

## Board Meeting 10-3-18 Transcription

### [PRESIDENT WILLIAMS BEGINS THE MEETING BY STRIKING THE GAVEL THREE TIMES]

**Williams:** Good morning. Our regular meeting of the Orange County Board of Education is now in order. Our meetings are held typically about 10 A.M. unless otherwise noted on our Board website. All the Agenda and information Minutes are found on the OCDE Board subsection. Anyone wishing to address the Board or to express their free rights of speech is requested to complete a particular card that is available at the back of the table near the entry doors. Please submit the completed card to either Nina or Darou, to my right. Each individual is allowed up to three minutes per meeting and you can't give away your time to others.

This is a Public Meeting and we're obligated to be respectful of and demonstrate civility towards the Board, Superintendent, staff and other guests attending this Public Meeting. Anyone deemed to be disruptive will be requested to leave and removed by the Orange County Sheriff's Department pursuant to Penal Code 403 that is posted on the right-hand, excuse me, left-hand side of our Board entry doors. Penal Code 403 is defined as every person who, without authority, willfully disturbs or breaks up an assembly or meeting. Examples of disturbing a Public Meeting include but is not limited to, verbal outbursts, standing up during the meeting to draw attention, clicking fingers, clapping hands.

Thank you for attending today's meeting of the Orange County Board of Education, and the meeting is called to order. To begin, we're going to have a dear friend of this Board, former Board Member, Robert Hammond. Give us an Invocation. And that will be followed by Mr. David Greene, who will lead us in the Pledge of Allegiance.

**Hammond:** Shalom. Dear President Williams and Honorable Board Members, Mr. Superintendent, ladies and gentlemen. Thank you for allowing me to open up today's meeting with an Invocation, and for those who can and wish to...I see you're all standing. Oh, gracious Heavenly Father, we come before you to seek your wisdom, understanding, discernment and knowledge. Christians are exhorted by the Apostle Paul in 1<sup>st</sup> Timothy, Chapter 2, verses 1-2 to pray for leaders and all who are in authority. I humbly beseech the throne of grace that you O Lord, will guide the thoughts, words, actions and hearts of these elected Board Members of the Orange County Board of Education.

As Hashem shared in Proverbs 21, verse 1: "The king's heart is in the hand of the Lord. Like the rivers of water, he turns it where he wishes." To do righteousness and justice is more acceptable to Hashem than to sacrifice. Please help all who are here, all who hear these proceedings, to remember that we are all servants. Help us to do what is best for each child and for each family, and ask that you would guide these Board Members, but also the Superintendent, the staff who work so hard, and the teachers who usually go unpraised of the Orange County Department of Education; to do no harm but to edify with truth, an objective truth, that never changes.

I would ask that you, O Lord, would kindly uplift each Board Member as there is an extremely demanding strain on their time and energy to serve on this Board; but ask that you would help the Board Members to find the time to serve not only the communities, but to have the time for their families and to practice whatever beliefs that they have. Give them quality time with their spouse and their children. Help their families to understand and appreciate the level of sacrifice necessary to carry out...carry out their elected duties along with their jobs. And, I would also ask the same for Superintendent Dr. Mijares and all of his staff, that you would give them the grace and the time to have quality time with their families and also to do their jobs.

To each family whom this Board and Department serve find that their freedoms and their faith, if any, are fully protected and honored here. May all people of faith and non-faith be equally protected and exercise of their beliefs and their speech. I would also ask that this Board and Superintendent sit down together and spend time in prayer and seek reconciliation that would honor Hashem, convict where necessary, encourage where necessary. Give your love and gentleness by assuaging the hearts of all involved. May a hedge of peace and safety guard each Board Member as they serve the children and their families of Orange County. As my Rabbi taught me, Baruch haba b'Shem Adonai, blessed is he who comes in the name of the Lord. Shalom.

**Williams:** Thank you, Robert. Mr. Greene, please lead us in the Pledge of Allegiance.

**Greene:** Good morning, ladies and gentlemen. Please join me in the Pledge of Allegiance. Please place your right hand over your heart. Ready? Begin.

[AUDIENCE AND BOARD MEMBERS JOIN MR. GREENE IN RECITING THE PLEDGE OF ALLEGIANCE]

**All in attendance:** 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.

**Greene:** Thank you very much.

**Williams:** Thank you, sir. Darou, Roll Call.

**Sisavath:** Trustee Sparks?

**Sparks:** Here.

**Sisavath:** Trustee Barke?

**Barke:** Present.

**Sisavath:** Trustee Williams?

**Williams:** I'm here.

**Sisavath:** Trustee Gomez?

**Gomez:** Present.

**Sisavath:** Trustee Bedell?

**Bedell:** Here. Mr. Chairman, may I have a point of 30 seconds? This is the first time in my 14 years on the Board I am without a tie or a jacket.

**Barke:** Oh, my.

**Bedell:** I had a medical appointment this morning. I flew out of the house, I was so proud of myself. I was so organized, had everything lined up where I needed to have it and

unfortunately, the jacket and tie are still sitting in my dining room, and I just wanted the people to know...that I am not looking like this. This is no...

[PRESIDENT WILLIAMS PROCEEDS TO REMOVE HIS BLAZER AND TIE AND UNBOTTON THE TOP BUTTON ON HIS SHIRT TO MIMIC TRUSTEE BEDELL'S APPEARANCE]

**Barke:** Look at this solidarity.

**Bedell:** Oh, brotherhood.

**Barke:** There we go.

**Bedell:** Thank you, Mr. Chairman. Now I feel warm and cuddly.

**Gomez:** Ladies, we'll let it go.

**Barke:** Exactly, exactly.

**Williams:** Jack. That's...that's classic. That's a good one.

**Bedell:** I should never try to be organized. That's why I'm a disaster.

**Williams:** I...I share the pain and agony and the embarrassment.

**Bedell:** Thank you.

**Williams:** Okay, let's...moving on with our Board Meeting. May I have Adoption of the Board Agenda for today? I need a Motion.

**Barke:** I make a Motion to Adopt the Agenda.

**Williams:** And a Second?

**Gomez:** Second.

**Williams:** We have a Motion by Barke; Second by Rebecca Gomez. And, all those in favor of discussion, please...there's no discussion. Raise your hand and all say, "aye", for Adoption.

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Okay, Motion passes 5-0. May I have a Motion and a Second for Adoption of the Minutes from our Regular Meeting?

**Bedell:** So Moved.

**Williams:** So Moved by Dr. Bedell and Second by...

**Barke:** I'll Second.

**Williams:** Ms. Barke, any discussion? Amendments? Edits? Okay, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY "AYE"]

**Williams:** Motion passes by 5-0. We're now in Public Comments and remember, Public Comments, we hope and pray and request that they are civil, kind and you can express your free speech.

**Boyd:** There are three individuals wishing to speak to the Board. Linda Cone, followed by Jessica Guyer, followed by Susan Meyer.

**Cone:** Dr. Bedell, I left my cell phone home today and I feel not quite dressed.

**Bedell:** May I borrow your nice scarf?

**Cone:** You may. First, I want to thank you for the forum. That's not what I'm speaking about today. I wish I could but there's not time. I wouldn't be standing here had I not walked out, picked up the Register, and then began to read it. That was my mistake this morning, and that's why I'm standing here. Front page article; I invite you to read it. "California test scores are nearly stagnant. At the rate of increase, disparities between disadvantaged students and their peers could persist for decades." In addition, I have a recent article by Joy Pullmann about Common Core has cost California ten billion dollars alone. This is back in '16.

It's going to cost us a lot more and what do we have to show for that ladies and gentlemen? What do we have to show? Moreover, and far more important, is what we gave up for Common Core. We had the highest math standards in the Nation. These were the Milgram Standards written in 1997. Not only did we have the highest standards, we had a record of what those standards were able to accomplish in the math scores of California students. And, this is an article I presented to you probably about three or four years ago.

Ze'ev Wurman was one of the people who spoke in the Common Core forums, and basically he said that the standards not only were resulting in higher math test scores, but that the greatest rate of improvement, the greatest rate, was in the disadvantaged populations. Ladies and gentlemen, this is what we gave up for Common Core. I have also a letter that I wonder if you've even seen. It's by Rita Jakel. She teaches in Irvine Unified. I asked Rita, I said Rita, do you realize the danger you're putting yourself under as a teacher writing this letter? She says, "I know but I'm 55 and if they fire me, I can at least take early retirement." This is why we don't hear from teachers.

They are not allowed to speak up about Common Core, but in a very detailed letter, Jakel describes exactly what is happening in Irvine Unified that no longer are there people prepared for Pre-Calculus and...and this is the chilling factor. Science and Math teachers are told that they must teach only to Common Core standards and not beyond. This is what we've given up for Common Core and we are now preventing teachers from teaching beyond the standards. My time is up. I have a lot more to say but no time.

**Williams:** Thank you, Linda.

**Boyd:** Jessica Guyer.

**Guyer:** Good morning, Superintendent Mijares and Board of Trustees. My name is Jessica Guyer and I have two daughters in the Capistrano Unified School District. I'm here today to share the latest statistics from the California Healthy Kids Survey with alarming information regarding our Lesbian, Gay, Bisexual and Transgender youth in...in our Orange County Schools. So, please, if you have a moment, take out a pen and write down some of these numbers. In our Orange County middle schools and high schools, there are approximately 12,860 Lesbian, Gay and Bisexual youth; 2,383 Transgender youth, about 5.4 overall districts in Orange County identified as Lesbian, Gay, Bisexual and about 1% identified as Transgender.

So, in an average class of 30 kids, 30 students in Orange County, too, will identify as Lesbian, Gay, Bisexual or Transgender. On attendance, LGB...LGB youth were four times more likely than their non-LGB peers to miss school because they did not feel safe. Transgender youth were eight times more likely to miss school for the same reason. On safety, Transgender youth were four times more likely than their non-Transgender peers to report feeling not safe at school. So, that's 21.2 versus 4.3% for an LGB youth. 10.3% reported not feeling safe at their schools in comparison to 4.1% of their non-LGBT peers.

When asked, "Did you consider attempting suicide during the past 12 months?", 45.8% of Lesbian, Gay, Bisexual youth reported that they considered attempting suicide versus 13.5% of their non-LGBT peers. And, it's even higher for Transgender youth at 49.2%. So, with these numbers and statistics regarding our school climate in Orange County, I have a question. Just asking, are we serving all children? Are we doing...are you doing the best for the children you represent, setting the inclusive tone for the Districts that are around you? With these numbers, I don't think so, because with these numbers, you proceeded to fly in out-of-state experts on taxpayer dollars to debate a law; to debate whether you were going to be decent to these human beings.

Whether or not to include them; little human beings that are not feeling safe and are...and are not welcomed. You have the power to implement something that shows them that adults support, and think they matter. Instead, I feel you use your voices to share how they are wrong and they are sensitive topics. That's how successful your forum was Wednesday night to me. Thank you.

**Williams:** Very good. Thank you, Jessica.

**Boyd:** Susan Meyer.

**Williams:** Susan Meyer.

**Meyer:** Good morning, Superintendent, Board Members. On September 26, a forum was held at your direction on the California Healthy Youth Act. \$6,000 was approved to spend on that forum. So, I would like to know how much money was actually spent...expended for the forum. Did you go over the \$6,000? Was money used to pay for transportation, food, and/or per diem for the speakers? And, I was informed that you needed to bring speakers in from out of state and from out of Orange County or within our geographical area because you were not able to find speakers here in Orange County...Orange, Southern California for some reason.

So, I would like to know if money was used...to for their transportation, food and per diem? So, now the forum has taken place and \$6,000 was spent. What action will be taken? What is the benefit of spending the taxpayers' money? So, I've asked these questions. How can I find out these answers? Mr. President, how can I find out these answers?

**Williams:** Yeah, so, Susan, we don't engage in a dialogue during the Public Comments. I'll be more than happy to talk with you or in my Board Members before, after or during, so I'll be more than happy to do that.

**Meyer:** And...and, do you have those numbers present with you, of how much money

was spent?

**Williams:** No, we're engaging in dialogue. I'll be more than happy to do that afterwards.

**Meyer:** Okay. Thank you very much for your time.

**Williams:** Thank you, Mrs. Meyer, for being here. Moving on with our Agenda. Any more Public Comments?

**Boyd:** There are no more Public Comments, but if I could just make a comment. At 11:15 this morning, there's going to be a National Emergency Alert on all cell phones, so, I just want to remind everyone in the audience to put their cell phone on silence, so that at 11:15, we don't have mass...

**Barke:** I understand it may come through silent, so you may still have an interruption. Just so you know.

**Boyd:** But it might be vibrating.

**Barke:** But, Linda won't be affected.

**Boyd:** Thank you.

**Williams:** Okay, so that's at 11:15?

**Boyd:** 11:15.

**Williams:** Okay, very good. Consent Calendar. May I have a Motion for the Consent Calendar?

**Bedell:** So Moved.

**Williams:** May I have a Second?

**Barke:** I Second.

**Williams:** Okay. Discussion? Otherwise, all those in favor say, "aye".

[ALL BOARD MEMBERS SAY, "AYE"]

**Williams:** Opposed? Abstain? Motion passes 5-0. Board Discussion? Mr. Rolan?

**Bedell:** While Mr. Rolan is approaching the dais, may I make a comment, please, Mr. Chairman?

**Williams:** Yes, sir.

**Bedell:** I am working on a resolat...Resolution on behalf of the Board to honor all children in Orange County for the November meeting, and I'll be reaching out to the community for what that Resolution should contain. What things they would like to emphasize and...as a sort of a...as one step in response to the previous speaker.

**Williams:** Very good, and we all support you. Mr. Rolan. Good morning, and we're today going to be talking about a Brown Act update. If you can also provide us with that information. Welcome, by the way, and hopefully the plane flight wasn't too bad.

**Rolan:** Thank you. I just got off the...just got out of the cab. The only Brown Act update that we were going to provide the Board was sort of relevant to the last...the last Board Meeting concerning there's been a recent case...and the name escapes me as we speak, but there's been a recent case concerning the Board's ability to limit and direct Public Comment with regard to balancing the efficiency and...of the Board meeting with the Public's right to be heard. And, the court came down saying that the Board had a sufficient amount of latitude to make those determinations. And, if I could just say, the Board did an outstanding job of that last week. Thank you.

**Williams:** I have a couple questions. Jack, go ahead.

**Bedell:** Yeah. Could you refresh...my memory is, if Trustee Gomez and I talk about Agenda Item X, that's on today's Agenda, we...you know, do you understand blah blah blah. And, that's the Item we're going to vote on, that thereafter, both of us have to keep our mouths shut as it relates to the other three Board Members. Is that correct?

**Rolen:** That's correct.

**Bedell:** That's huge because you could just have a casual conversation about the weather, and if you're going to be voting on the weather, you're in violation of the Brown. You know what I mean, right?

**Rolen:** Understood. Yeah, it's a Serial Meeting Provision. You're not supposed to deliberate about a matter that's on the Agenda before it comes before you.

**Bedell:** Right. Now, we if either one of us talks to the staff about the Agenda Item, that's not a Brown Act violation, is it?

**Rolen:** Not necessarily.

**Bedell:** Okay, so that, I think, that's huge in a way because you can just have casual conversations and the next thing, you know, you're in a very dicey, minimally area.

**Rolen:** Certainly. It's two different issues. If you discuss with staff and then staff discusses what you said with other Board Members, that could become a Serial Meeting.

**Gomez:** And, that's also true of any other member of the public, too. So, if...I won't talk but you know, I don't know about you, but...

**Bedell:** Nobody talks to me, so...

**Gomez:** ...but if one of us were to talk to a third party and that third party approaches one of the other Board Members, that would be a Serial Meeting, correct?

**Rolen:** Arguably.

**Gomez:** Yes, okay.

**Rolen:** If there were two people and the conversations were shared and there was some deliberative things going on, certainly.

**Gomez:** That also occurs in any type of social media, too. Correct?

**Rolen:** Social media's dicey.

**Gomez:** Yes, so we should avoid commenting on things that are before us, either on social media or an email?

**Rolen:** That would be my counsel.

**Gomez:** Yes, okay.

**Bedell:** What is the purpose of the Brown Act in your mind?

**Rolen:** In my mind, it's to allow for public discourse in a transparent manner, to show the public how government is operating and strike a balance between government efficiency, staff efficiency and transparency.

**Bedell:** So, it's supposed to prevent behind-the-scenes actions.

**Rolen:** That's one way of putting it.

**Bedell:** Okay.

**Barke:** Making decisions before they're publicly discussed.

**Rolen:** Correct.

**Williams:** So, continuing on with Dr. Bedell's...or, excuse me, Trustee Gomez's thought, if we have a communication with the public and that public goes out and talks to another Board Member, and then...is that illegal?

**Rolen:** Not necessarily. It's a matter of what is on the Agenda? What action was taken? And, the amount of intentionality. As individuals, you are allowed to interact with the public. You're just not allowed to interact with a Board majority about a matter that is coming before you, before it comes before you. So, there is a balance. Board Members are allowed to speak with the public as individuals, but they're not allowed to use the public to create a collective concurrence on a matter be...by communicating between a Board majority. Did I make any sense there?

**Williams:** No, you did, you did, and, also, does the communication have to be specifically to Board Agendized Items or things that we would vote on? For instance, can we talk about a meeting that occurred a couple weeks ago up in Monterey? There was our staff who got there and there was three Board Members. Casual conversation occurred. Nothing had to do with what...I wasn't there, but I...I know my good Trustees here. They're not going to intentionally make any sort of Agenda Item up there, but casual conversation and...that is not covered in the Brown Act. Is that correct?

**Rolen:** I wasn't there either but yeah, there's an exception for the Brown Act for people to be in the same place at the same time and have generalized discussions. The Brown Act is supposed to prevent discussions about matters that are on the Agenda that the Board is going to act on either in the short term or long term. So, casual conversations between Board Members at a conference is permissible and the law contemplates that.

**Gomez:** Isn't there an exception in the education, so that we were all at a conference.

**Rolen:** Right.

**Gomez:** So, isn't there an exception there that if we were to talk about a presentation, we don't know if that's ever going to come before us or not, that we...because I know we...Mari and I had a conversation about one of the sessions that we attended. I don't think, Jack, you were in there, but...but that is certainly permissible.

**Rolen:** Yes.

**Gomez:** In the education and...

**Rolen:** Certainly.

**Gomez:** ...that we are getting education on our...

**Rolen:** You can go to City Council meetings. You can go to Educational Meetings. You can go to CSBA or all these types of meetings that you regularly attend.

**Gomez:** Okay.

**Rolen:** And you can...

**Gomez:** I just want to be clear so that everybody has the same information so we're all good on it.

**Sparks:** I have a question, too. What if there are members of the public who are wanting to talk with the Trustee, which happens, you know, and...and then...and then later an Agenda...an Agenda Item emerges from such a discussion?

**Rolen:** That's permissible. Just think of...just think of when you were running for election and you had debate forums.

**Sparks:** Right.

**Rolen:** You're allowed to speak to the public on issues, positions, policies, but it...but you're not forming a collective concurrence on an Action Item before it happened.

**Sparks:** Right, but what if the...what...so, what if those people also talk to another



Trustee about the similar kinds of issues, you know, separately? How does that work?

**Rolen:** Well, it depends on who they tried...they talk to...

**Sparks:** I see.

**Rolen:** ...and if there's an Agenda Item. People are allowed to discuss policy.

**Sparks:** Right.

**Rolen:** And they're allowed to interact with the public. It gets dicey if there's a intentional interaction between a number of...Board Members and the member of the public or members of the public is the spoke in the wheel to...to communicate on that matter.

**Sparks:** Got it. Thank you.

**Williams:** So, spring boarding from that comment, we got a lot of emails addressed to all the Board Members from the Public Forum we just had. If we inadvertent...inadvertently respond to Reply All, and all 10...20...30 people who are on that email chain gets a reply, including the five...is that breaking the...the Brown Act?

**Rolen:** If there's an...if there's an action of Items specific to what the discussion was, that could be a arguable violation that the Board would have an opportunity to correct and cure. But, I would certainly counsel against Reply All in any circumstances, even personal. But...but in the Brown Act it's a particularly, you know, it's one of the things we discuss at forums all the time, the magical Reply All.

**Barke:** Right.

**Rolen:** But it...there...there's an element of intention. There's an element of talking to the...in a speaking to the, you know, the intent of the Brown Act. So, if there is a...if there's an alleged Brown Act violation we can deal with it.

**Williams:** So, in...as an example in the last one that I gave, where there are several people involved, all the Board Members, and we inadvertently push Reply All, if the subject matter had nothing to do with a Board decision, is that permissible?

**Rolen:** Arguably, certainly. I mean, I'm...I feel like I'm applying for a Supreme Court Justiceship where I'm answering these hypothetical questions, but...

**Williams:** You are a white male.

**Rolen:** Yes, I am evidently, but...but if there are general discussions about a policy topic that everybody was shared on, that's inadvertent, but I don't know that that necessarily implicates a violation of the Brown Act. The public could certainly raise that and we could deal with it on its specifics.

**Rolen:** Very good.

**Gomez:** Don't hit Reply All, I think is...

**Barke:** I was going to say...

**Rolen:** I did not mention anything about Reply All.

**Gomez:** That just kind of saves us all...

**Barke:** Right.

**Gomez:** ...because we put each other in jeopardy when you do hit the Reply All. You know, we get lots of emails about particular topics that are going to come before us and if you hit Reply All and make a statement about that, guess what? We've all seen it, so, don't hit Reply All.

**Williams:** So, the counsel would be to go to the side of caution. **Any**

**Gomez:** Yes.

**Rolen:** It always is.

**Williams:** Very, very good. Any other questions for our Special Counsel, Mr. Rolen?

**Bedell:** What is the penalty you get if you violate the Brown Act?

**Rolen:** There's any number of different penalties. You...the most...first of all you have there the...hypothetically, the penalty...the penalty is that they would undo any Action that you do. That's one penalty. One penalty is that you have to go through a process where the Board determines whether there...they actually did violate the Brown Act. If they did violate the Brown Act, they have an opportunity to do it right. And then, if they don't do it right and somebody challenges that, the penalty could be undoing the act that's been done by the Board.

**Bedell:** Makes sense.

**Williams:** Very good. So, it's not a misdemeanor or a felony where we're going to be in a criminal court?

**Rolen:** That's...that's...no.

**Williams:** Okay.

**Rolen:** I don't think there's been any prosecution for the Brown Act in the State of California for quite some time.

**Williams:** Very, very good. Any other question, my dear colleagues? Okay, barring none, let's move on. Thank you, sir. We'll get back to you in a little bit here. By the way, Mr. Rolen, the reason why Dr. Bedell and are...and I are without coats and ties because earlier, Dr. Bedell forgot his, so I wanted to show solidarity.

**Barke:** You can do it right here.

**Bedell:** I would rather you shop for me at Saks.

**Williams:** Okay, moving on with the Agenda because the Council is not here. They got hung up by...communicate with them. We'll move that total later on for Closed Session 1. Closed Session 2, we will not be meeting at all. Moving on, Item Number 3, Charter Schools Submission. The Board calls upon Kelly to come up to the podium.

**Gaughran:** We have no Submissions today.

**Williams:** Very, very good. Thank you very much. So, it's nice and easy.

**Gaughran:** Yes.

**Williams:** Okay. Charter School update. Aracely.

**Boyd:** No. Kelly.

**Williams:** Is that Kelly? Okay, the red line, it says Aracely. Okay, Kelly.

**Gaughran:** Okay. Thank you. Good morning, President Williams, Members of the Board and Superintendent Mijares. I would like my...I would like to begin by expressing my gratitude and appreciation of the great work provided by Charter School staff and also other OCDE staff who collaborate with us. It's been a busy year. We have 13 schools open for the 2018-19 school year. In your folder, I have provided you a chart that lists each of our schools and this includes the location, the submission approval term and start dates, the last year's enrollment and this year's projected enrollment. Also has number of graduates and WASC information.

Regarding enrollment for 2018-19, the projected enrollment is 4,164, which is up from 3,267 last year, which is a 27% increase. Last year, four of our charter schools held graduations, including College and Career Preparatory Academy, Samueli Academy,

Orange County Workforce Innovation High School, and EPIC Charter School. The total number of graduates last year was 322, which is an increase of 15% from 2016-17. We spent the year and we'll spend this year monitoring and supporting our charter schools. To do so, we request information periodically, we meet with staff and provide information and resources. We visit the schools throughout the year.

We listen to all their Board Meetings. We conduct an annual formula...formal annual site visit which is required of the Charter Schools Act. On August 2<sup>nd</sup>, we held our annual Kickoff Meeting. The meeting went well and we had representation from all of our authorized schools. At this meeting, we toured Samueli Academy and we had a variety of presentations from OCDE programs that we want to make our charter operators aware are available to them as a resource to support student achievement, such as Alcohol and Drug Prevention, Friday Night Live, Nutrition and a presentation on Conflict of Interest and Budget. Charter School...representatives were able to ask questions of OCDE staff and all of those areas.

Anthony Saba, the Executive Director of Samueli Academy, gave an overview of the renewal process because his was the first school to go through the process. The charter school operators asked him questions and this experience will help inform the next round of renewals. We have two renewals next school year and eight in 2020. I'd now like to give you an update on Unity Middle College High School. Unity completed their inaugural school year with 46 students and were able to increase enrollment to 79 students to begin its second year. However, last year they reported 88 incorrectly to the California Department of Education, which resulted in an overpayment of \$450,000 which must be repaid to the State of California and Orange Unified School District this school year.

At our June 6<sup>th</sup> Board Meeting, Dr. Craig, the Executive Director of Unity, reported to you that construction for the new permanent site would be approximately \$250,000. Today, that amount has increased to over \$650,000 which results in a net of over a million dollars in debt, which may impact payroll or other financial obligations. Currently, Unity is not able to occupy their permanent school site because the project has not been completed and the City of Orange has not issued a Certificate of Occupancy. As a result of not having an approved facility, three Notices of Concern have been issued from our office which the Board received copies in your Board packet.

Our concerns range from a facility not approved for K-12 use, the safety of students, the integrity of the instructional program and fiscal solvency. Since school started on August 27<sup>th</sup>, due to not having a facility, Unity students have taken field trips to local colleges and have used a rented space at a private court reporter school, which is next door to their permanent site for instruction. However, they do not have permission from the City of Orange to use a court reporter site because it is not zoned for K-12 use. We've been notified that Unity's attorneys are in dialogue with the City of Orange to try to resolve the permitting issue.

Last week, I spoke with the city's Building Manager who indicated that he has repeatedly asked Dr. Craig to relocate to a safe and appropriate site for instruction, and that he is just

falling regulations for K-12 zoning and not delaying issuance of permits. On Friday, September 28<sup>th</sup>, we issued a fourth Notice of Concern requesting information be submitted by Monday October 1<sup>st</sup>, that includes securing a safe school site that meets requirements for use, providing an appropriate...I'm sorry, providing us an approximate date for construction completion, providing an updated budget and also copies of notifications to parents regarding the temporary facility to ensure parents have full knowledge of the current situation.

On Monday, we received Dr. Craig's response, which did not provide answers to the requested information. It is our responsibility to ensure the Board has full awareness of the situation as we try to maintain appropriate oversight. Yesterday, the City of Orange informed us that they have issued a Cease and Desist letter to prohibit Unity from using the temporary facility. We are in the process of seeking clarification from the charter school because we have also learned that the school is now closed for this week, which was not scheduled according to their instructional calendar. Unity did not provide us notice of the Cease and Desist letter, nor did they notify us of this change to the instructional calendar.

Should this information not be provided to satisfy compliance issues as stated, we will be requesting the issuance of a Notice of Violation. However, I received an update from Unity less than an hour ago. Dr. Craig has officially notified us that Unity is closing operations effective today at 5 P.M. They cannot find a facility. I would also like to briefly update you on the National...on National University, the charter school approved by the Board last week. In sending our notifications to both National and the California Department of Education on the approval with conditions, we were told that National will not receive state and federal funding until June of 2019.

We've also been told that National may decide to continue to operate the Riverside location under the Lakeside Charter. In addition, the lead petitioner for National informed us that it's too late in the year to join the El Dorado SELPA and so, at this time, it is unclear how they will receive special education funding without belonging to a SELPA to be able to provide services for special education students unless the Orange County site remains with Lakeside for the rest of this school year and then transitions to our Board...Board's authorization beginning in the 2019-2020 school year. We are concerned about the significant impact to the budget, instructional program, and special education services. I'm happy to answer any questions that you may have related to our charter schools.

**Bedell:** Mr. Chairman?

**Williams:** Yes, sir?

**Bedell:** Kelly. Usually I'm happy to see you.

**Gaughran:** I know.

**Bedell:** This letter that we got in our packet dated from...dated this 27<sup>th</sup> on Unity.

**Gaughran:** Yes.

**Bedell:** It's pungent.

**Gaughran:** know.

**Bedell:** There's no other way to describe it as how it relates to kids. You said they were

supposed to have 100, then they were down to 47. Is that right?

**Gaughran:** No, they were supposed to have 150, then they lowered it to 125, then they lowered it to 100. Day 1 was 76.

**Bedell:** Okay. So, now today...

**Gaughran:** Now today...

**Bedell:** ... they're shutting down today at 5?

**Gaughran:** They are.

**Bedell:** Okay, this is crass. We'll come to the kids in a minute. I will be really angry if any of this money problem shafts over our 7,000 kids for whom we are responsible. Are we insulated so not one single kid is hurt in the OCDE because of that? And, candidly, frankly, a lot of us saw this coming in various ways. This, in many ways, this is absolutely no surprise. With that program, it was always an excuse. There was always something different going to happen. Always...always. I lived...it was the land of always, and here we have it now and I grieve for the kids and those parents.

**Gaughran:** I'm getting phone calls from parents, yes.

**Bedell:** I don't...I'm glad they are. They should be very upset but the micro...go crass with me for a minute. Are we going to eat any of that?

**Gaughran:** I don't know. It just depends on how this all plays out. I think it's too soon for that answer.

**Bedell:** I think this is a beautiful reason...in my opinion, just speaking for Jack and my moccasins. We should never, ever, ever, have an agreement with anybody without an MOU; ever, anymore. And, we have two standing out there, don't we, without MOU's? I think we should revisit that to see if we can get that corrected. But anyway, this is appalling to me; appalling. We've had a bad relationship with a major School District in the County; we're having a major problem with a city in the County; it's not some little, you know, unincorporated village. And, Kelly, you don't...

**Gaughran:** I'm not...we met with Erin numerous times about all of this. All summer long we've been...

**Bedell:** Yes.

**Gaughran:** ...meeting with him over and over again.

**Bedell:** And candidly, the way you phrase some of this, it looks like they were dissembling. I didn't say the word lie. It's purely looks like they were dissembling throughout their responses and that really gets to me. That's, in some ways, worse than money. Okay, on the second one. I didn't understand your report on the National...I was probably too meshugined over this.

**Gaughran:** So, they're not going to be able to get their CDS code. They're not going to be able to get on the State Board of Education agenda until January, and that's when they will get their CDS code. So, once they have a code, then they can report for a student enrollment and that happens in February. And then, that payment of the report for February comes in June of 2019.

**Bedell:** Okay...refresh my memory. When they gave their presentation, they said they were going to cut loose Riverside County, right?

**Gaughran:** Yes.

**Bedell:** Now I'm hearing you're saying they're going to bring the...not going to cut it loose?

**Gaughran:** Well, I don't know. I, again, they might be better to speak to this than I would be. You know, we're talking with them about maybe keeping the Lakeside Charter as is for the rest of the school year and then making the changes for the 2019-20 school year. It wouldn't change your authorization. They would still be approved by us, but the agreement would just state that their term starts in 2019-20. So, the three years wouldn't end until 21-22, which I believe is better for them anyway, and so we're talking to them but there's other Districts and, I mean, it's a District...Lakeside, they're involved as well so they have to, you know, make a statement about that as, you know, in addition to ours.

**Bedell:** And, again, that was such a crazy night, so I apologize for being crazy, but my understanding was – and maybe I had this wrong – that there was an urgency. We had to approve it that night or else kids were going to be on the street. They would be living under the freeways almost; academically. All right, that's hyperbole, I get that, but the bottom line is now that wasn't true.?

**Gaughran:** I don't know if it's true or not. I haven't...we sent a Public Records act Request to the District asking for any letters that was sent to National University about the urgency, and they said they have not issued them any letters. That doesn't mean that there isn't something else in play. I don't know, but that's...

**Bedell:** But my vote was when they...I Moved on that because they were handing off those kids in the two County piece. That's why I went that way, and I can count, and that's why I wanted an MOU. I'm really upset about this. Sorry, you...you're great. It's...you're not the target, but you're there.

**Gaughran:** I'm the messenger, yes.

**Bedell:** Thank you very...I apologize, Mr. Chairman, for being...

**Williams:** No, no, no. You do not. Just a couple questions here on the Unity charter that was approved in 2015. Is that correct?

**Gaughran:** Correct, but the term started 2016.

**Williams:** 2016. And, I believe that was...there was an MOU...

**Gaughran:** There is.

**Williams:** ...there was an MOU on that. So, Jack, just to...

**Bedell:** No, no, no, that's...that's why I like it. This was not one of the two.

**Williams:** Exactly, yeah. MOU's are...

**Bedell:** The MOU will help protect us here, I believe.

**Williams:** So, you shared there was...3...3; can you go over the financial figures that...

**Gaughran:** So, they...so they reported...instead of reporting 40...I forget the exact number...44, I believe, they reported percentage and their...their ADA was 95 stud...95% of students attended the school. So, they mistakenly reported 95 instead of 44. As a result, the state and the Orange Unified School District paid them on the 95 number.

So this year, they have to pay the difference back, which is a total of \$450,000; \$160,000 to the state and \$250,000 to Orange Unified School District.

**Williams:** Okay.

**Gaughran:** And then, the construction went from \$250,000 to \$650,000, and possibly even more than that.

**Williams:** And then, we just got the update, one hour ago, that they're closing their doors...

**Gaughran:** As I was walking in here. Yes, I got the letter...an email from Erin, yes.

**Williams:** So, this is the first time this has happened...

**Gaughran:** With our schools, yes.

**Williams:** ...with our Charter Schools. Mr. Rolan, do you have any expertise or advice? Obviously, there's great concern for us. This is not an easy situation and I see Michelle in the background. If we can...if I can ask you a few questions, too.

**Rolan:** I have no expertise or advice on this. I...I'm familiar with this circumstance. It sounds...it sounds dreadful. Staff seems to be parsing through the...the issues involved and I'm happy that there's an MOU. That's...I don't have anything really brilliant to say about this.

**Williams:** Yeah. You know, I share Dr. Bedell's deep concern and frustration and disappointment that we had high hopes for Ms. Craig. She was certainly an incredible woman with a lot of strength and it's unfortunate. There's probably a lot of I've learned in the last...we have learned as a Country in the last few weeks that you have to always get it from the other side too. It's not...this is just a one-sided report.

There are probably other issues there that Ms. Craig can share with us that would shed greater light on this. But, the bottom line is this charter is going to be closing. This is new ground for us, and it doesn't happen that often so Michelle, if you can come and help us out. You represent the California Charter School Association. What...what's happened in the past with other School Districts on this?

**Anderson:** When a school closes, they go back to their charter. There are closure procedures that are involved. It...their Board voted last night, an emergency meeting to decide to go ahead and close the school. Just a series of incidents from facilities; facilities being the main...the main issue, the main concern is what has driven them to this particular issue; could...not being able to be in a certified building. So, their Board had last week had...had voted to have the school closed for the week as a temporary fix while they were figuring out where they would go and place students.

And then, after looking for available facilities of which there are none that were zoned appropriately so she could move in; we were looking at some other options, but it happened that they just, her Board, decided not to continue on the frustrating course. So, they will go back through their charter which has a closure procedure inside of it. They will have to follow that procedure.

Pretty much it will be the leader of the school and Board Members, and they will close out. They will have to talk to their District in regards to students coming potentially back.

We are also working finding optimal places that are available for...to place these children, you know, looking through which would be a better school...school structure for them and see where we can find to place them. We've been in contact with all the charter schools in the area to see so.

**Williams:** Okay, so, Mrs. Craig, when she was last year, I think it was in the last year, that she came before us and we got an update and things appeared to be basically permit.

**Anderson:** It was at Santiago Community...Santiago Canyon Community College. That was the facility. The problem that she ran into in order to get it to the ability to have a certificate of occupancy, nothing is ever as eas...in construction that has anybody ever think things and figures, she had to have a load-bearing wall put in. That was a cost and an additional time frame. She had to have sprinkler hook up put in, which she had the building...the entire building, not just her area. She had to have the entire building sprinklered. That was done. Her last issue was trying to get the city to hook them up to the city's water system underneath, and that was a process that she was chasing down.

The lawyers were chasing down the people to have that done. And so, that building was not, you know, it's a safety concern. Everybody understands schools have to be zoned correctly if you're going to put children in there, and it was not, you know, very close to being ready. Could some of this have been done sooner? Maybe, you know, in June as opposed to us running into time in August, but the one thing that a charter leader said is...and other charter leaders told me, you never move out of a facility that you have that's zoned properly until you got all your ducks in a row for the new place. You know, that's, I think, a wise lesson to the...to the learned.

**Bedell:** Mr. Chairman?

**Williams:** Yes, sir?

**Bedell:** Michelle. First of all, I always appreciate your candor and you've always been...always responsive to questions I might have asked both publicly and privately...

**Anderson:** Yes.

**Bedell:** ...and I appreciate that. Knowing what we know now and we've already seen this Board has supported a 27% increase in students and charters in one academic year. That's huge.

**Anderson:** Yes, it is.

**Bedell:** I don't think anybody could say we're not...

**Anderson:** Oh, no, you...

**Bedell:** We haven't been San Diego County.

**Anderson:** No.

**Bedell:** Right?

**Anderson:** That's correct.

**Bedell:** That said...

**Anderson:** That is correct.

**Bedell:** ...knowing what we know now and as advising us that you do in public, what...what did we miss? Or, I'd...when I read that curriculum and I did a very detailed run on that, that curriculum was gorgeous.

**Anderson:** It's not a problem with academic curriculum.



**Bedell:** No.

**Anderson:** It is not the academic. It's not the academic program.

**Bedell:** It was rich and...but we have this mess. So, now, the kids are not going to get this richness.

**Anderson:** That...that is true and unfortunately for all, you have to go back and you have to plan...you have to have contingency plans. I think that's the best lesson in the world that I can tell every charter leader. You have to have not just Plan A and plan B. You better have C, D and E because we've seen it. And, the school programs that I've seen that have succeeded and gotten through this have had layers of contingencies available. If this doesn't happen then I have this, and those are the...those are things...there are no sure sureties until you have that piece of paper in your hand. And...and construction, I would say, you know, people who've been in construction always tell you whatever they tell you, double it.

I think that's very true to form and it...especially if you're a charter leader has absolutely no experience. Either hire somebody to be your Contractor that's directly reporting to you and tells you the truth on those issues, because I know you so want to believe what you're being told. You can't believe it.

**Bedell:** That's it, but thank you, Mr. Chairman, and then I'm done. I promise. I promise.

**Anderson:** Any other questions?

**Bedell:** Yes, the money. We have a million dollar problem out there. I'm nervous about that.

**Anderson:** I have not seen the MOU. I mean, I saw it as a stack of papers. I have not seen it to read through it and certainly her lawyer will be needing to read through it. CCA's legal team will probably look at it to be able to answer some questions.

**Bedell:** Orange Unified must be looking at it, right?

**Anderson:** They should be, yeah. I would hope so.

**Bedell:** And there's two loans out there that are due at, momentarily...

**Anderson:** And there's...and there's always...whenever they sign on a loan, I don't know what collateral or what issues are put in place. So, there's a listing of who gets paid first and what and I don't know the answers to those until I actually do a research and look at it.

**Mijares:** May I say something?

**Williams:** Yes, sir, Mr. Superintendent.

**Mijares:** As you know, the Board of Education approves the charters but the fiduciary accountability rests with the staff, and Michelle, you just gave me the reasons why MOU's are necessary, for the contingency, contingency, contingency. So, when we do an MOU, it should not be perceived as an adverse activity upon the charter school. And sometimes, it's construed as harassment by staff and that's a very myopic opinion because frankly, we're trying to protect the interests and minimize the exposure that we bear as a County office. And I love Erin, as you all know. She's passionate. She's got a doctorate degree. She's...

**Anderson:** She knows her stuff academically.

**Mijares:** She's from USC. How can you not love her? She's from SC.

**Gomez:** Wait a minute.

**Mijares:** But...but in this case, you can't do magic and yes, dealing with the world of contractors, we've all been exasperated by this. So, there is a debt out there that's looming and in as much as we approved the charter over the local school district, potentially, we could be held liable. Because as you all know, we have a lot of attorneys in this room, they'll sue everybody, right? You just name everybody. You throw everything on the wall and see what sticks, and we have...we have deep pockets in the sense that, you know, we have a responsibility to our own students. So, our legal team from the Orange County Department of Education is heavily involved and you always hear Kelly talk about that we did this, we did that.

That's creating a documentation path for us, to insulate us, so that we're not held liable. Because as it is, we don't have enough money to serve the kids that are in our care in ACCESS. These are...these, as you know, are credit deficient kid. They're the most neediest kids. I tell people all the time in all of Orange County because many of them are locked up. They are...they are held incarceration by this County. They violated the Education Code, the Penal Code and they're locked up. Those kids, they need as much help that they can get, so I'm more interested in the needs of those kids, frankly, than any other kids in this County. And, why...why would we...how dare us actually think that we can...we can play games and put their resources at risk?

**Bedell:** Excellent.

**Williams:** Mr. Superintendent, being that this is a...we're past the two...the two-minute warning here. We're actually now got a letter of termination. First time that that has ever happened to us here. If we can have at our next Board Meeting further discussion and analysis and information by the staff, by inviting Mrs. Craig in so we can better understand the process and we can do analysis of what happened. You know, get...get...make it fair for her to give her reasons why and then obviously the big concern is, expressed by Dr. Bedell, is the financial aspect to this failure. So, if we can...do you think that would be reasonable?

**Boyd:** We can certainly make the request and start...working...will start working on it after the Board Meeting, but...there's so many different particulars. I'm not sure that we'll have all the answers. Certainly we can do an update. We certainly invite, you know, Dr. Craig as well, but it'll be up to her whether she chooses to attend or not attend. I mean, that's...that's her right but we will have something that we'll work with the Executive Committee in terms of putting on the Agenda. I just don't know how extensive because there's, as Michelle said, there's a lot of intricacies to this and so, from the standpoint that there will probably still be unanswered questions by the November meeting.

And...because typically closures just when you're closing a school, period, you're going through layers and layers, and so, there's communication with...excuse me...multiple entities because we'll be working with CDE, the charter, Orange, you know, Rancho

Santiago. We don't know what other agreements are out there. So, we'll have to go through the layers.

**Williams:** Okay. Jack...you and I...were...we voted for this program...

**Bedell:** Yes.

**Williams:** ...and we feel very emotionally...

**Bedell:** Oh, yes.

**Williams:** ...invested in this and extremely disappointed in what we just heard.

**Bedell:** I mean, I would have been very comfortable with any of my four grandchildren were in that academic program.

**Williams:** Yeah.

**Bedell:** Honestly, it was...it was rich. That's why this is doubly sad. It wasn't something, you know, that was WASC dangerous...

**Boyd:** But, most charter schools that shut down, it's not because of their academic programs.

**Anderson:** That's correct.

**Boyd:** It's because of fiscal solvency and so, from the standpoint...we always are...it's a double-edged sword because when petitioners are coming forward, they have great vision...the academics, in terms of what the...the new programs that they want to institute and offer and so forth; stellar. You know, in many cases in terms of what we're looking at. The challenges always typically on the financial side in terms of the expertise in...that's available and the resources that are available.

And so, I think, you know, Michelle can attest to that. Across the state, I mean, we have conversations with other County offices, other school districts and with the Charter Association around this issue. And, almost every presentation you ever go to in terms of, you know, when there's a problem, it's typically related to the financial piece as the beginning of it, and then there might be some threads, but it's rarely the academic program.

**Anderson:** And, of that financial piece, much of it is facilities, physically finding a facility to be located and then whatever costs are associated. And for that matter, I would say Prop 39 plays a big portion and if a charter school and any help that the County can give to working with Districts to push at the Districts to do what the law says, and to give facilities to a charter based on the number of students in their District, that would be of major assistance because that's where we see a lot of pushback as we have Districts that do not want to open up available space that the law says they're supposed to. And, there's all kinds of reasons why they don't, so those are things that can help. That was one of the reasons Prop 39 came out recognizing facilities in a very expensive area are hard to come by for schools.

**Williams:** You know what I...I think about is in a situation like this is the analysis of what went wrong, what point...what could we do so we're not in this situation again? What are the lessons to be learned from this? So, maybe that's something we can talk about...

**Bedell:** But that may be...as our Deputy Superintendent said, they're going to get more

data. Once we have all those data and it shows, for example, this wasn't done by the proposer, that would help us. I think that's a great point, Ken.

**Williams:** Yeah.

**Bedell:** You know, so we get...

**Boyd:** Associate.

**Bedell:** What did I say?

**Boyd:** Deputy.

**Bedell:** Excuse me. I promoted you.

**Boyd:** You and Ken promote me all the time, but I, just for the record, I am the...

**Bedell:** You always say you want the money, not the title.

**Boyd:** Yeah.

**Williams:** So...so if we can have Kelly...if you can just come up; just a few words...let me go back to the Agenda.

**Gaughran:** I would like to state, though, that Oran...she did not go to Orange Unified for Prop 39, so, it wasn't because Orange Unified denied her Prop 39. She didn't reach the threshold. You have to have 80 in-District students to...to qualify for Prop 39 and she did not have 80. So, I just want to make that clear.

**Williams:** Okay.

**Gaughran:** And that was the previous year, like in November, so she was only at 45 so she wasn't able to apply for that.

**Williams:** Sure. So, we recognize that this information just came in the last hour. Very sad as it is, it should be a learning experience for all of us. It should be something that we do not repeat again and we should learn from, you know, we're not perfect as human beings. We're not perfect as...as government entities and bad things do happen in life. So, I would hope that we would be able to learn something from this that will positively impact us in the future years. So, if we can, you know, we'll...we'll talk afterwards...

**Gaughran:** Okay.

**Williams:** ...the Executive Committee and the good Superintendent's staff, and we'll see what we can learn from this, and we'll get it out to the rest of the Board at our next meeting. Anything...moving on, I don't want to short cut or cut you short in any other information. Is there other information you need to give us?

**Gaughran:** No, no. I think I covered everything I have planned to cover today.

**Williams:** Okay.

**Bedell:** Mr. Chairman, may I request a five-minute urgent recess?

**Williams:** It is now 11:08 AM. We will recess until 11:15 A.M.

**Bedell:** Oh, seven minutes. Thank you.

**[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE RECESS OF THE BOARD MEETING. PRESIDENT WILLIAMS STRIKES THE GAVEL THREE TIMES TO SIGNAL THE CONTINUATION OF THE BOARD MEETING]**

**Williams:** Okay, we've all had our potty breaks and bathroom breaks and I so appreciate the background music. I think it kind of sets a mood and a tone and reduces anxiety and stress and helps with better discourse. I was at the Murrieta City Council Meeting last

night and we'll talk about this later on under Board Discussion, but they had nice slides that were going during the mood...uplifting music, and it was just very entertaining to be there. So, anyway...trying to make this a nicer place to work in.

**Bedell:** Mr. Chairman, I must admit, with this selection today, I was wondering where the body was.

**Sparks:** Yeah. It was not...

**Bedell:** With all due respect, it was a little funeral for me.

**Sparks:** Yes.

**Bedell:** I'm sorry. If that was upbeat, I don't want to see what's solemn.

**Williams:** Okay, we'll...we'll talk about that later on in our meeting. Okay, at this time we're moving on with our Agenda, and we'll have the Board President...I call upon Aracely Chastain to the podium to help us with Charter School Public Hearing.

**Chastain:** Good morning, President Williams, Members of the Board, and Superintendent Mijares. Today, the Board will accept the Material Revision to the Orange County Workforce Innovation High School charter and hold a hearing to consider Public Input regarding the changes. The Material Revision to the school charter include revisions to comply with Education Code regarding admission preferences with the number of peoples who wish to attend...when the number of peoples who wish to attend the school exceeds the school capacity, and revisions to comply with Education Code regarding suspension and expulsion due process measures.

To clarify, we have three schools on the Agenda that are going through this process. These are the final three schools that we have that need to update their charters to comply with these two pieces of changes in law. For today's Public Hearing, representatives from Orange County Workforce Innovation High School and Anaheim Union High School District have declined to address the Board on the material revisions.

However, their representatives in attendance should be...should the Board have any questions. The hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board. Each individual will have three minutes to speak with a total of 30 minutes allotted for comments. President Williams, please call the first speaker.

**Boyd:** And we have no Public Comment cards for Orange County Workforce Innovation High School.

**Chastain:** As we have no speakers, this concludes the Public Hearing for Orange County Workforce Innovation High School.

**Williams:** if I can interrupt before we close, this is the program that we approved of about a year...year-and-a-half ago, and is this the program that was selected by the state for an audit? Was this a charter that was audited?

**Boyd:** This...you're referring to the FCMAT audit that...

**Williams:** Correct. Right?

**Boyd:** Yes, they're undergoing an audit currently that...that's still...the audit is still ongoing right now. We haven't received any information from the auditors.

**Williams:** Okay, so, just so I can help my current Board Trustees here to fill them in on what's going on. So, I received a call from the Executive Director from this particular charter that we approved and he found out, through another source, that he would...that they were under FCMAT review. And, he was not aware of that until the process had been going. So, there was some concern there, but, you know, for me, I don't want us to get into a Unity situation again. So, if we can kind of be proactive on that particular FCMAT and find out what's going on so we don't...we don't...

**Boyd:** Well, FCMAT is not...

**Williams:** Find ourselves in the situation.

**Boyd:** It just...in terms of their process, FCMAT contacts the...the school and they contact us with regards to gathering information. They don't communicate with us and they let us know that up front until they have all of their information, and then they'll meet with us and the school again. So, my understanding is they are still doing their analysis and one that's completed, then they'll be notifying us and Orange County Workforce.

**Williams:** Okay, so to...

**Boyd:** There's no status updates.

**Williams:** Okay.

**Gomez:** Do we have any idea when that might take place, when they might be concluding that?

**Boyd:** Can we close out this, because it's a separate topic than the Mat...the Public Hearing piece, and then we can answer that?

**Williams:** Okay. So, yes, Aracely, we will close the Public Hearing.

**Chastain:** Perfect. This concludes the Public Hearing for Orange County Workforce Innovation High School. The Board will render a decision at the November 7<sup>th</sup> Board Meeting.

**Williams:** So, Nina...

**Boyd:** Aracely, you need to stay up there because you've got two more, so...but to answer your question...just a moment...but I mean date, in terms of closure. So, Dean...in...the associate Superintendent in our Business Services is the FCMAT contact. I was just asking him if he knew a date and he said no, he just...the only thing that we've been told is everybody's cooperating to provide the information, but we don't have any idea when they'll have all of...whatever it is that they're looking at.

**Williams:** Would...would Dean be able to answer some simple basic questions?

**Boyd:** About FCMAT process?

**Williams:** Yeah, about the FCMAT process.

**Boyd:** Dean? Possibly?

**Williams:** They're really...it's a simple-minded question. So, this particular school called me up and they had no idea that they're in this FCMAT until they...they received a letter. Was there anything that set off the process? Was there red flags that were there? How

did...how did this school go into the FCMAT auditing process, and was it random?  
Could you fill us in on how that occurs?

**West:** Yeah, I think FCMAT is allocated appropriate resources from the state as that agency that supports looking into issues that could cause problems and they very the expert...they're the expert in this area. So, the money that the state appropriates, the FCMAT, is to reimburse them for kind of like a consulting type activity. So, the only ones that can engage FCMAT in AB 139 Audit is the County Superintendent. So, from...from our standpoint, it is...if something is alerted to us, we're required to go ahead and investigate that. They're the ones we pay a contract to the FCMAT for their process and then, at the end of the process, the state reimburses us for that process.

So, that's kind of the FCMAT role for under the 139 process, and so, a lot of times issues can be complex, or we may not get answers to certain questions that we have. And, once that happens, if there's some question related to those issues, that's when we would bring in another agency and then they can go it, and they take over that. They don't correspond with us related to that other than the, you know...you know, their participation with that, and so, the timeline, we really don't have a timeline for that process, because the issues can be complex and can take long period of time. It can be a short period of time, but relative related to your approval and what goes on related to it originally, it's a totally separate process. And so, doesn't...doesn't really affect that process.

**Williams:** So, Dean, did we as a entity refer Workforce Innovation High School to FCMAT for an audit?

**West:** Yes, we do. We're the only ones that can do that, yes.

**Williams:** Okay, so, we did do that?

**West:** Yes.

**Williams:** Okay, and my concern is why wasn't the Board ever told? I get a call from the individual leader from this charter and he's wondering what's going on. I'm telling him I don't know what's going on. So...

**Gomez:** So, his Board didn't tell him either?

**Williams:** Well if the Board found out, yeah.

**Boyd:** And if I could speak to it because Dr. Williams and I talked a bit about this and also, just for the point of reference, Mr. Toomey is here in the audience, so, if the Board has questions, he wanted to make sure you all are aware that he is here. So, if you have questions of him. But, we were not notified when the FCMAT audit was going to start. Unfortunately, it showed up on some type of internal document that they were have...FCMAT was having a meeting with their...I don't know if it was their Board or their Executive Committee and an individual had...the Agenda is sunshined, you know, so that was seen by a staff member.

It was forwarded. Information was Boarded and said, hey, you guys are on a FCMAT study. We always, just like we did with EPIC when we were doing FCMAT, we let the Board know, we let the school know when we're entering into that agreement. It got in front of us and we didn't know. We notified the Board as soon as...

**Williams:** Right.

**Boyd:** ...because Dr. Williams called and said what's going on, and I said, what are you talking about? And so, we kind of backtracked and tried to figure out how it got in front of us, but FCMAT apologized to us, it apologized to Mr. Toomey. We brought it to the Board at the next Board meeting and had the discussion about the fact that it was...there was going to be a FCMAT audit, why there was going to be and the concerns that were there. So, it wasn't that staff or anyone was trying to do anything outside of our transparency with both the Board and our collaborative work that we do with our charter schools.

It was just that it's...we're trying to figure out timelines, when they might start and what was happening. They were having their own meeting and whatever their process is, that's how it came to light before we had a chance to do that. It didn't work that way with EPIC. We hope it never works that way again...

**Williams:** Right.

**Boyd:** ...but it was something that was outside of our control, so...

**Williams:** Okay, that's...that's a good explanation. EPIC we knew about in advance. We knew that we had to receive the outside services from the state and things happen in life, and communication...because we're only human and we're not perfect, things will break down. So, Mr. Toomey, if I can get you to come up to the podium here, because we had a couple conversations about this earlier.

**Toomey:** Yeah, I appreciate you bringing it up and I mean, fast forward we're, you know, we're fully cooperating with FCMAT. I had a great meeting last month with Mike Ammermon and Paul Horvat, who are the representatives. We've already submitted. We...we're sharing a...we're using a SharePoint access for them. They've requested numerous documents. We've submitted probably about 80% of what's requested. I actually talked to Mike this morning and we're going to submit a 100% by Monday, but everything you said is accurate. We were highly disappointed by the lack of communication in regards to...we've submitted any requests back to the District.

We've had a great relationship with staff, and so, there were some questions on financial documents and some other documents. We provided everything. Even to our last oversight visit which staff attended and we were told was a fantastic visit. I asked for an update and said hey, we've submitted, I think it was like 7,000 docue and pieces of paper in regards to just following up, and we were told no, no. No news is good news and then, when one of our colleagues logged onto the FCMAT website, it has our charter that was FCMAT audit had been updated everybody was, you know, really shocked. But, that being said, we're fully transparent.

Whatever the questions are, we want to answer those and get to...the auditors did give me an estimated timeline of about 3 months, but it was just contingent on their workload and our ability to get them documents as quickly as possible, and it's been about 3 weeks and we've...I think there was about 45 things requested and we've submitted, like I said,



about 80%. We're going to have 100% uploaded on Monday, so, we will keep you guys updated as to anything that comes along but it's been very, very professional and friendly and we appreciate, you know, we're going to fully cooperate.

**Mijares:** Sir?

**Williams:** Yeah?

**Mijares:** I did want to also want to thank Mr. Toomey for his understanding in the situation because we, you know, we've been very collegial with one another in terms of, correct?

**Toomey:** Absolutely.

**Mijares:** in terms of our work, and recognize FCMAT was established probably about, I would say, 25 years ago, approximately, Dean, and it was established because of the insolvency that the state was getting into with Districts who could not meet their annual obligations and ending the year in the red, as opposed to the black, and having a reserve. And, that...there was a law that changed everything and basically created this three-year window for us. Most businesses have a one-year window in terms of managing through that year. Correct? We have to show that we can ha...meet the economic uncertainties with enough reserve over a three-year period.

And so, you have a lot of projections that have to go into this in terms of determining revenue, expenditures, and if you can't end the year in Year 3 in the black, you're in trouble, and because we are sponsored by the state or a state supported system, you basically have to argue that the state is now insolvent, you know, in order for us to be covered by bankruptcy laws. We can't be covered by bankruptcy laws. And...and so, the state said we got to stop this, created this Fiscal Crisis Intervention Team supported by the state. So, this is a state agency by the way guys, and if I can use the metaphor of a medical exam, they're there to...to make sure that you are clean.

You may say I feel fine, doctor, but they say well no, we're hearing a murmur here in your heart that we need to look at. In fact, when we did the EPIC thing, when they went and worked with EPIC, which was a brand new charter, they discovered that they were recording information incorrectly in terms of student attendance, which, if we had let go without any kind of intervention, would have determined later on that there was a huge flaw. And, the state could have possibly said look you're not entitled to that money because you're not...you're not recording student attendance properly. So, that worked out positively and I think if you talk to the EPIC people, they'll tell you that FCMAT helped them, and that's what they're supposed to do.

They're supposed to help. So, recognize that that agency, again, is not like...you shouldn't view them as bad cops. Forgive me, cops; officers. Or people that are maybe as...something that would be questionable in terms of the motives of the investigation. That might be a better way of saying it. We shouldn't fear that. If everything is going good then you have nothing to worry about.

**Toomey:** Yeah.

**Mijares:** Correct?

**Toomey:** And that, yeah, that's the angle we're taking.

**Mijares:** But what they do bring that we can't do is they bring an element of forensic investigation. We are not equipped to do that. In fact, one of the things that we're going to be talking about, Nina is already talking to me about the need to hire somebody that has fiscal knowledge within the Charter School Unit of the Orange County Department of Education, so that we can be of greater help to our charter schools, and we can tell them hey, this is problematic. So, I just wanted to put in that...that word on FCMAT and when they see in any entity within the...the State of California Public Entity, be it charters, be it a local district, FCMAT can get involved.

Normally when they're engaged by this...the County Superintendent's...that's behest of the County Superintendent, but they don't have to pay attention to the County Superintendent, either. If they feel that there's a problem with the school district, you know, they can call me and we get together, and by the way, you probably know this, that the Governor signed a bill just a few weeks ago which now empowers the County Superintendent working with the State Department of Education to, actually, when there is a problem of potential insolvency, to hire a Trustee. And...and if the state...if that District has to go out, has to go into the state for an emergency bailout, that Trustee will usurp the role of the entire Board, and the Superintendent is summarily dismissed. So, it's a very serious situation.

**Bedell:** Mr. Chairman?

**Williams:** Yes, sir?

**Bedell:** On this chart, it shows that Workforce is losing or going down 31 students next year. Is that right?

**Toomey:** I'm not sure. I don't have the enrollment in front of me, but no, we've actually been growing last few years, so...

**Bedell:** Maybe...this is Workforce, right? On Euclid? 17-18 enrollment was 230; projected 18-19 is 190...

**Toomey:** Well, and we've condensed. So, we had three sites when we opened the charter. We actually closed two of the sites. They were partnership sites and they didn't meet our needs, or our students needs, academically. So, we condensed enrollment to Anaheim. So, if you take all three of the sides together, combined with the one...but we anticipate growth in the next couple of years. So, I think our ADA is kind of...it's close to 200...

**Bedell:** Yeah.

**Toomey:** ...in regards to that, but we've shown signs...we can actually help with the Unity development right here, now. I mean, you're talking today seabeds with the closing of that school. If there's high school students that aren't able to find a semester school that they're able to enroll in, we're able to help out some students in that situation.

We've alerted staff, but no, we've had a pretty steady enrollment in the past two...three years, we're in good shape, and...and it...to address your concern on that issue, I don't see that being even close to the comparison and what's going on with our with our FCMAT audit. I think, like the Superintendent said, we're going to use it as a help and assist. If there's any policies we need to tighten up or and improve, we'll...we'll be sure to do that.

**Bedell:** Thank you.

**Williams:** Very good.

**Boyd:** Okay.

**Toomey:** Thank you.

**Williams:** Thank you, Mr. Toomey. Point of order here. Do...are we just hearing this and we're going to vote...

**Boyd:** All you're doing is hearing. I thought we were...yes.

**Gomez:** Yes.

**Boyd:** Hearing 5, 6, and 7 and they'll come back in November.

**Williams:** In November, okay, very good.

**Boyd:** So, Aracely?

**Williams:** Okay, very good. So, we're going to move on then to EPIC.

**Boyd:** 6.

**Chastain:** So, today the Board will accept Material Revisions to the Excellence Performance Innovation Citizen...Citizenship, or EPIC Charter School and hold a hearing to consider Public Input regarding the changes. The Material Revisions to the trip...to the school's charter include revisions to comply with Education Code regarding admission preferences when the number of pupils who wish to attend the school exceeds the school's capacity, and suspension and expulsion due process measures.

For today's Public Hearing, representatives from...for EPIC Charter School and Anaheim Elementary School District have declined to address the Board on the Material Revisions. However, representatives from EPIC Charter School are in attendance should the Board have any questions. The hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board.

**Boyd:** There are no Public Comments for this Material Revision.

**Chastain:** As there are no Public Comments, this concludes the Public Hearing for EPIC Charter School. The Board will render a decision on the November 7<sup>th</sup> Board Meeting.

**Williams:** Okay. We still can have more questions though, correct?

**Boyd:** If you have some.

**Williams:** Yeah, we will. At least I will.

**Boyd:** Okay.

**Williams:** The EPIC representative. Yes, sir. Come on up.

**Boyd:** Are these pertaining to the Material Revision or just outside of...or just questions?

**Williams:** Just basic questions.

**Boyd:** Okay, that's fine. I just wanted to make sure.

**Williams:** Okay. Hi, sir.

**MacGregor:** Good morning or afternoon. Whatever it is.

**Williams:** Again, please help me. At my old age, I forget names, so...

**MacGregor:** Paul McGregor, sorry. Paul MacGregor, the Executive Director of EPIC.

**Williams:** You've been here before...

**MacGregor:** Yes, I have. Yes.

**Williams:** And the Material Revisions are required and it was approved by your Board.

**MacGregor:** This Material Revision was not. This is...this...I've been working with Aracely on including this for the admissions procedures, but we have not had Board approval on it yet.

**William:** I assume there would be Board approval for this.

**Boyd:** These are Legal Compliance Issues that went into effect January 1 of last year. That's all these Material Revisions are.

**Williams:** Okay.

**Boyd:** So, they were...they're coming to the Board first and...

**Williams:** They're coming to us first, and then does it go to your Board? Is that how...

**MacGregor:** That's a good question? I'm not sure. Yes. Thank you, Aracely. She's been my Sherpa through this process, so...

**Boyd:** Charters have the choice of doing it either way, but I mean...but because there are legalities that they have to comply with.

**Williams:** Okay.

**Boyd:** So, they can...it can come here and then once this Board...

**MacGregor:** Do we need it...should we have that approved by the...by this Board first and then have it approved by our Board...

**Boyd:** It's...

**MacGregor:** ...we have a meeting...

**Boyd:** it's really up to you all.

**MacGregor:** Oh, okay.

**Boyd:** We tell you that it's up to you and...

**MacGregor:** Okay, then we'll probably add it to our Agenda item later this month.

**Williams:** Okay.

**MacGregor:** Thank you for bringing that to my attention.

**Williams:** And, as you heard about Unity, the very sad news. How are you guys doing?

**MacGregor:** Very well, very well. Yeah, we have exceeded our enrollment estimate for this year and we're still growing. We have 77 enrollment applications to process right now. So, we are...we have a good problem, which is we need to hire more teachers. So, if you know of any good teachers that can serve Southern California, let me know.

**Williams:** Sure. So, the enrollment for 17-18 was 262 and is projected to be 600?

**Macgregor:** Yeah, we're at 623 right now.

**Williams:** Wow, okay, and maybe some of those kids from Unity can...we will...

**MacGregor:** We are a non-classroom-based independent study program, so we serve all five counties in Southern California. So, our catchment area is much larger than a facility-based school, but for kids that need an alternative delivery modality for education, we're great.

**Williams:** Okay, very good. That's all my questions. Any questions from my Board? Very good. Thank you, sir.

**MacGregor:** Okay, thank you.

**Williams:** That concludes the EPIC hearing and moving onto Item Seven. Aracely we're going to be hearing about Oxford Prep Academy.

**Chastain:** Yes, this is the final one. The Board will accept Material Revisions to the Oxford Preparatory Saddleback Valley Charter School and hold a hearing to consider Public Input regarding the changes. It's the same Material Revisions to comply with Education Code regarding admission preferences and suspension and expulsion due process measures. For today's Public Hearing, representatives from Oxford Preparatory Saddleback Valley have declined to address the Board on the Material Revisions. However, there are representatives in attendance should the Board have any questions. The hearing is now open for Public Comments from individuals who have submitted a comment card to address the Board.

**Boyd:** There are no Public Comments for Oxford Preparatory Academy.

**Chastain:** As there are no Public Comments, this concludes the Public Hearing for Oxford Preparatory Academy Saddleback Valley. The Board will render a decision at the November 7<sup>th</sup> Board Meeting. President Williams, I now turn the meeting back over to you.

**Williams:** Very, very good. No Public Comments. Board questions regarding Oxford prep? Being that there are no Board questions, we'll move on and at this point, if I can just take a two-minute break here, because has to do with the Closed Session that we're going to be having at 11:55 A.M., and I need to get some pragmatic information to our good Superintendent. So, give me two minutes.

**Boyd:** Are we clearing the room...water...

**Williams:** Yeah, so, the...the Closed Session will be at 15 minutes from now, and then after that we'll go with the...

**Boyd:** Inter-Dist...

**Williams:** ...with the Inter-District, yeah.

**Boyd:** Okay.

**Williams:** So, what I need, Nina, is a number...a call-in number for the conference call.

**Boyd:** Oh, I thought you were going to call him because the phone is in there, and all you have to do is call his number.

**Williams:** Oh, really?

**Boyd:** Yeah.

**Williams:** Okay.

**Boyd:** And put it on speaker.

**Williams:** Okay. Well, then that takes care of that.

**Bedell:** So, I'm lost.

**Boyd:** So, we'll tell the parents and the District how long because they're...they've been waiting for the Board. Yeah, I know, so...

**Bedell:** Mr. Chairman? Would it be all right to take the Inter-District Appeal right now?

**Williams:** Yeah, yeah. Let's go ahead and...because the I didn't know they're waiting that long. Let's go ahead. So, we're going to move to our meeting to Item Number 8, which is an Inter-District Appeal Hearing, and it is a Closed Session, so, the doors will be closed and only those guests and staff will be allowed.

**[PRESIDENT WILLIAMS STRIKES THE GAVEL TWICE, INDICATING THAT THE BOARD MEETING IS BACK IN SESSION]**

**Williams:** Okay, the Board is in session for Item Number 8, which is an Inter-District Appeal Hearing. Okay, so we're all here. **[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE]** The Board of Education is back into session and to report out from the Closed Session, no decision or action was taken. Moving on with Information Items. Our good Superintendent. Announcements.

**Mijares:** Yes. Thank you, Mr. President, Members of the Board. It's an honor for me to be with you today. I wanted to just call your attention to a couple of things. First of all, I wanted to give a shout out to Jeff Hittenberger, because we had on the 24<sup>th</sup> of this month, we featured an event here. It was called On Being program. There's a podcast and known as the On Being...B...E...I...N...G, being, and it is done by Krista Tippett. I don't know if you've heard of her, but she's widely known across the United States; has been given several awards for this podcasting. And, we also featured Dr. Richard Davidson, who is the professor at the University of Wisconsin and he runs the Center for Healthy Minds.

So, we actually did a...an event here and the...they talked about the matter of kindness, what kindness can do in a classroom setting. What it can do to any aspect of life, and also talked about social emotional learning and social...and social and emotional development. And, provided the research that they have been doing or the Dr. Davidson's group has been doing. He's got 100 people working for him at the University of Wisconsin, and I thought he, quite frankly, had some tremendous insight in terms of the classroom setting and how the teacher-student configuration, you know, can be formed, can be strengthened, could be bonded and, you know, this has an impact upon learning.

So, I wanted to thank you, Jeff, for helping us arrange for that. And then, I also want you to know that on the 28<sup>th</sup>, I participated with the Huntington Beach City School District. They are implementing a Federal Security Assessment in terms of making sure that students and staff are safe when it comes to the matter of threats, and this District of 7,000 students is the first one to implement the new Federal School Safety Guidelines in the United States. And so, Channel 7 was there. I don't know if they recovered this, but it was quite an event and it was done with Homeland Security. It was done with the local Police Department and the Head of the Fire Department in the City of Huntington Beach.

Obviously, the District was involved, Board Members were involved, and I went there thinking there were going to be students. There was nobody there. It was...it was like a press conference. It was just an opportunity to unveil this and also, we had a person there who's the Director of the National Educational Safety and Security Institute at UCLA. And, this is a work that the University of California as a whole is doing across the Nation, not just in the...in the...California, but across the Nation in terms of helping to assure the safety of students and staff and parents, and all those that have anything to do with the Preschool all the way up to higher education setting.

And then, I had a chance to open up a prayer breakfast on the 22<sup>nd</sup>. It was the annual Hispanic Heritage Month Prayer Breakfast Invocation for the Jesse Miranda Center. I

don't know if you know Jesse Miranda; Dr. Miranda, Professor at... was a professor at Vanguard. He's also been a Professor at the University of Southern California and at the... at APU, and it was a marvelous opportunity and it was in support of Hispanic Heritage Month.

We have three universities – Cal State Fullerton, Vanguard and APU – that are known as HIS, Hispanic Serving Institutions. So, kudos to them. Then, also under my reports, I wanted to have Dr. Hittenberger come up at the request of our Board President. I know you want to get out of here, we all do too, but I wanted him to because Mr. ...Dr. Williams had asked that we give a simple update in terms of what we're doing with CHYA here in the Orange County Department of Ed. Jeff?

**Hittenberger:** Thank you. Good afternoon, President Williams, Members of the Board. Dr. Mijares. I'm happy to provide you with an update on the process by which ACCESS is seeking to comply with AB 329. Our ACCESS Curriculum Team reviewed the available curricula and determined that the scope and delivery model of Positive Prevention Plus was potentially better suited to use in ACCESS. This was due to the basic content presented, the strong emphasis on parent involvement, and the online learning delivery model available.

Given the nature of the ACCESS program, the Independent Study Model allows a student to complete the work with the parent if the family desires to do so, which also allows the parent to determine how material is covered. Positive Prevention Plus also includes activities for a student to complete with a parent or guardian. ACCESS staff also reviewed a randomized control study completed by the San Bernardino County Superintendent of Schools with California Baptist University through a grant from the Federal Office of Adolescent Health.

To examine the efficacy of the Positive Prevention Plus curriculum, the final peer-reviewed findings demonstrated a statistically significant delay in the onset of active sexual activity, plus statistically significant increases in student-parent communication around sexual health issues. A letter was sent home to all ACCESS parents in March 2018, inviting them to review the curriculum during the month of April.

The curriculum was available at each administrative unit. Staff will now complete an in-depth review in collaboration with ACCESS parent stakeholder groups through December 2018 to discuss meeting the required components listed in AB 329 and possible adaptations to the curriculum based on the needs of our unique students within the parameters of the law. So, that's the status of AB 329 implementation in ACCESS.

**Williams:** Are you open for questions? What will you...you were at the forum last week.

**Hittenberger:** I was.

**Williams:** What did you learn?

**Hittenberger:** Trustee Williams, I'm not sure I'm prepared to respond to that question. I can't say that I've reflected on that particular question in reference to the forum.

**Williams:** Okay. Did you have any takeaways?

**Hittenberger:** I can't say that I've thought in those terms. I was pleased to be present and

support the Board's choice to have such a forum, but I wasn't...I didn't frame my response to it in terms of personal learning.

**Williams:** Any other questions? Okay, thank you.

**Hittenberger:** Thank you.

**Mijares:** The last thing. I don't know if you saw a bunch of kids pour out and get on buses over there. They were in building D and I had a chance to address them just a moment ago, and it was the OC Virtual Enterprise done by Alan Gersten. Alan Gersten is the longtime teacher/person I've known over the last 20 years at Century High School in Santa Ana., and it was great because these are a bunch of kids who want to be entrepreneurs, excited about learning, excited about tackling the world of business both small businesses and large businesses. And, it was...it was very inspirational. I wish I could do that every day. That's all I have under my reports, Mr. President.

**Williams:** Very good. Associate Superintendent.

**Boyd:** Reminder, the next Board Meeting is November 7<sup>th</sup> and there is a time change. That meeting is at 9 A.M., so please make sure you have that on your calendars. The submission deadline is Wednesday, October 24<sup>th</sup>, and we also have on next month's CSBA which will be in San Francisco, November 29<sup>th</sup> through December 1<sup>st</sup>. Four of the five Board Members are attending. There is an Advocacy Institute...excuse me, in January offered by NSBA, January 27<sup>th</sup> through 29<sup>th</sup>. If you have an interest in participating in that, please RSVP to Darou. She will send a reminder and the deadline date so that if we need to make travel arrangements and so forth.

And then, CCSA Charter Schools Conference will be again in Sacramento in the spring. The dates on that are March 11<sup>th</sup> through the 14<sup>th</sup>, and we'll be sending, I believe, some information already went out because they have early...have had early registration and a couple of you have already responded, but we will follow up with that as well. That's all I have.

**Williams:** Very good.

**Sparks:** One correction. Something's come up. I'm not going to be able to go to the December 1<sup>st</sup>...

**Boyd:** The CCSBA Conference?

**Sparks:** That one.

**Boyd:** Okay, okay, no problem. Thank you for letting us know.

**Williams:** Very good. So, we're here under Board Member Comments. Any Comments...

**Gomez:** I just have one.

**Williams:** ...by the Board. Yes?

**Gomez:** I just got something from our local Health Centre at the college, and it was an article...a CNN article in regards to the CDC, talking about the STI's, the Sexually Transmitted Infections or diseases, and the rates of syphilis, gonorrhea, and chlamydia have gone up consistently over the past four years. The rate for 2017 is the highest ever, more than 200,000 cases up from 2016 to 2017. So, I think that information is timely as



we look at how we educate our children, because a lot of the increase has to do in our younger population. So, I think if we kind of keep that in mind as we look forward, I think that will be very helpful to our community. That's all I have.

**Williams:** Very good. Thoughts to my left. Any closing comments?

**Barke:** No thoughts.

**Williams:** Okay, any Public Comments left for the Agenda?

**Boyd:** No Public Comments.

**Williams:** Very good. Sensing... Yes, Dr. Bedell?

**Bedell:** Doing my Queen Elizabeth wave.

**Williams:** Yes, sir?

**Bedell:** Yes. Last weekend, I attended one of the best conferences I've ever had in years compared to what it was last year, which was I thought it was a bomb. This year, it was very much on closing the Achievement Gap, the difference between Diversity Training and Implicit Bias Training; was very moving. They had some of the best speakers I have ever heard and...the ones in the conference and I just want to say that...that I've got some information I'll share with my Board...my colleagues when I summarize...I couldn't give you my handwritten notes. You could never read them, but a lot on Social Emotional Intelligence, a lot on Implicit Bias.

How we don't even real...obviously that's redundant, and how it impacts what we think and the...and the notion is to be sure we don't translate that into behavior that's invidious against somebody. It was...it was excellent and so, I would keep...I would watch those programs to see if there's anything that's equally good, because I believe that this was a...doubt for me that I was going to go because last year's was so bad.

**Barke:** What conference was this?

**Bedell:** This was CUBE Conference...

**Barke:** Oh, CUBE.

**Bedell:** ...which is...

**Barke:** That's actually a really good conference. I went to that last year.

**Bedell:** Yeah, that's an offshoot of NSBA.

**Barke:** Certainly on the university level, we're doing workshops of that sort all the time.

**Bedell:** On Implicit Bias?

**Sparks:** Yeah.

**Bedell:** I would love to see any materials you have because we're always talking about diversity...diversity training.

**Sparks:** Yeah.

**Bedell:** And then the line of it is implicit...

**Sparks:** I don't know if the K-12 get that kind of training. I don't know but at university level, certainly, it's kind of spreading...

**Bedell:** And they're talking about the really, really embedded in teacher training.

**Sparks:** Yeah.

**Gomez:** And how you hire faculty.

**Bedell:** Yes.

**Sparks:** Yeah.

**Gomez:** That was the other thing.

**Williams:** Interesting subject, Social Emotional Learning.

**Bedell:** But yeah, I thought of you the entire session I was there. I could only imagine where your blood pressure would go.

**Williams:** Yeah.

**Bedell:** So, I would get you whatever...when I summarize my notes...

**Williams:** So, Social Emotional Learning, from my understanding, it's not so much academic cognitive objective, but it's more, how do you feel? How do you subjectively interpret?

**Bedell:** How do you learn?

**Gomez:** Yeah, and how do you prepare yourself for learning?

**Williams:** Okay.

**Bedell:** It's not just touchy, touchy, feeling stuff against science. It's not that.

**Williams:** So, how does one learn with Social Emotional Learning?

**Bedell:** It depends upon the individual, a lot. It depends...

**Williams:** You have to memorize the periodic table of elements.

**Bedell:** Well, they're not throwing that out. They're not throwing that out that you have...you can't be ignorant but there's other pieces...would you look...it's a more holistic approach. You look at the whole child. What is this child bringing in? Is the child coming from an abused home? And how do you line that child up?

**Sparks:** It ties into different learning styles as well.

**Williams:** Absolutely.

**Bedell:** Ken, I'll translate my notes and I'll see...because I really, candidly, I was thinking about you the whole session.

**Sparks:** I can get a whole lecture on it if you prefer.

**Bedell:** I'd love it.

**Williams:** So, the question is from a greater perspective, do we replace everything...we have in place and what we've had in place for the last 20 years, and do we replace it with this model? Is that what they're talking about?

**Bedell:** No, not at all.

**Williams:** Not at all?

**Bedell:** Not at all.

**Williams:** Because when we had the Common Core...

**Bedell:** There's more tricks in your bag.

**Gomez:** I was just going to say it's more tools in the tool box.

**Williams:** Given opportunities for children in very specific categories to acquire the skill sets and knowledge in order to be successful in life.

**Bedell:** And one piece I was thinking of as a grandfather, that's where I was going with you, that there are pieces that grandparents can do that are unique to their role in terms of where they are in the power structure that can help the kids learn. That's not as threatening. Then we can...really...we can do a forum on this if you'd like to do an evening public event.

**Bedell:** There's people out there.

**Bedell:** Lisa will chair.

**Sparks:** No, I'm not. I'm not doing another forum until 4:00 in the morning.

**Williams:** Okay. I'm heading toward adjournment. May I have a Motion?

**Bedell:** So Moved.

**Williams:** And Seconded and gone. Thank you all very much.

**Sparks:** Thank you.

**Barke:** Thank you.

**[PRESIDENT WILLIAMS CONCLUDES THE BOARD MEETING WITH ONE  
FINAL STRIKE OF THE GAVEL]**