is that accurate?

Hendrick: That is accurate. So we are hoping that the districts and their Local Control Funding Formula and LCAP are putting in services to provide for those students. I think programmatically what we're seeing is that sometimes this is the case but not always. Our program is facing a challenge right now where our students are coming in older. They could be 17 but have enough credits to be a freshman maybe. So it's a very short timeline of when they can get those credits. It's a little bit harder for our teachers to try and get them going where they need to go.

Gomez: So how can we check on the services that they're either getting or not getting to make sure these students are getting through here, getting what they need?

Hendrick: Our program is really trying to work with our local school districts on what services we can offer. I do think what changed with the Local Control Funding Formula is prior to that districts really didn't see the transfer students. What happens under Local Control Funding Formula is they get the money and then it comes to the board that they have to pay the county for providing services and I think for some boards that's very difficult. They're saying why aren't we educating these kids ourselves? Why is the county doing this for us? So our staff has been trying to work on is how do we help communicate with those school districts and understand that we will help transition them back, but we need to see what services they're receiving.

Gomez: So we need to get them ready to send them back to their home district?

Hendrick: That's usually always our goal is to help them transition back, yes.

Gomez: And so what kind of professional development training are we doing at the county level to help these districts get the services they need to help these students or to get them to refer to us for that period of time until we can make that transition? You may not know that but that's my concern.

Hendrick: Yes. I can give you more information on that later. I think we have somebody else who could speak to that much better than I can. But there is a lot of interaction that's going on. They've kind of reorganized some of their administrative units to try and have much more direct conversations with school districts so that we can say here's how we can help you. Here's what we can do, and those types of things. And we are seeing an increase of that working at this point but we went through the down trough and now we're trying to build back up.

Mijares: I wanted to add if I can madam president, this is a great comment, member Gomez. Because it's important that the students don't fall through the cracks and then lose time because some never recover, unfortunately. So it is a partnership between the districts and OCDE. The preference is to make them successful within their own district. Students have a peer group, and they want to graduate with their class, so when they come to us we do everything we can to deal with the deficits, help them gain credit so they can go back and be on track at least as much as possible. That's the ideal model but some of the students do so well with us because we are adept at handling students with special needs, that's our sweet spot. And I think the PD comes in to for example what we're doing now through our multi-tiered system of support, focusing in on the social emotional side of learning and creating a good school culture. A lot of what we're doing is going to be intended to help those kids not fall through the cracks there and then if they do, we intervene along with the districts to get them back on track.

Hendrick: And when you do see your LCAP presentation next month you will see there's some transition specialists and those types of positions that have actually been put in place to help with some of that transitioning. So that's kind of built into that process. I think that's an area where they're really concentrating and trying to do more.

Lindholm: Trustee Boyd, did you have a question?

D. Boyd: Yes, a question and a comment. The LCAP, Local Control Accountability Plan that was implemented a few years ago, that's been a major factor in the lack of referrals because the local district now receives more funds for those students than they did under the prior formula. It should also be noted that the California Constitution guarantees a free public education for every minor and that includes incarcerated students, whatever circumstances they may find themselves in. How much do we get on average per student at the county level under LCAP this year?

Hendrick: Well, it's going to depend on what type of student they are and so for the juvenile court school we're actually close to \$15,000 per student. Then, if they are referred by a school districts it's going to be whatever their local control funding formula is, they have to transfer back to us.

D. Boyd: That's closer to \$8,000 or 9,000?

Hendrick: Well, say they're from Santa Ana, they're probably over \$10,000, If they were from a school district that doesn't receive as much funding it could be \$8,000 to \$9,000.

D. Boyd: I found it surprising that, I think this past week, I read an article that Laguna Beach receives over \$20,000 per student, or...they don't receive it they keep it because of the different formula. I knew there was a difference but I didn't realize it was that dramatic.

Hendrick: They're basic aid so Laguna Beach and Newport-Mesa are both basic aid school districts so they get to keep any tax revenue that they have. I will tell you the disappointing thing that I realized is the county office, we don't get to be basic aid. We don't get to keep our additional revenue. If at some point we hit a certain threshold, which we're about three million away from now, we would actually have to give money to the county courts but we don't actually get to keep that like the school districts. It's an interesting fact for county offices.

Lindholm: Would you tell us about the students that are in our charter. The types, the...

Hendrick: We are seeing students from 18 to 25 years old and they are basically working to get their high school diploma. We are trying to figure out how to market that a little bit differently because we're not competing with school districts. I think that's one of the things...how do students find out? Almost all of ours are from personal referrals at this point. They are meeting with some school districts but districts really can't serve these students once they hit 18. As a lot of students are realizing it like even for the service now you cannot have a GED, you must have a high school diploma. Some of these students could have been out of school for multiple years and now are trying to get their high school diploma. They've been very successful.

Lindholm: What I find so exciting about that is these are students who've had things happen in their lives who can now go on and get their GED and that's exciting.

Hendrick: They're actually getting their high school diploma which is very different and so that is much better for them. Some of them have children already so they really want to do that to show their children that they've been able to meet those things too. So, we're very excited and we're excited to see the growth there.

Bedell: Was that the graduation I did last year?

Hendrick: Yes, it is. Amazing, right?

Bedell: There's a story behind that but...that was absolutely one of the most inspirational, not because I was there obviously, (laughter) but because you had students, many of them who were missing a course, missing a unit for years. It wasn't someone who just messed up or missed a class last spring, this was 10 years ago, just needing a course or two. It's a wonderful idea.

Hendrick: And I will note too for our Sunburst folks that we are expecting an increase probably in December of next year for this program, they'll be adding some additional beds to that program because it is so popular. So, we're excited about that. Ok, so we've talked a lot about our student programs so outside of LCFF we have money come to us in multiple ways. We either have an entitlement which means that either the state or the federal budget has designated X

amount of dollars to go per student. So those aren't things we actually apply for they're just through those budget laws. Grants are projects that OCDE has applied for funding to agencies and they can come from federal, state or local agencies, we have all three. Then, contracts is where we're seeing a huge growth. Like that MTSS project that Al spoke about, that was something where the state came to us and said we see that you are so experienced in this area we want to make this statewide. So that was more of a contract rather than a grant because based on the services that we were able to provide. Reimbursements are basically where we're expending the money and we're going to get reimbursed for a portion of that. Our biggest area for that is our Medi-Cal Administrative Services, MAA, and then Medi-Cal billing and also our child nutrition program. Then we have fee for service programs so as a county office we have a lot of professional development we offer for school districts and then this is where you also see our billing for special schools our referral for students, Inside the Outdoors and a whole bunch of different things where we're billing other agencies for our services. That would be unique to a county office, most local districts wouldn't see that.

So, if you take out that LCFF revenue, you can see a large part of our budget does come from those fees and other income. That's why it's a little bit difficult for us to budget sometimes because if we have a large contract, if that contract is going to end, that may mean that those staff that goes with the contract may be released also. We may not have the same needs for them. We watch a little bit closer than other agencies. So, our entitlements are only 22 million, our grants are 34 million and you can see our fees and income are 76 million. Reimbursements are at 8.3 and interagency contracts are where we have contracts in between other school agencies. Overall, 150 million comes from other income. If you look at our federal revenue 8.3 is our reimbursements and that is the MAA program, specifically. As a reminder that is a program that we administer that is with Orange, San Diego, and Imperial County and we're the administrative unit for all three of those counties. Our entitlements are 8.9 million and you can see that those are the Title I, II, and III programs for delinquent and neglected students and 1.9 is for our special education grants. Even though we've kind of been hearing that there could be cut to some federal programs at this point based on our information from CDE we're not sure OCDE will receive a cut and that's because our students are delinquent and neglected and we actually get weighted a little bit more towards those students so we don't think we'll see growth but we don't think we'll see a significant cut. Our school districts are looking at significant cuts in Title I though. We've been told for special education grants it's just kind of a status quo, no new funding but no cuts either. The reimbursements we talked about 8.3, 7.3 of that is for MAA, 802,000 is for Medi-Cal and then 230,000 for the federal school lunch program. Our interagency contracts are 1.1 million which is for nutrition network pass through and that money actually goes to the orange County Healthcare Agency which passes it through to OCDE. Then we have about 700,000 in other programs that are passing funding 460,000 for San Diego for our regional system of district support. Then we only have about 1.3 million in grants and that is 854,000 for a lot of small grants and 480,000 for the California Math and Science Partnership. State Revenue, if you look

at that we have contracts for 21 million, reimbursements are really small 22,000. Our entitlements are 13 million and our grants are 10 million. So if you look at state entitlements, 13 million, 4.8 million is money that we're seeing just because of our GASB 68 requirements, you see money coming in for STRS, and then they have an outflow that goes out during expenditures so it's kind of like an accounting, but it's not new money we receive. 2.9 million is for the mandated cost block grant since we don't receive individual mandate money we do receive a block grant. Countywide foster youth services is 2 million, 1.4 million is for lottery funds, 568,000 for various programs, 495,000 for CPIN which is a preschool program, and then we have 416,000 for mental health and that is for alternative education or special education students and 372,000 for college readiness block grant and 175,000 for countwide unemployment. As a count office we do help administer the unemployment claims for the school districts also.

State grants are at 10,431,000, 4.5 is for the Career Pathways Trust Grant, third year of five years so for next year we anticipate that number decreasing a little bit. By the time we get to year 5 it'll be a very small number. Districts have had their large expenditures of getting programs up and running. I think the challenge will be, and I know that Dr. Hittenberger is working on, is how do you try to sustain those programs and what does that look like? It's a very large partnership, I think the last time we looked they had like 85 partners in that program. 4 million is for the Career Technical Incentive Grant, CTIG, and so that was a partnership with our district, Garden Grove, Santa Ana, and Orange Unified, which is our career technical program, used to be ROP, they had written for that. The majority of that money is going to those other three districts, though. We do have some for the alternative Ed program. We have money in there for Prop 39, California Clean Energy Grant. You'll see some deferred maintenance items later in the presentation where that will actually be paid for by this Prop 39, new lighting fixtures, outside lighting fixtures, so we're in the middle of bidding all of that right now. Basically all of that will be reimbursed by the Prop 39 funds. We have 684,000 for tobacco, drugs, and alcohol intervention programs and 258,000 for various programs. State child nutrition reimbursement. State interagency contracts are at 21 million dollars, so you can see we have 21 million dollars which is just for the multi-tier system of support so that is a program where we receive the funds but we will be spending it in multiple years.

Bedell: Renee, on the state nutrition, the food piece, when Purdue changed the department of agriculture's regulations and broadened what was acceptable food for students, what does that do to money?

Hendrick: Right now they're saying it won't change the money but the thing to remember that still flows through the California Department of Ed so they would have to change their requirements also.

Bedell: Which is not likely.

Hendrick: We're not hearing it. I will tell you those new requirements were very restrictive and very expensive. So, child nutrition used to be a program that for a lot of districts was revenue generating and drew those new regulations. And if you've ever sat down with them somebody from the nutrition area and had to plan a menu, you have to have so many purple vegetables, so many green vegetables, it has to be in a matrix...I didn't even know what purple vegetables were that kids would eat so it's kind of like what does that look like? You have to have so many servings of things during the week, it is pretty complicated. I think our real concern is some of the students don't necessarily like the food either. Whole wheat pizza hasn't been super exciting for some people so I think trying to find ways that is still nutritious but still meets what the kids want to eat. We do believe that kids need to be fed. We are hoping to see some relief there but not yet.

D. Boyd: This is a broad question on grants in general. Obviously if we get a grant there are costs associated with fulfilling the obligations for whatever that grant may be. Of most of these grants, do they ultimately benefit our students specifically or are we talking about just studies that benefit education in general? Or is that question just too broad?

Hendrick: No, it's not because I do think it's a large focus we've had over the last few years. I think our superintendent, his biggest focus for us is always how does this help our students? So a lot of the grants we are getting now are specific to student services. The Multi-Tiered System of Support is, even though that's for professional development, it's geared to helping students directly. We are seeing much more activity for making sure that we are including our own students in any grants that we're writing so that has been a bigger push over the last three years I'd say, then we've had in the past. There are some grants we don't accept because we can't see how it benefits us and the cost could be great. We have to really worry about in-kind matching, all those things. It's something we have to stay pretty focused on.

D. Boyd: OK, thank you.

Hendrick: When you look at local revenue you can see we have a huge amount here so just of the local revenue of 84 million dollars, 32 million of that is just the transfer of tuition of from school districts to OCDE. That would be for both ACCESS and Special Schools then we have fees of 43,000,000 so that's all the other type of programs that we're providing. Inside the Outdoors is in there, outdoor science program, contracts we have with other agencies of 6.9 million, grants of 1.4 million, and then interest of 1 million. With interest rates rising we're hoping to see some income there, but probably not a lot since it's not huge increases. This shows you a detail of the local fees. I showed you where we transferred the Local Control Funding Formula from districts to OCDE, but for special schools because that's such an intensive program, we also bill in excess cost, is what it's called to school districts in addition. That is a large portion of that. Our bill-

back is currently about \$49,000 per student, that's what districts pay to have those students in our program. That doesn't include transportation and it doesn't include a one on one aid. That is still a lot, but for the quality of our program, that is still less expensive than out-of-state placement or a nonpublic school. Usually by the time those students are residing in our program, the districts just can't offer a program to help those students. We only do severely disabled students. I know if you talk to some of your other county office colleagues, they may have mild to moderate programs, we only do very severe students. Dennis Roberson, our Chief, works very hard to keep that cost down, but our students require a lot of very intensive services. Our age range has changed drastically over the last 5 years and our disability so the majority of our students are autistic, dual diagnostic and emotionally disturbed and they're older. They need more aides; they need a lot more intervention services that go with that.

Bedell: Have we seen an increase in autism the way it's been reported in the country?

Hendrick: We've seen that I think for years, I would say. I think the emotionally disturbed is probably where we're seeing more, and younger. Where our population used to be more of the preschool and elementary ages now it's pushed to the middle school and high school age. So you can imagine if you have a student who is 17, 18, 19 years old, weighs a couple of hundred pounds and has emotional problems, they need a lot of aides and services to go with that. Districts are actively involved in sending those students to us, they know the price, they know what that costs. They try to serve them in their districts first but when that doesn't work then they will send them to our program. Local grants at 1.4 million so 570,000 is for the outdoor science foundation and 522,000 is our partnership with Santa Ana to provide mental health services for their students and 368,000 in various grants from local agencies. We have some grants that are like \$1,000, 5,000, large listing. Interagency contracts of 6.9 million, we have 3.9 which is our Safe Schools Program with Santa Ana, 1.8 is for impact with Orange County Commission, 734,000 for education support to independent youth, matching Foster Youth services grant, and then we have some pass-through revenue. At this point we are anticipating that we would receive most of those programs for next year also although there has been a limited number of staff that have been noticed that if those funds are not received they would no longer have a position with us. The local interest is the 32 million. So for looking at next year our projection is kind of waiting to see what the governor says, we're not sure we're going to see a huge impact with that because we wouldn't necessarily receive those funds. Currently, they were projecting \$48 per ADA for one time money from the governor's budget. My guess at this point is that there will be additional revenue in the state budget so he will do more money in one time grants. We won't know that until the next few. When you look at the Department of Finance and you look at the revenue projections they are coming in higher than he had said in his January budget. So, based on the governor's performance it looks like that would come in a one-time thing. Obviously, our concerns there are is if it's one-time money we need to find one time

projects to go with that. It shouldn't go into ongoing things like salaries. Any questions on our revenue before we switch to expenditures?

Ok, so looking at our expenditures you can see we have 67% of our budget is in salaries and benefits. We have 54 million for certificated salaries and 57 million for classified salaries. Employee benefits are 44.5 million. Books and supplies are 14.3 and operating services are at 47 million. Capital outlay at 2.5 and then other outgo is 11.4 so that's money we're transferring back out to other agencies, school districts. So our salary and benefits are 67.5 percent. OCDE has 1,580 regular employees right now. 1,251 regular and 329 short term. So trying to look at the trend of where we've been going the increase we saw in some of our number of employees hired looks like new employees but they really were short term that we have transferred to regular positions because of the requirements under the law. We try to give you a historical look at the salaries and benefits and one of the things we had noted the last time we had looked at this is that even our salary numbers have gone down since 09-10. Our benefits have gone up considerably. Just our medical benefits alone since 2009-10 have gone up by 38 percent. Just medical benefits. Then we have STRS and PERS now that are really creating a large gap in there also. Trying to look at what that is and projecting it, so when you look at your multi-year projections we are including those increases for STRS and PERS because they are mandated under the code. We know STRS is going up by 1.85 percent, PERS is similar. Trying to look at how those impact our budget so just as a reminder when we say we're not necessarily getting new revenue yet we have all these drivers that are driving our expenditures up. You can look at our multi-year here it shows for 17-18 going from 54 to 57 that included we've already settled with our certificated bargaining unit for 16-17 and 17-18, so those are included in there. Classified has not bargained yet for 17-18. So for 16-17 we gave a 1 percent ongoing salary increase and a 3 percent one time. Then we had our health benefits that we had negotiated some changes there and we have the STRS going from 1.85 higher to 12.58 and PERS going up another 2 percent. When you look at your individual budgets you can see we have the first two pages are summary and you can find more detail behind there. That would show you like how much are for what category in the budget. So I've listed them in here but in your normal budget package you get they are the pages behind, that have all that detail.

Lindholm: A couple of questions for you. Are we needed to borrow money from our reserves to make up this difference?

Hendrick: Not at this point, we are not but we have some cuts in place so that we're balanced out. My concern is when we get to 18-19. So for 17-18 we're looking ok. For 18-19 we would have to make some changes.

Lindholm: We might have to draw down our reserves at that time?

Hendrick: Well, for the off schedules we actually did take some of that out of reserves but for ongoing we would try not to take ongoing expenditures from our reserves, only one time. That's been the philosophy of the superintendent and the board.

Lindholm: So to a degree or somewhat technically, it's a balanced budget.

Hendrick: For next year we're looking at we'd actually have a deficit of about 900,000 which we actually think we can make reductions to make it balance, yes.

Lindholm: OK.

Hendrick: The thing that's hard to see is we've gotten so much one time money, that's what makes it very difficult to see and why we're tracking things so closely is to make sure that's not put in ongoing expenditures.

Lindholm: OK then the other question, I looked at the CIP, the capital improvement budget and I was hoping because I think this is a dream of all your staff to build that new high school so I know the superintendent is working hard on that, I was hoping we could...I was with a couple of the board members from Capo Unified last night and they just broke ground on a new school so I know you have the property, is there any kind of update or is there any way we can help you?

Hendrick: Yes, we are trying to ... and if we did that we actually would not get that money back from the state. That's what the problem is. So, it is in the state's hands and any money that we were to spend locally we would not get reimbursed from the state.

Lindholm: They passed the prop this year.

Hendrick: They did and so we are waiting. Nina and I have been in Sacramento trying to get guidelines on how they'll release those funds. Superintendent Mijares and I met with Mayor Tate from Anaheim last week to talk about the plans. They are very supportive of our project also. It seems like right now from where the state is going they're only going to release about 800 million in bonds for this year so they are telling us that we probably would be closer to spring of 18, possibly. Our next plan is to see how we can get...we are considered hardship funding so is there any emergency type of way that we can get money for a hardship project. So that is our next thing and that's what Dr. Mijares has been working on and all of us will be trying to see. As of right now they haven't given any money to any school district. Until some of that starts flowing, the City of Anaheim is very anxious for us to build also, just so you know, because right now that land is being used as a homeless encampment. They would really like to see our building. The neighbors are very supportive of our project because they'd like to be able to see a nice green belt area and things like that. I actually thought we would get some pressure from the

mayor on sell us that land because we've had a lot of investors wanting that property but Dr. Mijares did such a nice job and he was really able to understand that our students need this school and they were very supportive. We're trying to line everything up but it is at the state level at this point.

Lindholm: Anything we can do to help you on that because every year that school doesn't get built, there are teachers who are not employed to teach at that school, there's students who are not able to go and attend at that school. So if we can help you in any way...

Hendrick: We do have teachers and students in leased facilities right now so we would be moving them into that. I think our students and teachers would really like it also.

Lindholm: It's a time and a place and the voters voted for that money so anything we can do to help you I think we would all be willing to assist you in getting that building started.

Hendrick: And we will look at that.

N. Boyd: We will probably be asking the board for some support letters, probably sometime in the fall. The Office of Public School Construction and the State Allocation Board are still setting policy around the release of the bond money and as we've told the board before, it's actually two different lists. The first list that will be funded and the money that will be released in July is for those districts that have already been approved and many of them have already completed their projects. They leveraged their local money and they had an agreement to move forward. We're on an acknowledged list so we're on the secondary list. That's the reason why ours is taking a little bit longer. No matter what we do at this point until they finish funding that first list we're not going to get a release of funds so that's why the timeframe is probably not until about Spring or later. The reason for the request of letters from entities will be primarily because of the financial hardship status that we have and because we don't have the ability to leverage funds like local districts. We've had some dialog with superintendent and we're continuing to dialog with the folks in Sacramento to see how that's going to progress and then at the appropriate time we'll be asking for some push.

Lindholm: OK. We have great faith in you and I just want to let you know that we are totally behind you and totally behind the work of all our incredible staff and the teachers who are out there. This school should be built.

D. Boyd: Question. Looking at the ratio between certificated salaries and classified salaries, classified is slightly higher in total. It's not what you would normally expect to see in a school district, correct?

Hendrick: Correct.

D. Boyd: Is that because of the services we provide to other districts and services required under various grants?

Hendrick: Yes, it could be that. The other piece is with our special schools program. Every school, every classroom has a teacher and 2 aides minimum and then we may have one on one aides, 4 or 5 of them in a classroom too. We have a much higher threshold number of paraeducators than a regular school district would because of that program, but also if you look at our administrative functions like a lot of the office here could be classified which you wouldn't have that in a regular school district.

D. Boyd: Ok, thank you.

Hendrick: So going to look at our retirement. We've seen this chart, we updated it a little bit based on the new rates that were sent out. The concern obviously is if you look at from 13-14 to 2020-21, our PERS and STRS contributions double. That's kind of a balancing game for us to see how do we maintain our expenditures and not go into deficit spending. This we just talk about for next year, we are in the process of our health benefits review committee and we're waiting to receive rates from our provider. We are concerned based on our utilization that we are going to receive a fairly high increase for our health benefits so what will that mean and is there a plan for changes to help reduce that, and that's part of our bargaining. Then retirement benefits we've seen that increase will go from up to 14.43 for STRS and up to 15.5 for PERS. Books and supplies I just want to show you multi-year we've had, you can see we've put a large amount of money into textbooks. We had a higher amount budgeted for 16-17 but the science standards have not actually, the publishers are not ready to release those so that money is actually being spent in 17-18. You can see a lot of equipment in 16-17 you can see we had a large order ready to go and that looks like that will be pushed until 17-18 so that's why you see that large increase. General supplies include a lot of classroom supplies also that don't fit into either one of those categories so a large portion is going there. Our sub agreements is money where we're getting it and sending it back out to other agencies so we have 21 million that goes right back out. Travel and Conferences is 2.2 million. In the 17-18 budget you'll see an increase in those areas because like our multi-state MTSS, Multi-Tiered System of Support, those types of program are statewide programs where we have staff traveling all across the state. So we will see some travel increases in those areas. In your next budget we did split out now where you can see the difference between conference registrations, mileage and travel so that way you can have a better look at what that looks like. In your next budget I'll highlight those for you so you can see those. Dues and membership is going to be dues for different organizations we pay for. Our pupil insurance is at a half a million dollars. We do anticipate some increases there. The liability for covering our programs for all school districts is going up. Our utilities, even though we've seen a

drop in gas prices, electricity still continues to increase. Then our rents and leases. This is an area where if we built our school we could save some dollars. Our projections for 17-18 are we've increased our investment in staff development and anticipate continuing to focus on instructional strategies to improve students' college and career readiness. I know both our programs have a lot of plans to do professional development. A lot of our one-time funds are actually spent on that. The major project is funding a marketing plan for our charter school. How do we get the word out about that program and what does that look like. We also are in the process of looking at some redesign of the payroll and retirement portion of our financial system. Those have become so complicated we're going to need to do some work there. So those are our big projects possibly for next year. Then capital outlay you've already seen a few things...we have the lighting fixtures, the new air conditioners, we have servers in the front of this building, our air conditioning is breaking, we're on our 4th bid proposal which we've been having a problem getting qualified bidders. The only thing new we've put in here is our Inside the Outdoors Program has some animal trailers that are probably about 20 years old and need some repairs so we're looking at repair/replacement, what does that look like? Also some vehicles that are over 15 years old and need replacement. Some of this will come out of grant funds and some will come out of deferred maintenance.

D. Boyd: Question. Before we get too far ahead...on supplies, do we provide all the supplies the teachers find necessary or do we see circumstances where teachers have to come out-of-pocket to...

Hendrick: It is our goal to not have teachers pay out-of-pocket. Besides the funds that are set aside for specific programs, I know that Laura has worked really hard with our programs to get money out to the AUs so they can buy supplies also. But it is our goal to not have teachers have any out-of-pocket.

D. Boyd: OK. Is that considered to be a problem as we speak? Or an issue?

Hendrick: I think sometimes they would like other things. They can't buy any textbook they want, they do have to buy from our...so I think sometimes that is a question they would like to see something different but we do have standards we have to adhere to.

D. Boyd: With respect to utilities, have we investigated solar?

Hendrick: We have investigated solar. Remember we don't own that many properties so we can't do it on leased ones. We have looked at a couple of different companies for this location. We're not a very sunny spot and where we would actually locate them, we can't locate them on the roof because of the type of rooves we have so it would have to be a parking lot, and the last time we had the person out here, we don't really have a way to situate them to capture the sun, so our

investment wouldn't be outweighed by savings at this point. But it could change as technology gets less expensive. That is the majority. I'll go real quick to wrap up where we're at. You can see where we've designated all the specific items for you. So even though it does look like we have large reserves a lot of those are designated for specific things. So we've tried to show you what those are. So for 16-17 we do have an excess in our budget but a lot of that again is because of one-time money that came in that will be spent over multiple years. I think for your next budget it will be helpful if you saw kind of what those were. Even for me, I'm struggling with how many one-time funds do we get and what are we spending them on? Under the Local Control Funding Formula we really need to show how we are improving and increasing our services to students that are either free and reduced, the majority of our students are, we're at 80 something percent, so we have to show how we're increasing services for them. And we need to focus on aligning our staffing ratios for instructional delivery. You have seen that number dropping quite a bit but we haven't reduced staff over the last few years. They've actually been put in teaching for special assignment things to help with our instructional delivery but we have to look at that. Even though we will not receive new money in 17-18 for LCFF, our expenditures are increasing due to STRS and PERS and our health increases. So we do understand the board and the superintendent's philosophy that any balance reserve should be used on one time expenditures and not ongoing. Questions?

Lindholm: Excellent job. Thank you for the budget workshop presentation. Any further questions from board members at this time? We will not be adopting the budget at this time, that comes in June, end of June. You'll see next year's budget on June 7th and then you adopt that later in the month.

D. Boyd: Can I ask a quick question? Look in your crystal ball for a minute and maybe Dr. Mijares can jump in on this too. Have you heard anything at all from Sacramento about how they're going to address the long term pension obligations of not only the school districts but the state's. Is anything even being kicked around on how they might....

Hendrick: There are a lot of things being talked about. I think right now the governor is saying I've given districts more money, it's kind of your problem. But I think the state has as big an issue. There's more talk of employees having a bigger share and what that looks like. Even though we're concerned that our numbers double if you were a safety organization, like police, they're talking that their employer contributions will be up to 40 percent. So, there is a lot of talk, but I don't see a lot of resolution coming from that. Would you agree?

Mijares: I would totally agree with that. It is definitely the hot button in Sacramento right now. Our own Senator Moorlach has taken a leadership role in this as well, as you know. People have contemplated bills to eliminate the deficit, the hole that we see now. I think Renee hit it on the head, more is going to be expected of the employee as well as the organization. Districts are

going to have to factor in those costs into their budget that have come right out of their unrestricted general fund revenue. That means less money to do other things that the system needs.

Hendrick: I just want to give you kind of one reminder and this is just my little soap box piece. School district employees have always paid employee shares unlike cities and county government who have not always paid employee shares. School employees always have. In years when PERS had big savings that all the other agencies got, schools actually had that money taken from their revenue. We feel like we've been paying our share and so it feels a little unfair that we're lumped in with some of those other agencies that haven't always paid their whole share. Just as you hear that conversation you can keep that in mind.

Lindholm: Thank you so much for putting this together. I know it's a lot of work and all those numbers and details are greatly appreciated. That concludes the budget study work session and that moves us on to public comments. At this time I have no requests to speak under public comments. Doing a double check. So I close the general public comments session at this time. Board members, if you'd like to approve the consent calendar items.

Bedell: I'll move items 5 thru 9...

N. Boyd: Correction. Consent calendar is items 10 thru 12. 5 thru 9 are public hearings.

Bedell: I'll move those items correct.

Williams: Second.

Lindholm: We have a motion and a second for the consent calendar items. All in favor?

Several Ayes.

Lindholm: Any opposition or abstentions? Those items are concluded. Laura Strachan?

N. Boyd: We can't do the time certain until 11:15 am so we can take item #6, the public hearing by Renee, 6 through 9.

Bedell: We have four of them we can do then.

Lindholm: Ok, we're going to bring Ms. Hendrick back to the podium for items 6 through 9.

Bedell: Do you need a motion?

Hendrick: They're just public hearings. Good morning President Lindholm and members of the board. Thank you for allowing the superintendent to conduct this hearing for public input to the CSEA proposal to the superintendent for the 2017-18 year. I will pass these out....board...this is the sun shining of those proposals so you'll have what their openers are. So, I'd like to open the public hearing and invite any members of the public to comment on the CSEA proposal for 2017-18. Hearing no members from the public I'd like to close the hearing at this time.

Next, I would thank you for allowing the superintendent to conduct a hearing for public input to the superintendent's proposal to CSEA for the 2017-18 school year. The superintendent can conduct the public hearing for input for the proposal to CSEA. At this time I'd like to take any comments from the public. Hearing no comments from the public I'd like to close this hearing at this time.

Moving into the next one, we would like to open the public hearing for OCSEA's proposal to the superintendent only for health benefits though, since we've settle salaries. That will be negotiated and taking any input from the public on that piece. Hearing no input I'd like to close the public hearing. I would now like to open the public hearing for the superintendent's proposal to OCSEA regarding the health benefits for the 2017-18 year. Hearing no comments from the public I'd like to closes that public hearing and this concludes our hearing process. Thank you.

Lindholm: Thank you. I've had a request from our board members to take a 5 minute recess. I'm sorry to members of the audience so we will be 5 minutes in recess.

N. Boyd: It will also allow members that are out in the lobby to come in.

Lindholm: They can come in and then we can proceed.

Lindholm: Are we ready?

Sound of gavel.

Lindholm: We're going to go forward with some wonderful parts of our presentation. This is where I kind of bend the rules a little bit and because it's awards and congratulations and you can have applause. Welcome to our new group of people who are here. You missed the budget study session which was excellent, by the way. We're going to begin with our Item #2 which is a special awards presentation and this will be the 3rd Annual Jack Hammett Memorial Day Essay Contest participation and winners. We're going to turn it over to trustee Williams who I believe, created this.

Williams: It wasn't me it was our great board who has taken a sincere interest in the culture and the values and the education of those kids and families who were responsible. We give great credit to Jack who was a great American. He was a Pearl Harbor survivor. He fought gallantly to protect our liberties and freedoms and was a part of the navy, naval medical corp., I believe. So, Jack was the leader of a local group who went around to schools and talked and presented to these students about the meaning of Memorial Day, the meaning of military service. The individual stories that were told by the members of the organization are just incredible. You get World War II veterans that are in their 80's and 90's dressed up in their military uniform talking about what it was like to fight in wars. So it was very heartening to see our senior citizens who are great veterans participate in the education of the kids and leaders of the future. So, it is with great enthusiasm that our board adopted this award and in essence is an essay that we are asking all of our students who want to participate, to describe and write the meaning and significance of Memorial Day. The essays are all incredible. Each one of them is incredible. We have the 1st, 2nd, and 3rd place winners here today. A few of us on the board, we gave a little bit into a fund to incentivize you, so you can at least get something tangible out of the essay. It's not very much, \$100 or \$200 so, it's our pleasure that we adopted this as a board. David actually thought well, let's name it in honor of Jack. So, it is an apropos name for a human being who resided here in Orange County and who has made a significant difference in the education of our kids. With that, if I can, can I just read a little bit from the winning essay?

Lindholm: Sure.

Williams: We're going to individually meet each of the essay winners, but these kids are talking about the promise of freedom, liberty, and justice. It talks about the honor of those who died for our liberties and freedoms that they died because of pride, loyalty, and the love for values of our country. I'll read the last paragraph of the first place winner. In a day and age where we see lawlessness we see events happen that we wonder do kids really care about our U.S. Constitution, do they really care about our liberties and freedoms and what made America great? It's so heartening that to see these kids write these type of essays it really touches my heart. So, allow me to spend a little bit of time reading this last paragraph. *Memorial Day is more than just another day in history. It's a time to reflect that it could any of us be our last breath of existence that we take. If it were not for the men and women of the armed services. We are all human and understand the universal language of the human heart. From the depths of my being, I am tremendously grateful and thankful to all who have died doing a great service to our country.* And that was by Valeria Ferrufino. We'll get to meet her in a little bit. Again, just the heartening sentiments and words that we see in these essays, it gives us all pride and joy as a board and as parents. So, I'll complete my thoughts....

Lindholm: I'm going to invite my board and superintendent to come down with me. Laura Strachan? We're going to walk on down while Laura is there.

Williams: Hopefully at the end we can get a few comments, we have the two children from Mr. Hammett here, so maybe you can say a few words about your dad.

N. Boyd: Laura Strachan will introduce the award recipients and the folks here with them today.

Strachan: Good morning president Lindholm, Dr. Mijares, and members of the board. ACCESS deeply appreciates the opportunity to participate in the Jack Hammett Memorial Day contest. The students are invited to participate from across our ACCESS programs. We had over 40 entries submitted from all of our Administrative Units throughout the county. Students being recognized here today as mentioned, are our 1st, 2nd, and 3rd place recipients. I would like to ask the recipients to come up as I call their name and this year, the award winners for the Annual Jack Hammett Memorial Day Contest are; our 3rd place winner is Lenny Mendoza from Joplin High School... applause. I would like to add that Lenny is our newest high school graduate in the ACCESS program as of yesterday. Applause. Our 2nd place is Cadet Yahir Baca Vergara from the Sunburst Youth Academy. Applause. Our 1st place winner, as you've heard mentioned, is Valeria Ferrufino, from our Administrative Unit 103 in Tustin. Applause.

Sounds of movement, voices, picture taking, and laughter.

N. Boyd: There will be opportunities for you all to take pictures during the reception in the board room or we'll have our photographer in the lobby area as well.

Lindholm: With that, I want to congratulate you. Thank you for coming. Thank you for all you do. Thank you to all the men and women who are in the service for our country.

Williams: If the Hammett family could make a couple of comments about Jack, please.

Strachan: Before you speak, I would like to recognize we have members from the Sunburst Youth Academy with Colonel Barner and we have our county probation staff as well as our families, principals, teachers, and assistant principals here that support the students as well. If we could give them a hand. Applause.

Marvin: Good morning, I'm Jill Marvin. I am Jack Hammett's youngest daughter. You may notice the resemblance in the name, he is Jack and I was his Jill. Laughter. Growing up it was difficult but as an adult it really became dear to my heart. My dad loved education. He loved being part of sharing history with the students and the children in the community. When he founded the Freedom Committee he wanted to make sure everybody heard the stories that were out there in the time that was available to all of them to still talk about their lives. I am deeply grateful to the board for naming this essay contest after my father. He would have had great pride

in knowing this happened. It means a lot to us. 3 years he's been gone, it's still hard. Losing a parent is never easy. My dad was quite a political figure out in the community so, wherever I go people go, oh, I know your dad. *Laughter.* I do want to thank you all and congratulate the winners for participating in the essay and doing such a great job and getting acknowledged for your writing skills and your heartfelt comments in your essays. My brother Mark is also here today with me. My dad in his last year, he knew that he was starting to fail and when he would talk to the students he would always end his speech with, "take care of my country." That became more profound as the years have passed for us. If you were part of his email chain you always got his email with a picture him with the American flag behind him. He loved his country dearly. Education in this country he focused a lot on. So in closing, I do want to use my dad's phrase as he always liked to say, "Remember Pearl Harbor. Keep America alert." Thank you all for your time today.

Applause.

Lindholm: Thank you. We do have a book with the essays, maybe we can take the students' names off of those and we could present those to you so you would have those.

N. Boyd: Certainly, we can share those with the family.

Lindholm: We're doing another awards presentation and this I will turn over to our vice president, trustee Jack Bedell.

Bedell: I wonder if I could have the representatives of the Fullerton school district come on down? This is a special occasion for me because everything I learned or didn't learn as a school board member I learned in the Fullerton school board. So, what I don't know you can trace back to that district. *Laughter.* Whoever is from the district, please. Superintendent Pletka could you introduce your people and then I'll just be very brief.

Superintendent Pletka introduces his staff.

Bedell: Thank you. I just want to tell you about this, so let me read this very quickly. A national survey that spotlights school systems based on their use of technology in and out of the classroom has ranked the Fullerton school district in its top 10 in the country. Applause. Are you the only one in California?

Pletka: The only one in California.

Bedell: Which means you're the only one in Orange County? *Laughter.* My district. *Laughter.* Seriously, just yesterday I had a 2 minute stop at one of the technology events where they're

having the kids walk through the weeds doing GPS and identifying plants and structures and trees. All because of the technology program in the Fullerton school district. I'm so proud of you. You are doing wonderful things for the value of my house...*laughter*...by making the school so good. OK? So we have some recognition for you that the board president is going to give you, our president.

Lindholm: Come on down, vice president Bedell. This is your district, I will let you do this one.

Bedell: This is for all of you in recognition what you do, you do a lot for the kids, and you do a lot for technology. You're a model everywhere. So on behalf of this board, I present this to you Mr. Superintendent. *Inaudible*.

Voices. Picture taking. Applause.

That brings us to our final extraordinary group of people, our National Board Certified Teachers. Christine Olmstead, you'll introduce this group.

Olmstead: Good Morning President Lindholm, Members of the Board, and Superintendent Mijares.

Today we are celebrating teachers who are renewing their National Board Certification and one new member to National Board Certification. The National Board for Professional Teaching Standards was founded in 1987 to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards; and advocating related education reforms to integrate National Board Certification in American education; and to capitalize on the expertise of National Board Certified Teachers. The National Board's Five Core Propositions for teaching, similar to medicine's Hippocratic Oath, are held in common by teachers of all grade levels and disciplines and underscores the accomplished teacher's commitment to advancing student learning and achievement. The Five Core Propositions are:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Through National Board Certification, the National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected by the Five Core Propositions. Under the guidance and mentorship of Board-certified colleagues and with

the support of fellow candidates, candidates for Board certification submit evidence that their practice meets the Five Core Propositions and National Board Standards, a body of knowledge that is maintained by teachers. Practicing teachers, through a peer-review process, then assess their submissions. Board certification, as in all other professions, is a hard-earned distinction practitioners bestow on each other. Today we'd like to recognize our local teachers who have earned this distinction and give a special thank you to Leslie Milch for supporting them through this process. Our honorees are Karyn Eldridge, Pendleton Elementary, Buena Park School District, joined by Principal Kelly Love and Superintendent Magnuson.

Applause.

Olmstead: Next we have Luann Grismer, Richman Elementary, Fullerton School District, joined by Principal Estella Grim and Superintendent Pletka.

Applause.

Olmstead: Our next person being honored was not able to make it today because she is teaching students. But, Jeanne Krculi, Pendleton Elementary, Buena Park School District, accepting on her behalf, Principal Kelly Love and Superintendent Magnuson.

Applause.

Olmstead: Next we have Doreen Ross, Davis Magnet School, Newport-Mesa Unified School District, joined by Superintendent Dr. Fred Navarro. Dr. Navarro, come on up.

Applause.

Olmstead: So trustees, you can all fight over this next one. He's new to National Board Certification and he is not teaching at a school right now. So you can all pick him up. So, Kristoffer Kohl is here today, joined by his wife Meredith. Come up, Kristoffer.

Applause.

Olmstead: Congratulations to all of them. In speaking with Leslie Milch, who helps us organize the program, the National Board Standards are in revision right now and a new program is being updated and she tells me that we have 20 candidates on track to be certified this next year.

Lindholm: Congratulations to all of you.

Applause.

Lindholm: I have 3 more pieces of board business to do, and we're going to go right through them. Then you will be adjourned to the room next door for a reception and celebration. Congratulations to all of you for everything. Today has been a wonderful morning. I'm looking at Item #5, and I don't think we have any charter submissions.

N. Boyd: We do not.

Lindholm: Then Item #13.

Bedell: I'll move approval.

D. Boyd: Second.

Lindholm: Quick discussion, I wanted to ask if there have been any changes in the board policy from last year?

N. Boyd: Dean West.

West: No changes from last year. All the same priorities in the investments continue.

Lindholm: No changes?

West: No changes. It is required to be reviewed every year.

Lindholm: That's fine. No changes then we have a motion and a second before us. All in favor say aye.

Several ayes.

Lindholm: Any abstentions or no votes? OK. That concludes Item #13. That goes to Item #14.

Bedell: Move approval for special dates.

Lindholm: OK, I want a discussion on this one.

N. Boyd: Is there a second on that?

D. Boyd: Yes, I'll second.

Lindholm: OK, we have a motion and approval to approve special board meeting dates for inter-district appeals. I do want to make a comment on this. The board has received an incredible number of requests for inter-district appeals, especially from Anaheim. My understanding is that Anaheim has changed and tightened their transfer policy. So including today's appeals how many appeals do we have from Anaheim?

N. Boyd: We have including today's over 50 inter-district appeals. And for clarification it's Anaheim High School district, since there are 2 Anaheims.

Lindholm: Yes, thank you for that.

D. Boyd: In a normal year we would have 9 or 10 for everyone?

N. Boyd: Past history at this time of year we typically have about 9 or 10. But the largest number we've ever received, but it's been multiple districts, is 20 in a single year.

Bedell: That was about 12 years ago.

Lindholm: I just want to note for the record, this is an unusual circumstance. The board will be spending an additional 7 days in addition to today, hearing appeals from students from Anaheim High School District. For me each student is unique and parents are working, sometimes two jobs to keep food on the table and provide for their children. They shouldn't have to worry about finding the best school for their kids. I'm very disappointed in this change in their policy. I'll be following the state regulations in Ed codes and the legislature bills as we're reviewing these appeals. I believe the state code has compassion for those who are historically disadvantaged and working to make a better life for their children and a common sense approach to getting their children to a school near where they work. We will be doing this. This will be posted. We have an exceptional lot of transfer requests from Anaheim Union High School District. That's not a happy note but each child is very important and we will hear it. I just want to ask procedurally Anaheim uses an administrative review board, is that correct?

N. Boyd: Well, most districts have staff that review and hear their cases and then they make recommendations to the board. The parents are not actually having an audience with the board in most districts, and Anaheim is following that same procedure.

Lindholm: OK. Our board will be hearing in person. We will have a majority. We need to have 3 of our board members at each of these 7 days. So, I'm looking for commitments, I really need commitments from our board members. Some have committed to mornings some have committed to evenings, but we have a responsibility I believe to these students to get them a common sense approach to these appeals. So, thank you all board members for taking an additional 7 days of your time for this. I'm hoping that goes really well.

N. Boyd: Would you like me to explain what we just handed out to the board members? This is the first time they've seen this.

Lindholm: Yes, please.

N. Boyd: The board members were polled individually with regards to dates that might work for scheduling and what I've had passed out are all of the dates and highlighted are the dates that you indicated your availability. So, prior to you all approving these dates, we need to make sure that nothing has changed. In some cases we have exactly a quorum because not all board members are available on all dates and times.

D. Boyd: Yes. 2 or 3 days ago, maybe a little bit longer, I sent in a revised conflict for the 30th, my gall bladder is coming out on the 30th. There will still be a quorum though.

Bedell: What time are you doing that? Maybe...laughter.

Williams: Call in. Laughter.

Lindholm: OK. So, I guess what I do is like when you're doing a service at our church, if you have to change, I'm looking at our board members, please call in and find somebody to take your place ahead of time. We have to have 3 to be able to allow these students a good review. Maybe staff will be able to call us a day before and remind us because each of these days is changing.

D. Boyd: We will also have a number of dates after June 6 unless certain things have been resolved.

N. Boyd: Yes, we currently have 14 appeals for the June 7th board meeting outside of the ones that I mentioned, from Anaheim High School District, and we are still getting notice that there are more coming because we are hearing from parents in that community. So, I'm not sure what dates we might need to schedule after June 7...

D. Boyd: But there certainly will be some.

N. Boyd: There will be some.

Lindholm: I guess for the benefit of the audience who is hearing this for the first time. Anaheim changed their policy mid-year. And with that change it's put a lot of students in an upheaval. They want to go where their siblings go, kind of makes sense. They want to go where they're a junior going to a senior. Mom may work close to one school and it's 45 minutes and if the child is there in need of medical help it's good to have mom there. So, there's a lot of reasons that people are requesting transfers. This one is frustrating, I guess I would say that. Anyway, for our board members we have a motion and a second changing the May 30, these will have to get posted. If you have any conflicts we're going to need as much board member support as we can.

Williams: Question. So, the staff recommendation for Item #14 there are 2 times during May 18, that Thursday, that we'll be hearing these appeals?

N. Boyd: Actually no. It's just the 6:00 pm to 9:00 pm, just what's highlighted.

Williams: Ok. So this is what we're going off of not that?

N. Boyd: Yes, it's been updated.

Lindholm: OK. So with that I'm asking for staff's help in contacting us and reminding us, that we're going to do that. We don't need a motion for that, it's just? We do need a motion?

N. Boyd: You have a motion on the floor.

Lindholm: We have a motion on the floor for these additional special meetings to hear appeals from Anaheim Union High School District. All in favor say Aye.

Several Ayes.

Lindholm: Any opposed? Alright, we'll try and keep that one going. So, that concludes our regular agenda for now. We're going to be hearing more appeals this afternoon. But let's go and enjoy and celebrate each and every one of you for your accomplishments. We will be reconvening at 1:00 pm, but you will get to go home.

Lindholm: We need a motion for adjournment? We're done.