

Orange County Board of Education Meeting: 1/10/18 – Transcript

Bedell: Good morning. Welcome to the Orange County Board of Education. Our regular meetings are held monthly at 10 AM unless otherwise noted. Anyone wishing to address the Board must complete a request to address the Board card available on the table near the back door.

Trustee Boyd: Susan.

Bedell: Please submit the completed card to the Board Recorder prior to the beginning of the Board meeting, or before the Agenda Item discussion if it's an Agenda item. Each individual is allowed up to three minutes per meeting, and may not give his or her time to others. This is a public meeting and we must be respectful of each other and the Board. Verbal outbursts and clapping are prohibited. Anyone deemed to be disruptive may be requested to leave pursuant to Penal Code Section 403. Board Agendas are also posted online and can be reviewed at www.ocde.us/Board/Pages. Agendas are available on the back table. Thank you for attending the Board Meeting of the Orange County Department of Ed.

I'm working from three Agendas so please bear with me. You're making me too organized. For the benefit of the Record, the Regular Meeting of the Orange County Board of Education is called to order. Would you please stand while Kelly Gaughran, Administrative Charter School Unit of our department will lead us in the Pledge?

Gaughran: Place your right hand over your heart. Ready? Begin.

All Attendees: I pledge allegiance, to the Flag, of the United States of America, and to the Republic for which is stands, one nation under God, indivisible, with liberty and justice for all.

Bedell: Thank you, Ms. Gaughran. Roll call please.

Sisavath: Trustee Lindholm.

Lindholm: Here.

Sisavath: Trustee Boyd.

Trustee Boyd: Here.

Sisavath: Trustee Bedell:

Bedell: Here.

Sisavath: Trustee Gomez.

Gomez: Present.

Sisavath: Trustee Williams. (Trustee Williams was Absent at this point in time)

Bedell: Thank you. Do I have a motion to approve today's Agenda?

Trustee Boyd: I'll move.

Bedell: Move by Boyd.

Gomez: Second.

Bedell: Seconded by Gomez. All those in favor of the Agenda, please say "Aye".

[Lindholm, Boyd and Gomez say, "Aye"]

Bedell: Opposed? It is Adopted. 4-0-1. Minutes of the Regular Meeting of December 13, 2017. Do I have a motion for those Meetings?

Gomez: I move to approve.

Bedell: Moved by Gomez.

Trustee Boyd: Second.

Bedell: Seconded by Boyd. Any discussion to the Minutes? Hearing none. All those in favor please say, "Aye".

[Lindholm, Boyd and Gomez say, "Aye"]

Bedell: Oppose? Pass, 4-0-1. Okay, Public Comments. Vice President Boyd?

Trustee Boyd: Yes, I have two cards here: Susan Mas wants to speak on Agenda Item #1, and Michelle Anderson on Item #5. Michelle, you can either speak now, or you can wait until later. Whichever you prefer. Susan?

Bedell: Welcome, Susan. Happy New Year.

Mas: Happy New Year.

Bedell: Thank you, you too.

Mas: Good morning Board and Superintendent Mijares. I can't tell you how happy we are to be here this morning. We are here to present the petition for Tomorrow's Leadership Collaborative (TLC). Over the next sixty days, you will meet the members of TLC's team. They include our generous donor, the Thompson Family Foundation, which is dedicated to impacting the lives of our children and families with disability. Through their funding of the Thompson Center for Autism and Neurodevelopment Disorders at the University of Missouri, the Center For Autism in Orange County, and the Thompson Policy Institute on Disability and Autism at Chapman University. Our other partners include Chine Institute, the California Charter Schools Association, El Dorado Charter SELPA, and numerous State and Local leaders in special education. We look forward to working with you over the next two months. Thank you.

Bedell: Thank you, Susan, and again, welcome. Our next one, Trustee Boyd?

Trustee Boyd: Michelle, would you like to speak now or wait until...?

Michelle: I'll go later.

Trustee Boyd: Okay.

Bedell: Okay. We now go to our...no, we don't. Do I have a motion to approve the Consent Calendar for the ??

Trustee Boyd: Yes, I will move.

Bedell: Moved by Trustee Boyd.

Gomez: Second.

Bedell: Seconded by Trustee Gomez. Since it's a Consent Calendar, there is no debate. All those in favor of the Consent Calendar I submitted, please say, "Aye".

[Lindholm, Boyd and Gomez say, "Aye"]

Bedell: Opposed? Passes, 4-0-1. Thank you.

Trustee Boyd: We could move to #6.

Bedell: Yes, #6 would work. Yes, thank you, Trustee Boyd, for being on top of the Agenda this meeting. Item Agenda #6, one of our favorite things, the Audit Report. This is the motion to receive, would be the appropriate motion, okay? Renee, are you handling this item? With your usual finesse, I'm sure.

Renee: So that one item I'd like to notice is the name looks different, because the company we've used in the past, Vicente Lights Desmond, did merge with Clifton, Larsen and...

Trustee Boyd: Allen.

Renee: Whatever the other name is, Allen, so that's why the name...we have the same partner, and so this is the year we're going out again for an RFP to relook at companies. But, there were no findings in this audit, and it shows corrections for our previous findings. So it was a good audit. We did have some items prior to the close of the audit that we were able to correct before the final audit, which is why we have no findings.

Bedell: Okay. Trustee Lindholm, on the audit, you have been one of our stellar...trustees on finding things in audits.

Lindholm: Yeah, I am a watch dog on these kinds of things. I think what I'm seeing here is a very good audit. Were there any significant findings on here that were not corrected?

Renee: No, there was none.

Lindholm: Okay, that's what I'm seeing here. The other, I think, good news, is how long have we had this company?

Renee: This is our fifth year.

Lindholm: And you'll be going out for an RFP?

Renee: We're going out for an RFP again, and due to their merging, I think we will be looking very closely at options, because it was not as smooth as our normal process, and so that's a little...a bit unnerving for us. They're very late in getting us things to look at, so...

Lindholm: And for our Board members, I think it's very important that you change your audit company every five years. To have them continue on is not a good policy, so I'm very excited to hear that. Were there two additional items that were put forth by Board members or not? Sometimes with an audit, there's like a cash receivable audit.

Renee: Yeah.

Lindholm: Now were there any additional items on this one?

Renee: My Board Members know, so, but normally internally, and with the Superintendent, we actually pick certain groups. And so, Cash Collections is, I think my biggest issue, and so, every year we'll target a different area to look at those, since that's part of ours. And so, those were looked at, they were to be...they were found in compliance.

Lindholm: Okay, so when you're looking at the RFP for the next one, you'll be looking for that for the Superintendent...

Renee: Yes.

Lindholm: ...for you to pull, and those are not known to the internal group who which you are auditing. Okay, that's all good. Okay, thank you.

Bedell: Trustee Boyd, on the audit.

Trustee Boyd: Yes, sir. If I recall, I'm going to call this a quirk in the Education Code, 'cause I've never seen this anywhere else, that there is a provision where you have to rotate... audit...auditors, but not the firm...

Renee: Correct.

Trustee Boyd: ...the audit partner in charge of your...

Renee: Every six...

Trustee Boyd: ...statement...

Renee: Every six years, you have to rotate your partner, that's correct.

Trustee Boyd: Yeah, for the record, that makes no logical sense whatsoever to me, but, it is...

Bedell: If you're going to rotate, rotate.

Trustee Boyd: Well I mean...in the management of a CPA firm...

Renee: Right.

Trustee Boyd: ...all the revenue goes into one big pot, and...

Renee: Right.

Trustee Boyd: ...it's split up among the partners...

Renee: Right.

Trustee Boyd: ...so, it really doesn't matter...

Renee: Yeah.

Trustee Boyd: ... where...yeah, just a couple quick points. I appreciate the comment that...you were very easy to work with, as usual, we see that every year. On page forty...

Renee: Your page forty or...?

Trustee Boyd: Our page forty is page three of the Audit Report. It refers to some Accounts Receivable...from a prior period. What type of Receivables do we have that would carry over that long?

Renee: We have a huge amount of Accounts Receivables, so remember all of the services we provide the District are all paper service.

Trustee Boyd: Right.

Renee: And so, and that is, you know, probably in excess of seventy-million dollars for us, and so, sometimes when we're billing, the District could say that wasn't our student. Right, and so we're working through a collection piece with the District, plus all of the different professional development, and so, unlike a normal school district for a County Office, our Accounts Receivable is a huge portion. And so, I collect an area of concern for us, and when we have to continue, but we had some problems when we tried to clear up the prior year and how it came to the current year.

Trustee Boyd: Okay, but as I read this, some of these Receivables are over twelve months old, so what they mean...

Renee: Yeah, we probably have some that were...we probably still currently have some that are up to three years. We're trying to get some code...

Trustee Boyd: Is there a significant amount of money, or...?

Renee: No.

Trustee Boyd: Okay. That's all I have.

Bedell: Trustee Gomez, on the audit.

Gomez: That was actually the same question that I had, was just about the reconciliation of the Receivables and Payables on that same page. So what...what measures will be taken to try and speed that up? You kind of alluded to that, but...

Renee: You know, part of it is, on our part, you know, say...when we're doing a workshop, we're trying to make sure that we have a Purchase Order in place, 'cause I think that from the District side, they're saying, "Well, I need a Purchase Order or something to show my staff was there." And so, what ends up happening is we get the Purchase Order, but maybe the people who are on there are different than who actually attended. And the District is saying, "That person didn't attend." So it's kind of a lot of communication. We are looking at adding additional staff. We've added a Part-Time position to that. With as much as we're doing, I'm not that's significant enough, and so, just it's more of a time management and working with the Districts, and to get enough information. And if it's not a valid transaction, we have to pack it back out, which none of our programs want to see, so...but we have to be a little more diligent on that piece.

Gomez: Okay, all right. Thank you.

Bedell: Trustee Williams, on the audit.

Williams: No questions.

Bedell: I hope the audience is...this is one of my fav...an audit report is a very important thing for a Board Member. But I think when you hear these questions, we have a City Council member, a former City...a current City Council Member, and an Accountant, and I'm just a little ol' New York City Sociologist. So this is a unique position, and so we really have different perspectives to this, and it really is...really is very helpful. And so, I want to say I appreciate all of your looking at this. I always feel good.

Trustee Boyd: What you're saying is if something goes wrong, it's not your fault.

Bedell: Well that's right, and that's my style. So, as you know, after how many years? Okay, we now have hit...almost by a minute, yes...we need a motion to receive the Audit Report. Do I have some...do I have a motion?

Lindholm: So moved.

Bedell: Moved by Trustee Lindholm.

Trustee Boyd: Second.

Gomez: Second.

Bedell: Seconded by both Boyd and Gomez, whichever we need for the Minutes. Any discussion on receiving? There are those in favor of receiving, please say "Aye".

[All remaining Board Members say "Aye."]

Bedell: Opposed? Let the reso...let the motion show that it passed five-zero. Thank you. Okay, we are now at our time certain...at the time people get organized. We now have our first time certain Charter Submission by Kelly Gaughran. Kelly, you watching the second hand?

Gaughran: Good morning President Bedell.

Bedell: Good morning.

Gaughran: Members of the Board.

Bedell: Happy New Year.

Gaughran: Happy New Year to you, too.

Bedell: Thank you.

Gaughran: This morning we have two submissions, so first I'd like to call up Padmini Hands, on behalf of Adrian Hands Academy.

Bedell: Welcome.

Hands: So, my name is Padmini Hands, Srinivasan is also my last name at this point, and we have submitted our petition to Saddleback Valley Unified School District. We were denied in their December Board Meeting, and we are now coming to you in Orange County, Board of Education, on appeal. Our school is to be called Adrian Hands Academy, and our focus is on developing the global citizen. We have a program that includes STEAM (Science, Technology, Engineering, Arts, and Math), Trilingual Education as an offering, and a strong peace building component, as the parts of our...of our thing. We intend to locate within Saddleback Valley, and we have a team that is stellar in terms of its composition, in terms of people who are experts in sciences, in languages, and in community building kinds of efforts, and we look forward to sharing our story with you, in the next sixty days. Thank you.

Bedell: Okay, thank you.

Gaughran: Next we have Jessica Tunney representing "Tomorrow's Leadership Collaborative".

Bedell: Welcome.

Tunney: Good morning to the Board, and to Superintendent Mijares. Thank you for having me, and thank you so much for your attention to this submission that is coming from TLC. I'm the founding Executive Director, and you'll have time over the next sixty days or so to get to know a lot more about what's hap...what's in the program design, and the instructional approach that we'll be taking at this school. So this morning, I just wanted to take a minute or two to introduce myself to you, and give you a few highlights that I hope are...featured in the petition in ways that you can pick up on your own, and I just wanted to draw your attention now to the model that we're proposing.

So, I am originally from the far away land of Philadelphia, on the East Coast. I'm a product of the Public School system there, which is quite rich in diversity, and in a variety of lived experiences of students in the classroom which makes for very rich learning, themselves. And in my experience as a child, I became dedicated to service and to education. I earned a Master's degree in Special Education at Bankstreet College in New York City, in 1999. And I was a classroom teacher at Pier Street 21 in Brooklyn, parts of Brooklyn, before I made the delightful move to Southern California, and had the opportunity to teach at Chime Institute in Woodland Hills, California, which is a fully inclusive model school; very successful charter school.

I taught fourth grade there. And during my time in the classroom there, I really learned what it really looks like for children to not only learn with each other, but from each other. The student who struggles with the language-based learning disability for their life has a lot to offer to a student for whom learning typically comes easy, in terms of knowing what it means to be resilient, in terms of knowing what it really means to persist. And the opportunities that children have to become friends with each other, and develop senses of empathy and care for our world is important, and that is what I gained from Chime. When I came to Orange County many years ago, I took a slight left turn, and I went back and got a Ph.D. in Education right here in the neighborhood, at UC Irvine. And I've spent the last several years preparing teachers to do the kinds of inclusive practices that we'll be modeling the school after as well.

But when the opportunity for us as, as I said, for this collaboration came about to create TLC in Orange County, I could not help but join on. And so we have... I just want to highlight what's going to be in the petition about that collaboration. So from Chime we take the model of co-teaching and co-planning, and universally designed accessible lessons for all students to be able to participate meaningfully with each other in the classroom. Chime has over fifteen years of successful charter school operation. It has a very lengthy waiting list, I don't have the number, but it's well over one-thousand students at this point. It's fiscally sound and it's a stellar, exemplary program.

With the California Charter School Association, and Charter's OC, we have the support to make sure that we launch a successful charter school in Orange County that can operate well, and in Chapman University, we have thought partners, we have professional development opportunities, we have access to current research and best practices and inclusion. And we very much look forward to extending our mission from including not only students with disabilities together with students with a range of abilities, but also with students with diversity of socio-economic status, linguistic status, cultural status, cultural perspectives, and living experiences as well. I very much look forward to collaborating with the County office. Also, answering any questions over the next sixty days, and working with you all. And, thank you.

Bedell: Thank you.

Trustee Boyd: Thank you.

Bedell: Kelly, I was wondering if you could explain, Ms. Gaughran, to the audience how this process works, why we're not engaging in conversations with them now.

Gaughran: So at this time, they're just submitting their Charter petitions for our review, and that starts the timeline, and it's a sixty-day timeline from today, so within thirty days, we hold a Public Hearing, so next month we'll have a Public Hearing for both Charter Schools, and then at the following meeting, you will take action on both schools.

Trustee Boyd: Are these both appeals?

Gaughran: They are both appeals, yes. All right? Thank you.

Bedell: Thank you. Yes?

Lindholm: Question: Where did Tomorrow Leadership Collaborative...where was that appealed from?

Gaughran: It was denied at Orange Unified School.

Lindholm: Orange Unified?

Gaughran: Yes. And they are in Saddleback Valley.

Lindholm: Okay.

Bedell: Thank you. Okay, so now we go to...Kelly, are you next? No. You doing...you're not doing anything with Lisa? Okay. Lisa Hall, please? I just want to get my cast of characters right here, Lisa.

Associate Superintendent Boyd: And just for the Board record, Lisa Hall is the Interim Managing Director for Oxford Preparatory, in Saddleback.

Hall: Thank you very much. Good Morning Board Members, and Superintendent Mijares, and audience members. It's a pleasure to be here this morning to talk about our program at our Saddleback Valley campus that you were kind enough to approve back in 2015. So, without further ado, so here's our team where...where we have our Site Leadership here with us today. I am the Interim Managing Director and we do have our Chancellor, also known as a Principal, in many schools, and our two Deans. So we have Mrs. Lohoff, our Chancellor, and we have Garrett Bridges, one of our Dean's, and Mrs. Mary Kathryn Boucher, our other Dean, who just came back to us from maternity leave. We're very happy to have her back.

[PowerPoint Presentation is displayed on the main screen]

So Oxford Preparatory Academy, Saddleback Valley, we were so ecstatic when you approved us back in 2015, and we currently serve five-hundred-and-ninety-five TK through 8th Grade students, and five-hundred-and-twenty-seven of those students are from within the Saddleback Valley Unified School District. We do maintain a very high average daily attendance rate, at 99.29%, so we're very proud of that because we think that that speaks volumes about our program, and how much children enjoy attending our school. We have twenty-eight credentialed teachers and that does include our Special Education staff. We include thirty Support Staff, and that includes our Non-Core Instructors, our Instructional Aides, our Office and Custodian teams, our Proctors, our Lunch Program Employees, because we did implement the National School Lunch Program this year, and we do have a Librarian, we do have one Resident sub, and we do have I.T. Staff, and our three Site Administrators that you have been introduced to.

As you aware, our charter operates under the primary...the primary...I'm sorry, I'm gonna not come up with the word, but...

Bedell: Umbrella? Umbrella?

Hall: Under the umbrella, we'll go with that, I like it, thank you. We...the Theory of Multiple Intelligence drives everything we do on a daily basis. So yes, we are under the umbrella of the Theory of Multiple Intelligences, so we believe that all of our students are...gifted in many

ways, and so when we teach to the Multiple Intelligences, we are able to allow them to truly thrive in their areas of strength, while making growth in the areas where they might not be as strong. So, I for instance, would need some growth in musical, so whenever I do our...that comes up lowest for me, so...and then we also have our Non-Core Classes, and we're very proud of our Non-Core Classes, because it does give our students exposure to and experience with opportunities they may not otherwise have.

So we do have our Science Lab, our students participate in Taekwondo, we have a computer lab, we also have P.E., and our students engage in Foreign Language and they also participate in Band and Choir. Our extracurricular opportunities, we have over twenty clubs and extracurricular opportunities for students on campus that include: Mileage Club, that include Robotics Club, we do have a Guitar Club, we have what we call OPA Fusion, and that's where our students of all abilities are invited to participate in games, and invite friends that they might not normally interact with during recess two times per week, so we have a number of opportunities for students to engage in activities that keep them connected to the school.

In the far right corner, you can see our Garden Club actively taking care of our school garden, which grew some beautiful pumpkins this year, and the sunflowers were lovely at the end of the year in June. Our California Dashboard State and Local Indicators: So we've taken from the California School Dashboard some of the primary components that we wanted to share with you. We were able to update our Local indicators before Local indicators, we are required to update, so Teachers, Instructional Materials, and Facilities: we were able to indicate "Met" for those; Implementation of Academic Standards: we have been able to indicate "Met" for those; Parent Engagement: we are happy to say we've "Met" that, and our Local Climate Survey indicates that students and parents feel safe when their children are on campus, and students feel safe while they are on campus, so we were able to indicate "Yes" on that and report that out to our Board.

And we also wanted to share that we have a very low Suspension Rate, so we achieved a "Very High" in that with a 0% Suspension Rate, and our English Learner Progress is also "Very High" with a 95.7%, and in English Language Arts, we're doing quite well. We achieved "Very High" in 3rd through 8th grade, based on the CASP scores, because we are 62.2 points above Level 3. And for Mathematics, we also are "Very High" in that we are 41.1 points above Level 3. So I'm sure you're quite familiar with the California School Dashboard so I won't go into it too much, unless you have questions later, but wanted to certainly share that great news for this past year. This is a breakdown of our subgroups and how they scored in English Language Arts and Mathematics.

So you'll notice that most areas are "Very High", and some areas are "High", while a couple of areas fall in the "Medium" zone. So, we're very proud that, overall, we're "Very High" in both Mathematics and English Language Arts. We realize that we have some additional work to do with our students with disabilities. We do run a full inclusion model for all of our students with disabilities, and we're very proud of that, and we are just working on honing, ensuring that each student's individual needs are met during that inclusion period, which is all day. So we just want to make sure that our students are continuing to grow at the same rate as our general education students. And then of course we want to ensure that we're meeting the needs of our African-

American students in the area of Mathematics, and get that “Medium” up to a “Very High”, and then just looking at all of those scores and making sure that we’re achieving “Very High” in all areas, so that we don’t have any discrepancies. And, now we have a brief video so that you can see what it looks like to be a champion on a daily basis.

[PowerPoint Presentation is closed, and the video plays]

Hall: And that is it for the presentation, and I’m happy to answer any questions you may have at this point.

Bedell: Great, thank you, thank you. Just for the sake of the audience, we have started a process where we have...briefings, if you will, on our Charter Schools, and on our own programs, so we were just...so the Board is fully informed and the Public is fully informed, and it gives a chance for all of us to ask questions at the Board level to see what, you know, was happening, where you’re going. So Dr. William, I’ll start with you my right, it’s always comfortable having you far right from me.

Williams: Very good.

Bedell: Questions for these colleagues?

William: I’m very impressed with the presentation, a job well done, and we wish you the best in 2018, and beyond that.

Hall: Thank you.

Bedell: Trustee Gomez.

Gomez: Yes, just a couple of clarifications on your slides.

Hall: Sure.

Gomez: They’re not numbered, but it’s...Slide 4, at the top you said there’s a number twenty-eight and a circle, and then it says they employ twenty-four credentialed teachers.

Hall: So, there’s twenty-four credentialed teachers, and then that we also have credentialed certificated staff that includes our Special Education staff. So we have a credentialed Counselor, we have a credentialed school Psychologist, and we have two...

Gomez: So it’s in addition to?

Hall: ...yes.

Gomez: To get to your thir...to your twenty-eight.

Hall: Yes.

Gomez: On, okay, Slide number...

Hall: Sorry about that.

Gomez: ...on the...your Academic Indicators?

Hall: Yes.

Gomez: They don't look to be mutually exclusive, 'cause I just did a quick number check, and if you add up all of those different pockets of people, it adds up to way more than the two-ninety-four. And I apologize, the writing is really small, so if I make a mistake, I apologize. This is very hard to read; we couldn't see it because the angle here, and then this printout is a little bit, tiny. So you might have somebody who is Asian, but also be a student with disabilities.

Hall: Yes.

Gomez: Or an African-American that might fall in another category. So, I...I'm a little bit concerned about those numbers, because...

Bedell: So you want them completing the column.

Gomez: ...yeah, because it looks like we're counting them twice, and it could be really confusing.

Hall: Okay.

Gomez: So, maybe there's a clarification you could provide to me, or maybe later?

Hall: I could certainly provide a clarification later, but yes, we don't have unduplicated counts for you here. We have what's reported out on the Dashboard, as it's reported out on the Dashboard. So our unduplicated people counts are different than...

Gomez: Right...

Hall: this report...

Gomez: ...and that's what I'd like to see as well.

Hall: You'd like to see our unduplicated people counts?

Gomez: Yes.

Hall: Okay.

Gomez: Okay. That's all I have.

Bedell: Okay Trustee Gomez. Trustee Lind...

Hall: Just so you're...just really quickly for...thinking about unduplicated people counts, we do have zero Foster Youth; we do have zero Homeless Youth; we do have zero American-Indians...Indian students; we do have eight Filipino...so anything under eleven will not be shown. And we have two Pacific Islander students, and so, those are not reported on the Dashboard.

Gomez: But do they fall under other categories?

Hall: All Students.

Gomez: Students with Disabilities or something?

Hall: They could.

Gomez: Okay, okay.

Bedell: Okay, Trustee Boyd.

Trustee Boyd: Yes, unless my eyes are failing me, it looks like there was quick slide in Washington, D.C.

Hall: Yes.

Trustee Boyd: Was that a sponsored field trip?

Hall: Sponsored meaning by...?

Trustee Boyd: By the school.

Hall: ...outside? So that is...students have the option of going and it is voluntary, and if students are unable to go, yes, we do have scholarships.

Trustee Boyd: Okay. All right, your Dashboard looks very impressive. I...I have some concerns about the Dashboard concept, in general. If I recall...

Hall: You're not alone.

Trustee Boyd: ...Superintendent, aren't there going to be some changes to the Dashboard? I thought I read the other day that even the State wasn't too happy with...

Mijares: Yeah, it's an evolving process.

Trustee Boyd: Okay. We won't spend a lot of time now, but, thank you very much.

Hall: You're very welcome.

Bedell: Trustee Lindholm.

Lindholm: Thank you, Mr. President. This is just really an exciting school. I have gone to this school and I've gone to every single classroom in this school, because I didn't want to see the best classroom, I wanted to see every single classroom. And the kids are excited, the learning program is individualized, and outstanding. What I like too, was I believe for your band...every single child, you don't have to be great, you don't even have to be good, but every single child gets to go. Is that accurate?

Hall: Absolutely, every child gets to participate in band, and we have a phenomenal holiday performance with our band students, and our choir students, and our cheer squad, and...and it was an uplifting and inspiring performance and...not all of it was amazingly...beautiful to the ears, but it was great to see the children on stage and to see their families and the audience enjoying their performance. And nothing like hearing the 4th Grade Band do "Dreidel Dreidel Dreidel"...on string instruments.

Lindholm: That's amazing.

Hall: I have it on my phone if you would like to see it.

Lindholm: One of the things I think is best, besides the academic level, you teach at different levels, students can stand if they're...if they have Attention Deficit Disorder; they learn at their level, they excel at their level, and you have the inclusion, as for all the band members, for your...you're not the one that's not chosen, and I think that's absolutely fabulous. I also like the classrooms; each have a high level college represented and each student knows the fight song, where it is located, they know the banners, and they can rotate through and go "I want to go to Harvard.", so it's a great school. Keep it up.

Hall: Thank you so much, we really appreciate that.

Trustee Boyd: May I have one quick follow up?

Bedell: You may.

Trustee Boyd: Do you have one or two goals for this current academic year?

Hall: We have one, or two, or three, or four. Our primary goals are to ensure that all students are achieving at high levels, so as I mentioned during the presentation, an area for growth is certainly our students with disabilities because as I indicated, we want to ensure that they're making growth at the same rate as their general education-identified peers. So, really honing in on ensuring that we're differentiating within our general education classrooms to meet student needs, and allowing students to learn as they need to learn. So as Mrs. Lindholm indicated, if they need to stand to do their work, by all means, stand if that means that that helps you comprehend and move forward. The other goal that we have is to continue our stakeholder involvement, and actually increase it, to...to beyond attending performances for students, and presentations by staff. But also, meaningful input, gathering that meaningful input from stakeholders, so that they have buy in into moving forward with the program.

Trustee Boyd: Okay, thank you.

Bedell: I just would like to say, excuse me, that when I looked at your data, one of the things that did concern me was this disabilities piece. And, as a supporter of Charter Schools, I know frequently their detractors glom onto that...

Hall: Yes.

Bedell: ...that Charter's don't do enough for special ed kids, Charter's don't do this for spe..., so I really, really am impressed and I strongly encourage you to walk the talk, about helping those children, for the Charter movement itself, but more importantly for the specific children, so I'm really glad that's high on your priority.

Hall: Thank you.

Bedell: Okay, anything else for the...do you have a closing statement you'd like to make or anything else?

Hall: We are honored to be an Orange County Department of Education Charter School, and we look forward to continuing our work with you and we are deeply enjoying working with Kelly, and your entire team.

Bedell: So you enjoy working with Kelly? That's good to hear.

Hall: Absolutely. Kelly's a gem, so thank you.

Bedell: I just want to say, I too visited the school, and I too was equally impressed as was Trustee Lindholm, and I like the University model and the aspirations to specific universities rather than just an oblique goal.

Hall: Thank you, we appreciate that, and anyone who's not visited, we would love to have you come out, anytime.

Bedell: Okay, thank you very much Dr. Hill...

Hall: Have a fabulous day.

Bedell: ...Hall.

Gomez: Is it possible to get an electronic copy of this so I can read it later? Make it for each of the Board Members, thank you.

Bedell: Okay. Now, Trustees, we have...we are at a decision plan. What would the Associate Superintendent recommend at this point?

Associate Superintendent Boyd: Item #5.

Bedell: Item #5...the recommendation is that we handle Item #5. This will be again by Ms. Gaughran. This is the...dealing with the Samueli Academy Charter School petition. One of their people is here, he is incapacitated...in a sling...

Associate Superintendent Boyd: No.

Trustee Boyd: No, that's somebody else.

Bedell: I was gonna say. Have I mixed...have I mixed roles? Okay. If you would like to talk now, that's fine. You're probably...help him out. No. Kelly.

Gaughran: Okay.

Bedell: Okay, Kelly.

Gaughran: All right. Today, the Board shall render a decision regarding the Samueli Academy Charter renewal. As legally required, the renewal petition has been reviewed according to California Education Code. Copies of the Staff Report and Findings of Fact are available on the back table. Each of you have been provided the Orange County Department of Education Staff Report, three Draft Resolutions, and three options for action. Option 1 grants a renewal, and approves the Charter School petition as written. Option 2 grants a renewal and approves the

petition with conditions. This action would result in the renewal of the Charter, and require the execution of an Agreement to address the issues outlined in the Staff Report.

If this also establishes appropriate timelines for the petitioners to meet the conditions as specified. Option 3 denies the renewal, and denies the Charter School petition. Based on information gathered throughout the entire review process, which included a clarification meeting held with petitioners on December 13, OCDE staff is recommending approval with conditions of Samueli Academy Charter School renewal. Prior to Board discussion, the Lead Petitioner for Samueli Academy will speak on behalf of the charter school. I now call, Mr. Anthony Saba, to the podium.

Lindholm: Mr. Chair, if I may? Where this says Appeal, this is not really an Appeal, on our Agenda, it's a Renewal, which is what Kelly has said quite clearly. But on our Agenda, it says Appeal, and it's not, so I just want to clarify that. Thank you.

Gomez: Under the Options.

Bedell: Yeah, just change...delete.

Lindholm: Thank you.

Saba: Good morning. This is Board meeting number four in a row for me so you...

Bedell: I know.

Saba: ...you guys keep seeing me, but I really want to say thank you. Thank you for the support that you've given us over the past five year, and Dr. Mijares, and the Board, and Kelly, and the whole staff. Thank you for that, you really are helping us make a big difference, but also thank you, for what you do for kids in Orange County in general.

Bedell: Okay, Trustee Williams. Question?

Williams: Yes. Anthony, you have done a great job...

Saba: Thank you.

Williams: at...in the leadership role...

Saba: Thank you.

Williams: ...and the education role, you have the great respect of all us here...

Saba: Thank you.

Williams: ...at the dais. A couple questions; curious.

Saba: Sure.

Williams: Letters came this week and they raised some red flags...

Saba: Okay.

Williams: ...and I just wanted to find out a little bit more. The letters came in...one came in today and the other came in Samuelli Letterhead, along with postage paid. And they're from students...

Saba: Okay.

Williams: ...from your school. Are you aware of any letter writing?

Saba: I am not.

Williams: Did you not? Okay. So somebody got access to postage and Letterhead and...just to let you know that.

Saba: Curious; Interesting.

Williams: I'd be more than happy to share these with you.

Saba: Yeah, that'd be great, thank you.

Williams: These will be kept anonymous.

Bedell: Just for the sake of the record, Trustee Williams, I did not receive that.

Lindholm: It's in your red folder.

Bedell: Oh, today?

Lindholm: Yes.

Gomez: Just one?

Associate Superintendent Boyd: Just one. There was one last week in your Board packet.

Bedell: Trustee Williams, the floor is yours.

Williams: I'm not going to change my vote or anything...

Saba: Sure.

Williams: ...but it's important for you as the leader...

Saba: Oh, without question.

Williams: ...to know these types of things, on the use of school items, like Letterhead and things like that. There are from three students, I thought the letters were wonderful. I think they express their ideas about increasing civil discourse, and learning more about the role of Government. Again, I'll be more than happy to share the details.

Saba: Yeah, that'd be great.

Williams: But, some of them, which raised my curiosity and red flags, started going over into political activism and advocacy of certain political parties. And...

Saba: Ooh, I think I might know what this one is.

Williams: ...and again, I don't want to make this a public issue...

Saba: Sure, sure.

Williams: ...other than, you know, that the State Education Codes 1267 and 7054 certainly prohibit such political activism and activity. I think the one individual who shared that he wanted to learn more about the role of Local, County, State and Federal Government in our lives, is very important. But I feel the letters actually go a little bit beyond that. I'll share them with you on a personal basis. I want to avoid any controversy with your great school. You guys have been stellar; you're without controversy. I just am very impressed, so...

Saba: I appreciate it. If I can make one...we do a great job of teaching kids that self-advocate, that we call an agency and to speak out, and more communication, so I haven't read those letters. I'm very proud, whether it's positive or negative, I'm proud of these kids for speaking their mind. It means we're doing what we need to as a school, or we're developing citizens who aren't afraid to speak their mind. I think that's very powerful. Even though I may not agree with what is written, I'm proud of them for speaking out.

Williams: Do you allow political activism of certain political parties or candidates?

Saba: No, no...I mean, it depends on the situ...I mean, we don't...I don't want to use this as the right forum for this, but there have been a few cases where some of our students wanted to. You know, we serve a student body in Santa Ana that can be very effected...how do I put this? When a new President may or may not make certain...you know, new rules or laws, or they think that DACO or something may affect their family, and they want to speak their mind, we have no problem with that. So as long as it doesn't disrupt school activity, so it's a touchy subject, especially with our student body and our families. I'm not sure if this is what I'm gettin' into the letters or not, my guess would be part of it, so we do allow our students to voice their opinion, but if it does start to disrupt school activity, that's where we get concerned.

So we take it on a case-by-case basis. There have been, I'd say two of three cases in the past year-and-a-half or so, given the political climate that we live in now, that have been touchy and that we work with our students on, so it's a fine line, I think, between student voice and school disruption sometimes.

Williams: Absolutely. I mean, our First Amendment right of expression of thoughts and religion and all of that is so central to who we are and how we define ourselves as Americans, so I would encourage that.

Saba: Absolutely.

Williams: What I hope that we'll see is a great diversity of thought and that one particular thought will not be oppressed.

Saba: No.

Williams: Where that is condoned and promoted.

Saba: With that particular question...and you know, sometimes with high school students, if they give this one thought and they don't see that anything's changed, they think we disagree, we don't listen, and so sometimes as far as education is, just because you bring up a topic, that doesn't...end up the way you want, doesn't mean it wasn't listened to, it just means for whatever reason it didn't come into action. And that's part of the education we have to give these kids.

Williams: Yeah, and that's a passion I know of all of us, here, is we want to see a greater role of understanding of government, and we would like to see more civility and more respect out there, you know, we're so divided as a nation, and we need more leaders who can speak up on...and help in promoting civility and good discourse and public...

Saba: Which is why I'm proud of these guys and we do this thing called Head of School Advisory Council, where we have these kids and they come just with me, and they're able to speak up on things, and they bring up stuff like this. You know, I'm not going to bring any specific examples now, but I'm proud of these guys for speaking their mind. Too many kids are growing up are shy, and they should be able to speak their mind.

Bedell: Trustee Williams, thank you for raising that. Any questions, Trustee Gomez, for this gentleman?

Gomez: Yeah, I also had a concern because I did get a letter on, you know...that was with your return address on it...

Saba: Yeah, that's interesting to me. I'm certainly going to look into it.

Gomez: ...and metered mail, so it wasn't a stamp, it was...

Saba: Right, we paid for this.

Gomez: I don't have it with me; I apparently I left it on my desk, but...at home...yes, that was exactly what mine looked like. On Page 26 of our Agenda, where it talks about the Charter specific conditions. I'm not going to through all of them but is there anything there that you feel would be an issue for you...for the school to...

Saba: I don't think so. Our school's legal...you know, we're working with our legal team, and with the OCDE legal team, and everything should be resolved. There's nothin', I don't think, there that's going to be a big sticking point. We just need to work through some of these issues collaboratively.

Bedell: Sure.

Saba: I think we should be fine.

Gomez: Okay, all right. Thank you.

Bedell: Trustee Boyd?

Trustee Boyd: Yes. The only letter I received was the one in our packet, this morning.

Bedell: I have not read it yet.

Trustee Boyd: Which was a...is a letter from a student who would like to have a Government class that follows more or less the same format as your Virtual Enterprise in class. I'm assuming what we're really talking about Student Government, here.

Saba: We do...right. So we have an ASB from a Student Government, we do teach all of our Seniors' graduation requirement as Government Econ, along with the Virtual Enterprise. I'm not sure...they're saying that that class, that the structure should change or we should offer the cl...

Trustee Boyd: Yeah. His comment was, "My ideas have a government class where students simulate management of our government."

Saba: Oh.

Trustee Boyd: Now given what's going on in Washington and Sacramento...

Saba: I see. Yeah.

Trustee Boyd: ...I'm not sure that's...

Saba: Yeah, so that's...I won't touch that one. So, the student is requesting a brand new class...

Trustee Boyd: Yeah.

Saba: Okay.

Trustee Boyd: Okay. No, it's an interesting letter. It's not critical.

Saba: It's not critical? That's good.

Trustee Boyd: I appreciate the time.

Bedell: Trustee Lindholm, for the gentleman?

Lindholm: Thank you. In regards to the letter, I received just the one at the dais, but I think we're kind of moving away from the school and school success, and that's what I'd like to get back to...

Gomez: Sure.

Lindholm: ...in this discussion. Where even with the foster children, with all the issues, and your location, you have like 99% who graduate. Can you give me those statistics again? I'd appreciate it.

Saba: Sure. So, this is our fifth year of operation; you approved us five years ago. We've had one graduating class with one group of Alumni. We had one-hundred-and-sixteen of those, and one-hundred-and-fifteen graduated. Only one young man did not. We still work with him, we're still holdin' that hope, and we're gonna get him through, eventually, so yes, 99% graduation rate. Of those kids, 98% of those are sitting in college right now, whether it's a University or Community College. I'm very, very proud of all of our kids, so they're doing fantastic.

Lindholm: I think that is...that is a tip to the school. If you get one letter, that's one thing, but if you talk about the 99% of the kids are graduating, that's...

Saba: Yeah.

Lindholm: ...to be commended, and that you have a 98% where they're going to a college or a Junior College, also to be commended. So...

Saba: We have a very strong Alumni program also that really helps them persist, not just go. Our goal is not just to get kids to college; get them to persist. My father went to college for two weeks. That didn't do him very much good. So we need to get them to persist.

Lindholm: You also have excellent people in there. I know when I visited this school, you also had members from Boeing, so it was as a team approach, and with that team approach, you actually get to have people in the careers you might be pursuing, in the classroom along with your credentialed teachers, so it's an excellent program.

Saba: Absolutely.

Lindholm: And I just wanted to bring this, back, in terms of conversation. In terms of the approval, which is a renewal, looking at Number Two, we've learned that we need to have a few more guidelines for some of our Charter Schools to kind of help them out, and I'm not hearing that you have any concerns about any of the stipulations under the Number Two Proposal.

Saba: I don't have any concerns about...I don't have any concerns about working them out and coming to a mutual agreement. I think we're gonna...we'll be fine. We love working with you guys and it's gonna be good. We just need to work through that from our legal team and yours. I have no concerns it's not gonna get done.

Lindholm: Okay.

Saba: Whatsoever.

Lindholm: Well I'd just like to say for the record that I'm very supportive of your school...

Saba: Thank you.

Lindholm: ...I think the community itself and the students are very supportive of your school.

Saba: Thank you.

Bedell: Trustee Lindholm, would you be willing to consider your comments a motion to approve Option #2? We only have one speaker sc...card, and if you would come up, right? We have them...

Lindholm: Yes, I would make that a motion to renew your school...

Saba: Thank you.

Lindholm: ...for the five years...

Saba: Thank you.

Lindholm: ...it's a great school, it deserves to be there, and to serve the students and residents of its neighborhoods.

Bedell: And the record show that it will be Option 2.

Lindholm: Option 2.

Trustee Boyd: I'll second that.

Bedell: Seconded by Trustee Boyd. Okay, so now we have that on the floor, we will vote on that after we hear our good friend.

Good morning, Superintendent Mijares...

Bedell: You're here.

Good morning, President Bedell and honorable staff, and Board members. And first, I want to say thank you all for being an authorizer of a school like this. It's so important that this is available to the children in Orange County, and I wish it were available in other counties, and I'm going to be bugging Samueli to come down to San Diego to make that happen. And I really want to thank staff, because I know this happens because of all of the staff's work that makes this work. And I want to say thank you to the school for all they do for these kids, and I think it's rather amusing that the kids felt that they could speak out, and have a voice, and...and air it, and to know to even contact their authorized or officials.

I think that's awesome because I don't know too many kids that would know to do that, so I think that's...you're doing something right there, Samueli. So again, thank you all for all your time, and staff for everything they do, and we look forward to having the school approved for five more years.

Bedell: Great. Colleagues, the Motion would read "Grant the Renewal with Conditions", so on the top of our Board Agenda, Page 2, under Option 2, change the word "Appeal" to "Renewal". All right? Do I have any more discussion on that? All those in favor of granting the Renewal, please say "Aye".

[Lindholm, Boyd and Gomez say, "Aye"]

Bedell: Opposed? Passes unanimously, Option #2, passes unanimously. Moved by Lindholm, seconded by Boyd. Okay? Deputy Superintendent? There is no Closed Session. So we can go directly to the Board Discussion Items. Trustee Boyd and I...Trustee Boyd and I were talking during our Executive Committee Meeting. As you know, Trustee Lindholm has raised the issue of technology, the Board, the room, etc. I was interested in how are we with paperless versus non-paperless; I was wanting to get, you know, maybe a laptop for here, to do...do this, because I'm...as you saw today, I had all these papers; I would like...maybe it would be more efficient...my problem more efficient for me to be...that way. So we would like to...create a small, including staff representation, appointment of an Ad-Hoc Committee on Technology, a Board, you know, group...a Board managed group, if you will, to look at the relationship Board,

Board Document Services provided by Board Documents; services provided by CSBA, some even by NSBA, as the technology for the Board. So David, would you like to amplify that? We seek volunteers, if anybody wants to be on it. We would like representation from the staff. So David, anything?

Trustee Boyd: The problem I see is the two most logical people to be on it would be Trustee Lindholm, and Trustee Gomez, as if they aren't already busy. So, I mean time permitting, I mean you have experience in using technology, it will be far more productive if you can carve out a few hours, or maybe just go to your respective City Councils, and see what's goin' on there. Now that could be adapted to...to here.

Gomez: I would love to do that 'cause I really don't like carrying around binders.

Trustee Boyd: Okay.

Gomez: I'm used to just doing everything on my iPad. So, and I know that at the last conference, we actually looked at one of the Agenda programs, and I actually stumped the guy about four times with my questions. So...yeah.

Bedell: And we all know what that's like.

Associate Superintendent Boyd: Dr. Bedell, part of the discussion...we had a conversation with the Executive Committee, and as we were dialoging about this, I reminded Dr. Bedell that we did have consensus when we talked about laptops and software for online agendas previously with the Board, and so that was part of what generated this conversation. In saying that, I also think that it's important that we mention the fact that we have looked at the CSBA new program for online agendas, that they've come out, and they're very competitive compared to some of the others we've looked at. We...our I.T. Department, Darou, myself, Renee also reviewed and sat down with the Board Docs folks, who many of our Districts use their online software program, and so forth.

The challenge has been none of them will allow a pilot, and so there are...all these Districts who are buying the programs are buying the programs, and so, what...when we talked about the options for the Board would be, possibly the Committee going out, dialoging with Board members and/or the recorders, whoever is using the software, either in Districts, City Council, you know, Board of Supervisors. The different pro...and getting that input to help drive the conversation of what direction you'd like to go, because the challenge will continue to be that... CSBA, I asked them the same question, in terms of piloting their information, and they said they're happy to come out and showcase it, Board Docs is happy to come out and showcase it, but you can't get a pilot, or I couldn't get where two of our Board members were testing it out.

None of the companies were offering that as an option. So I just wanted to mention that to the full Board because I did mention that to Trustee Boyd and Dr. Bedell, in our conversation. And that's really what we're talking about, because if we're making devices available as we're doing our upgrades to this room, then we want to make sure that there is a consensus in terms of, you know, what you're...also, also...looked at what Tustin uses. I should say because, our I.T. Director did go over. Carl had some conversation with the individual over there over a year ago,

and looking at...because when Becky first came on the Board, excuse me, when Trustee Gomez came on the Board, she mentioned the fact that she really liked the system they were using and how you can tab documents and do different things, and so forth.

And we currently send the Agenda electronically to both Trustee Boyd and to Trustee Gomez, in addition to providing the binder of information that we give you all, but it's not the same as being able...there's no way you could go in and tab, and document your comments, and so I think the challenge continues to be we want it to be efficient for the Board, and so if you're viewing documents, you should be able to tab, and you should be able to come in here and go right to what it was you're looking for without having to move a bunch of pages and so forth. And all of the systems will work with the electronics within this room, and what we're moving to in terms of upgrading.

So that's not the challenge, it's really the software and what you're more comfortable with in terms of, you know, what works for you. So I just wanted to mention that, so that not only when you're saying that you're participating in the Ad-Hoc, what does the Ad-Hoc Committee...expectations in terms of what you would be looking at, and also maybe recommending from them.

Bedell: So, right, so if you're interested in being on a little work group, with finite amount of time, please let our Associate Superintendent Boyd know, about that...

Gomez: You're looking at me.

Bedell: Anybody, anybody.

Gomez: I would be willing to do it, because again, I'm the one that had pushed this for well over a year. What I would make a couple of suggestions, if you want to appoint me to this Committee, I would like to see maybe do some Webinars, and maybe our potential business partner can do a Webinar, and that way it's not...we don't have to go someplace, we could just watch the demo on a Webinar. And then, if they could also give us some references, so that we could talk to some of the folks that are using it, so that we would know...'cause I know the questions that I asked about what I could and couldn't do, but somebody that's been using it for several months would be able to answer that question.

Associate Superintendent Boyd: And would those references be beyond Orange County, or anywhere in California in terms of School Boards, or do you want to limit it, in terms of references online?

Trustee Boyd: I don't think it would matter.

Gomez: I don't think it would matter. It's really their length of time with that, because I don't want somebody that's only been using it for a month, because they probably haven't figured out what they don't know yet.

Trustee Boyd: Right.

Gomez: But somebody's that's been using it for, you know, at least six months, if not more.

Trustee Boyd: And that addresses the Agenda, but we were also talking about upgrading video capacity, for presentations. So do these companies...?

Associate Superintendent Boyd: That's not part of that, and actually we have recommendations for you related to that, because we're currently bidding some, and Renee could provide an update with regards to the status of that part...

Bedell: Fine.

Trustee Boyd: Okay.

Associate Superintendent Boyd: ...'cause we've started working on...

Lindholm: Will we have a...will we have a big sc...I mean, like when you're looking at those little tiny words today...

Gomez: Yeah, and the angle was horrible for me.

Lindholm: ...it's just not helpful. Are we gonna have a screen that faces us? What you can have are lots of screens, but one big screen...would be really helpful.

Associate Superintendent Boyd: And again, it's consensus from the Board, so what we're looking at is we're bidding the options that are available, and this last suggestion that we had, in our dialogue with the Executives Committee after we had come before the Board with all the different array of options, was to give you...two to three recommendations in terms of solutions that were packaged, and so that's what we're working on doing, because...

Lindholm: And when do we plan to bid those?

Associate Superintendent Boyd: Within the next thirty days, I believe...

Unidentified female: They're actually bidding.

Associate Superintendent Boyd: ...they're bidding right now. But the challenge is that, again, the consensus. You know, we heard from one Board member, "We don't need to do a whole lot of upgrades"; we've heard from a couple of Board members they don't want anything that obstructs the view of the audience in front of them, because they want to see the audience; they don't want to be looking at something, we've heard, "We don't want to use the back wall." So, we're all over the place in terms of our individual conversations.

Lindholm: Is there a consensus to not have a screen that comes down about four feet? Is there a consensus on that? It works really well.

Bedell: I don't have any problem with it.

Trustee Boyd: It comes down four feet and you can still see the audience.

Lindholm: Yeah, it comes down four feet when you're using it for something.

Hendrick: But you can not...the way our ceiling is, we have a false ceiling. You actually can not retract it; we do not have space to do that. We had somebody come in and look at that. So it would be a permanent...

Lindholm: It can't roll up?

Hendrick: It can't roll up. We don't have the structure.

Lindholm: Well can't it be like a...we have a rollup. I don't know why you can't roll it up.

Hendrick: Well if you wanted to...and the beams holds the structure, which includes the second floor, are right there, so there's not enough headspace, or be able to anchor it correctly in a safe manner. So you could do a screen...

Boyd: Could you a screen? You could do a screen.

Hendrick: But if you had iPads...if you had iPads or laptop at your stations, you would also be able to see that from there.

Bedell: That's where I was coming from.

Hendrick: But I wasn't sure if you did notice improvement on our projector, 'cause that is the new 4K; that is actually the brand new projector. And if you saw, the colors were much more vivid and bright, then when we did the Oxford, earlier. It doesn't help you with those little numbers, though.

Associate Superintendent Boyd: But we also talked about...you could fold it up...

Hendrick: You can fold it up.

Associate Superintendent Boyd: So there is an option to fold it up. So it's not retractable, but we are looking at...five options.

Lindholm: Good.

Williams: Dr. Bedell, I missed the first five minutes of the conversation because I left my glasses in the other room. Are we talking about then replacing the documents that we use for our Agenda and all the support for like, today, for the appeals. Is that we're talking...

Bedell: That would be part of the conversation to see whether we want to go there.

Williams: ...okay, 'cause there's a lot of things that's screwing up...

Bedell: Oh, big time.

Williams: Just so I can put my two cents in, 2011, 2012, maybe David you can help me out, Liz Parker really pushed the idea and concept of moving everything to electronic medical records, and...what?

Associate Superintendent Boyd: I was going there too, but okay.

Williams: Anyway, to more of an electronic form for...for the Agenda and our Meetings to decrease the paper. And I think at the time, she was the only one that adopted that. And the rest of us iterated that we'd like to have the ability to tab and do the old fashioned approach. And yes, I'm really angry at electronic medical records, because they report medicine in my opinion. I had to make that decision and transition so...

Gomez: That's another conversation we don't need right now.

Williams: That's another conversation, yes. So, anyway, just to put my two cent in, I would be in favor of keeping it the way we have it now. The iPad's for other messaging and information might be okay.

Bedell: Sure.

Trustee Boyd: Yeah, and there's no reason any individual Trustee could not request a printout.

Bedell: Okay, so, if you were interested, please speak to our Associate Superintendent. Okay, Announcements? Superintendent Mijares?

Mijares: Yes. Thank you, Mr. Chair, Mr. President, and members of the Board. Great to be with you today, and it's nice to have the sun out, right? So I'll go quick so you can get out of here. First I want to thank Dr. Bedell for attending our HOCA Luncheon, thank you. It's always great to have you there; any one of you that wants to come in the future, the staff loves to see you; they enjoy seeing the Board, and of course you've got some nice things to say about them, so that made it especially nice. I also want to let you know that Orange Unified School District has a new Superintendent, Gunn Marie Hansen; that's G-u-n-n Marie Hansen. I've heard it pronounced "Gun", I've heard about "Goon"; I've heard her say "Guhn", so...Marie Hansen.

Dr. Hansen, and she's very skilled, been in the District a long time, done many, many jobs in that system, has been in all the Chairs of teachers, Assistant Principal, Principal, Assistant Superintendent, all the way up the line; she's now the Superintendent of Orange. I think highly of her, I think she's gonna do a great job there, and I hope the Board and the community feels the same way; well, I know the Board does; I just hope over time, she stays for a while, it's nice to get the consistency. Okay, that one. Then I wanted to let you know I did a video tape for the UCI Dean of Education, Dr. Richard Arum, and it was on the partnership that we have with UCI. It is the premier public University, research University I should say, here in our County, and it's one of the top, as you know, one of the top UC's of the Tenebaum.

Right here, UCI has progressed over the years to pass many of them. I think it still struggles with UCLA and Cal, but it's up there, and so that was a...just an item that they were going to show to their Trustees, and he asked me to do it and I did it. Hopefully it will be really helpful to the Orange County Department of Education, and more importantly to all of our Districts. Then I want to let you know that we talked earlier about the Dashboard, and if you haven't seen the Dashboard, it is a color-coded Dashboard from blue to red that goes, and it's blue, green, yellow, orange, and red, and it's a five-by-five table, so it has levels of significance. And to the degree status, you know, from high to low.

It's easy for you to see; if you'd like us to get you a copy, we can. There were three areas that the State was looking at: Pupil Achievement, Pupil Engagement, and School Climate, which is...these three are part of eight priorities that the State has established for us. And, if you had red in two of those categories, you were eligible for what's called Differentiated Assistance, or Technical Assistance, and the...now the County offices are the first line of defense when it comes to that, so you can see that our systems are getting taxed, because now...and we don't, I don't say this begrudgingly, I say it positively, but it does mean that...it requires more of us to now be able to reach down in and help a District.

This year, we had three Districts that qualified for Technical Assistance, and as time moves on, probably more will be in there. When you get into the areas of...student learning, as you know, and you all know, and Jack you've taught this, but you know it's much more complex. So, and then, Mr. Boyd mentioned the, sort of the unclear parts of the Dashboard. There are things that the State Board's not really happy with yet, and trying to push this along the line of progressive improvement. I will say that they're largely in the area of services to English learners, and also services to foster kids. And what do we do on the behavioral side? You probably witnessed some off that today in Closed Session.

Trustee Boyd: One of the problems I had with the Dashboard is it doesn't adequately identify the location of the school. I went back and looked for my old high school, Jordan High School in Long Beach, and there's an L.A. Jordan, and there are three or four high schools...around the State, and I think I was ultimately able to find the right one, but there was no address. It says Jordan High. It didn't say David Starr Jordan High School, it said Jordan High, and...

Mijares: Yeah, you're right, and it would require, if you wanted to know any of those, it would require further digging on our part...because it's very customized, so if it went to, for example, Long Beach Unified, they would know when you talked about Jordan High School.

Williams: Which is what you would want; which is a great high school by the way.

Mijares: So I wanted to let you know about the Dashboard, very quickly, and this week we are meeting with the three Districts that I mentioned to you, and one is Anaheim Union, Anaheim Elementary and Saddleback. So then I wanted to also tell you that we've been asked to serve as a lead with respect to the new Health Education framework. So the Orange County Department of Education has...was asked by the State to take the lead on this, which is a commendatory thing.

Bedell: It's an honor.

Mijares: 58 Counties, you know, they've asked us to take the lead on this, and what it means is we'll help in focusing in on the essentials of Health Education, and much of our work will be in the area of Teacher Professional Development. One of the interesting aspects in this whole Health Framework is the matter of Human Trafficking, which is becoming an increasingly vile and complex industry, happening here in the great OC and elsewhere. So it's...it's very sophisticated, it's obfuscated, you can't really tell it's happening, unless you're knowledgeable. And so, one of the things we're looking at doing as a possibility of having like a day symposium on this that will let you know what it's all about, but we want to keep our young people safe.

In fact, all of the research says is that the first thing parents care about is safety. The learning is important but I want to make sure my kid is safe. So that's...I just want to let you know I'm commending the staff, our Curriculum and Instruction staff, Dr. Hettenberger, Dr. Olmstead, and all of their staff, for the fine work that we do that the State would ask us to take this on.

Bedell: Okay.

Mijares: That's all I have under my reports.

Bedell: Great.

Mijares: Thank you.

Bedell: Associate Superintendent?

Boyd: I'd like to remind the Board that our next Board meeting will be on Valentine's Day, so chocolate and...

Bedell: And it's also Ash Wednesday.

Associate Superintendent Boyd: Submission deadline is January 31st, so if you have items to be added to the Agenda, we know that we will have two Charter hearings, because of the submissions today, along with building the rest of the Agenda. We also have two Board Members attending the NSBA (National School Boards Association) Advocacy Institute, at the beginning of February in Washington, D.C. Both Trustee Boyd and Dr. Bedell will be there, representing our Board, and we are working on updating our information that we supply to legislators for that trip. In addition, I'd like to introduce David Greene to the Board. He is the new Executive Assistant who has replaced Pat De Long, who had retired last month.

[Board claps and welcomes Mr. Greene]

Associate Superintendent Boyd: David will be transcribing your Minutes, so you saw him in the hearings and so forth, so that he can get an idea of the voices that go with the tape that he will get from our Media Department.

Bedell: Does he know we're very high maintenance?

Associate Superintendent Boyd: I was waiting until after this meeting to give...

Williams: We didn't want to shock him.

Associate Superintendent Boyd: ...information on each of you. I wanted him to form his own opinion, so...but I have told him that it is a pleasure to serve in this capacity, and I think he is a welcome addition to our office. He comes from local government. He has worked in Public Works, assisting the Director of Public Works for the last number of years, both in Beverly Hills and Laguna Beach, so we're happy to have him on board.

Bedell: Welcome.

Associate Superintendent Boyd: And he has been here less than a week.

Trustee Boyd: Could we get some type of letter, or Certificate of Appreciation for Pat?

Associate Superintendent Boyd: We could do that.

Bedell: That would be nice.

Associate Superintendent Boyd: We'll work on that, and I did dialogue with her today to let her know this is the first Board Meeting she'll be missing, and she told me she had a root canal scheduled. I told her I wasn't sure...

Gomez: What was better?

Bedell: Which is worse?

Trustee Boyd: This was probably better.

Associate Superintendent Boyd: ...just saying...that's all I have for you.

Bedell: Okay. Legislative Updates? NSBA updates, anybody? CCBE (California County Boards of Education), there's a March training workshop if you're interested. If you go on their website, basically Boyd development, NSBA update has been indicated. Trustees Bedell and Boyd will be going. Have we heard yet if Secretary DeVos is going to be there yet, David? Have you heard?

Trustee Boyd: No, I have not heard anything.

Bedell: Okay, as you know, we've...this week, we've had two of the four main Congress persons in our Delegation, leave. The big shock was Ed Royce, and that was announced very soon after his wife got a State Department appointment, or around that time; I want to be fair here. So Marie's going to the State Department, Ed's coming out of Congress. So there are already people jockeying. Young Kim, who was a State Assemblywoman, defeated by Sharon Quirk-Silva; withdrew from her race for the Superinten...for the Supervisor, and put her name in, and filed Federal papers. I also heard that Shawn Nelson, who was going for the State...for the Superior Court, is moving over to...he's going to challenge Young Kim.

And then, Darrell Issa...announced. And so, that's two of the four who have been talked about, and in the case of Royce, they moved the District now to leans Democratic, in those polls.

Trustee Boyd: I think we should form a draft. Linda Lidholm...

Bedell: Yeah, right, she has nothing to do. She has nothing to do, right?

Lindholm: Thank you.

Bedell: Okay, so that's basically that. Capital News update, anybody? School services update, anybody?

Associate Superintendent Boyd: The Governor's budget should be out later this week, so at the next Board Meeting, we'll probably get some information to the Board related to what we're seeing here.

Trustee Boyd: We have a flier in our packet, National School Choice Week. Are we co-sponsoring that, or is that an independent...

Associate Superintendent Boyd: We're not co-sponsoring, but we are participating.

Trustee Boyd: Okay.

Associate Superintendent Boyd: And, we shared the information that was sent, so...

Trustee Boyd: Okay, thank you.

Bedell: Okay, and any Board Members comments? Trustee Williams, anything?

Williams: None.

Bedell: Trustee Gomez?

Gomez: None.

Bedell: Trustee Boyd?

Trustee Boyd: No, sir.

Bedell: Trustee Lindholm?

Lindholm: No.

Trustee Boyd: Motion to adjourn?

Bedell: Well, wait a minute now.

Gomez: Nice try.

Bedell: We have an Executive Committee report. Do you have anything to report from the Executive, Mr. Vice Chair?

Trustee Boyd: I think we pretty much covered it. That was the...Ad Hoc Committee on technology, we spent most of our time on.

Bedell: Okay, we...do we have any Public Comments? We have none.

Lindholm: Move to adjourn.

Bedell: Move to adjourn by Lindholm. Seconded by...

Trustee Boyd: Boyd.

Bedell: Boyd. All those in favor of Adjourning at 3:13 PM, please say "Aye".

[All Board members say "Aye"]

Associate Superintendent Boyd: Please don't forget to take your binders or your flash drives for the petitions that were submitted. They're in the Chamber Room.

[END TRANSCRIPTION]