

Orange County Board of Education Meeting May 5, 2015 Transcript

A. Call to Order

Ken Williams: Good morning and for the record, for the benefit this esteemed group of local educators, this meeting of the Board of Education is called to order. So, may we all rise as we will be having an invocation by Pastor Philip De Courcy. Name comes from France. Born to an Irishman but now American.

Philp De Courcy: Right, you got it right.

Ken Williams: Ok, so if you want to come up and lead us in a prayer. And then after that we're gonna have one of our great employees Tom lead us in the Pledge of Allegiance. He was personally responsible for getting that POW flag out there. I want to thank the Superintendent for allowing such here for that effort. So you may begin sir.

B.1 Invocation

Ken Williams: And if we can remain standing and Tom thank you sir for leading us in the pledge.

B.2 Pledge of Allegiance

Ken Williams: You may sit. Ok, moving on. Thank you again pastor. That was very moving and very thoughtful and deep. I do appreciate it sir. And thank you Tom for leading us in the Pledge of Allegiance. May we have roll call, Penny.

C. Roll Call

Penny Dunseth: Trustee Boyd.

David Boyd: Here.

Penny Dunseth: Trustee Hammond.

Robert Hammond: Present.

Penny Dunseth: Trustee Williams.

Ken Williams: Present.

Penny Dunseth: Trustee Bedell.

(Absent)

Penny Dunseth: Trustee Lindholm.

Linda Lindholm: Here.

Ken Williams: Very good, and for the record, Dr. Bedell is after 45 years, this is his last lecture that he is giving today. So he is on his way to our meeting here and I thank him for allowing the change in the venue to get started today. So introductions Nina.

D. Introductions

Nina Boyd: We have no introductions today.

E. Agenda

Ken Williams: Very good. May I have a motion and a second for the adoption of our May meeting today with the updates?

(Inaudible-motion by Linda Lindholm)

Ken Williams: I think Dr., I mean Trustee Lindholm, you shared with me that you wanted to add to Item J-2, another reception of a report.

Linda Lindholm: Yes, on Item J-2 that's receiving I was able to work with one of my colleagues and prepare a statement of concern regarding the Math Standards of Common Core. So I would just like to be able to handle that out at that time.

Ken Williams: Ok. So I believe that's with you and Jack. You wrote a one page document. And that is consistent with what we talked about last time. That we were going to be presenting perhaps individual reports. Okay, so that's a motion and a second, who was that by?

Penny Dunseth: I don't know who seconded it.

David Boyd: I'll second it. Uh, one question. Will we get a hard copy of uh, oh I guess we do have it. No, a hard copy of the document you and Robert put together.

Ken Williams: Um,

David Boyd: We got the electronic version late yesterday.

Penny Dunseth: Yeah I have them. Do you want them right now?

David Boyd: Thank you, I don't need it now. No. Thank you.

Ken Williams: Ok so we have a motion set, all those in favor say AYE. Opposed, ok motion passes 4-1.

F. Minutes

Ken Williams: Moving on to the adoption of our April minutes. May I have a motion for approval?

(Inaudible-motion by David Boyd): Motion.

Linda Lindholm: So moved.

Ken Williams: And a second, any questions? All those in favor say AYE. Opposed, abstain, motion passes, 4-0.

G. Time Certain

Ken Williams: Ok, so today is a little bit different. We're going to be celebrating Memorial Day, we do have some veterans that will be here later on and we do acknowledge their service to our country and the greatest roll that they played in our children's lives. We really want to promote that. We have a Memorial Day essay that we're going to be talking about later. But today is a unique and first time for our Board, in that we're going to expound upon our budget. And eh, at this point, Renee you're going to come up and eh, then eh, do you have any handouts for us?

Renee Hendricks: (inaudible)

Ken Williams: Are they in front of us? Wonderful. And I will be doing ah public comments immediately after that, before we begin talking.

H. Public Comments

Ken Williams: So we're going to be taking about a 5 minute break. I am so sorry to my...

Nina Boyd: You're going to take three public comments first?

Ken Williams: Want to do three public comments first? I think that's reasonable. Ok, so you want to do three public comments and then we're going to take a break for about 5 minutes next door to honor our wonderful teachers. Ok. First public comment.

Penny Dunseth: April Jorgensen.

Ken Williams: So we have three? Ok.

April Jorgensen: Well first of all I want to say thank you so much to the Board for being flexible. We all have children we have to go back and pick up so this is great that you're letting us go now. I have so many things to say but I know that I have three minutes so I've had to kinda condense this down but my concern as a parent. First of all I should introduce myself. I'm April Jorgensen. I have three children who have attended schools in the Fullerton School District. I have many concerns about Common Core. I wanna state that one of the biggest concerns I have found in talking to people and for myself is that there is one government body that's determining the entire curriculum which will be taught to every child in the 46 out of 50

states that have signed on to Common Core. This strips the states, local school boards, you, teachers and parents of their rights. Not only is this unconstitutional but this type of full control allows for indoctrination and propaganda that we have absolutely no control of. Furthermore this curriculum is unfounded. Does it make sense to mandate a public curriculum, spending millions of dollars nationwide forcing teachers to teach to the test when this very curriculum has never been tested or proven to be successful even. We feel that there are so many unanswered questions. Why is there such a rush to push this curriculum forward? Why did so many states sign on to this curriculum sight unseen signing on to a curriculum that they were never able to preview? Why was there no vote by Congress and no vote by state legislature and no vote by the people? Why do the majority of Americans know nothing about this program? We stood out in front of a local school and talked and most of the people didn't know what it was and it was being taught right that very day in their school and they had no idea of what it even was. Why is it not even talked about in the news, whether it's good or bad? Why do we all seem to be in the dark? It is essential to our children that we remain not in the dark but we open our eyes to the truth of what is really happening to our educational system. I respectfully request you as our school board, as concerned parents, for your own children and grandchildren to stand and help us in this endeavor. To fight to expel Common Core from our curriculum. Another quote from Thomas Jefferson, I heard one today. I found this last night as I was searching but I loved it. It said, "A government big enough to supply everything you need is big enough to take away everything that you have. The course of history shows that as government grows. Liberty decreases." Thank you so much for letting our voices be heard.

Applause

Penny Dunseth: Joan Wagner.

Ken Williams: Thank you, April. Miss Wagner? Is it Jo.

Penny Dunseth: Joan. I'm sorry, J-O-A-N. Joan Wagner.

Ken Williams: Joan Wagner.

Joan Wagner: I wanted to present these to you. You're our representative.

Jack Bedell: Yes, thank you. Thank you for coming.

Joan Wagner: And to you, that's an extra copy.

Ken Williams: Ok.

Joan Wagner: I went to a meeting about a week ago and I ran into Mr. Hammond and I practically accosted him. Telling him I'm a parent and I don't like Common Core and what can we do. And so he said, well you know, you could talk to neighbors and so we came up with an idea that we would get a petition um against it and get some letters. So we've been working on

this for less than a week. We've got over 100 signatures and mostly we just went to our normal activities and asked people what do you think about Common Core? Um, you know. And so through that process we got over 100 signatures and over 10 letters and um so we haven't been working on it very long but I just wanted to read my comment. I'm a mother of 3 from the Fullerton School District, um, the preponderance of people we talked to as she said had never heard of Common Core though many of those mentioned that they did not like the new math. Those that were familiar were largely against it. A small minority liked it but almost all thought that there were problems with it. It was rolled out before teachers even had the curriculum. Teachers were not adequately trained. The math is taught in such a way that is less efficient than other methods. While sold as a curriculum that will get children up to speed in math and science it actually slows them down, forcing kids to wait until the 9th grade to take Algebra. This all is semantics though. The bigger issue here is whether the federal government should be involved in local education. The reason our forefathers came to this country was to have freedom, freedom to worship as they saw fit, freedom of speech and freedom to educate their children the way they saw fit. When the control of education is moved from local and state government to federal government, parents will be even further removed from the decision process of their children's education and they will be less motivated to get involved in the process. Almost all educators would agree that getting parents involved in their children's education is vital for the child's success. Yet this system will leave parents feeling powerless to change or advocate for the best education for their individual child. Not only is Common Core a bad curriculum, it is an overreach of the government into the individual freedom of the family to make educational decisions for their family. And so, I want to ask you as the Orange County Board of Educators if you will consider, um, fighting this battle for us and taking this up. I think this is a small sample of parents and there is a huge amount of people, parents, out there that are concerned and are hoping that you as a Board will take a stand against this. Thank you.

Applause.

Ken Williams: Thank you, Joan.

Penny Dunseth: Diane Hickey.

Diane Hickey: Good morning trustees. My name is Diane Hickey. I am in the 4th District a constituent of yours, Dr. Bedell. Today I'm reading a letter that's included in your packet in regards to the Common Core. I'm the parent of a student in public school in Fullerton. The purpose of this correspondence is to make known to you my extreme dissatisfaction with the decision to adopt Common Core Curriculum. New to the subject of Common Core, I took the time to research beyond the media articles and meetings with superintendents that broadcast in trite phrasing, lacking substance, the wonders of the new 21st Century Learning. My research looked at the other side of the argument that critiqued not only the math and literature components, but also the mismatch of the curriculum to the child's developmental stage. The unacceptable student tracking, invasion of privacy, unconstitutional overreach of the federal

government into education and the public/private partnership schemes that inject big business profit motives into our children's education. It is rather shocking to see our schools greenlight such an ill-conceived and damaging curriculum, one that Stanford mathematician, Dr. James Milgrim has characterized as destroying the U.S. standing in technology. Or to hear the condemnation of the literature curriculum as expressed by Dr. Sandra Stotsky. As a parent I have heard enough and I have done enough of my homework to know that this curriculum should never have crossed the schools threshold into our children's classroom. I object to it all. Others are objecting as well. Please take a long online at a map from the 10th Amendment Center detailing legislation delaying or banning implementation of Common Core. As you can see across the U.S., people are coming together to reject it. This is the reality. Additionally, parents around the country are opting their children out of the testing. If you have done your own homework, this should not be news to you. We all want our children to grow up to be productive, healthy, and happy adults. This necessitates a quality education for which you have a fiduciary responsibility to provide. The vision as stated in the Orange County Department of Ed's website is, that Orange County students will lead the nations in College and Career Readiness and Success. Clearly, there is an unacceptable and serious disconnect from that vision with Common Core. Please uphold your fiduciary responsibility and do your best for the students of Orange County by rejecting Common Core. Our trust in you and your relevance as trustees are at stake. Thank you for your attention. (Applause).

Ken Williams: Ok, thank you Diane for those words. We will...

David Boyd: Ken, can I make a brief comment?

Ken Williams: Sure.

David Boyd: Since these people won't have the opportunity to listen to our conversation later in the meeting on Common Core...

Ken Williams: Right.

David Boyd: Like to make a comment that number one, of course it is state approved. I don't think anybody can challenge that. Our attorney can give you the code section. It's not Federal approved because it's not a Federal program.

(Inaudible words from audience)

Ken Williams: Ok, so I will be more than happy to share my thoughts on this item. We're going to be taking a break as a Board until, how about 11:45.

Jack Bedell: Are we going to have lunch? Before we go into the hearing.

David Bedell: No.

Ken Williams: You want 10 minutes?

Jack Bedell: Do you want to go to lunch before we go into the hearing?

(Inaudible)

Nina Boyd: You have another time certain.

Linda Lindholm: Do we have another time certain? I mean is that...

Nina Boyd: A ten minute presentation, so...

Ken Williams: Yeah.

Nina Boyd: Before the charter presentation, so...

Ken Williams: So let's take a...

Linda Lindholm: Do we have a lunch break somewhere?

Jack Bedell: (Inaudible) ...coming in to come in to do hearings. What time are they?

Nina Boyd: 12:15

Ken Williams: Let's take a 10 minute break then. We will be in recess.

H. Public Comments (continued)

Ken Williams: Ok, it's 11:51 as I promised. I can move this meeting and get us properly completed at a reasonable time. I'm going to go out of order here. I have a public comment from Krista Casey. Krista, you're up next. You got 3 minutes. Thank you for being patient with us. A lots happening today.

Krista Casey: Thank you for letting me speak. My name is Krista Casey. I've got two children that I home school. I have very serious issues with Common Core and the state testing my children were required to take last week. Our charter school required that my children complete a practice assessment at home to prepare for the state testing. So we sit down to take the assessments and my 4th grade daughter begins with the math portion. I'm sitting behind her just observing as my son is taking the language arts portion of the test. She begins the math test and initially it is very simple and basic. Then it asked a simple question like, what is $500 - 325$. Immediately she answers out loud 175. But that's not a choice. Takes 4 more questions to get to that answer. It goes from these basic problems to algebraic problems with no real middle ground. For example, Zach wants to make a profit of more than \$300.00 for painting four identical rooms. The profit he makes is equal to the amount he has paid minus the cost of supplies. The cost of supplies is \$32.50 for each room. Which inequality and solution represent N that Zach's must be paid for each room if he is to make a profit of more than \$300.00. On a 4th grade math assessment after basic subtraction problems? Where was the basic problem just to find N? There were none. And language arts. First my 6th grade son was given a passage by

Edgar Allan Poe to analysis. Yes, in 6th grade, Edgar Allan Poe. Next he was given 2 passages to analysis. The first passage was on multiple screen pages as was the second. He was asked a question about one passage and then a question about the other passage back and forth, having to flip through multiple screens for each question. What exactly is that testing? To me that is intentionally trying to make it confusing so students will either give up or get the incorrect answer. So naturally he got tired of trying to figure it out and started guessing. I sat and watched him guess. I know exactly the time he didn't put in to reading or trying. The icing on the cake for the practice test was watching my daughter take the language arts portion. In 4th grade she was given the exact same Edgar Allan Poe to read and analysis, in 4th grade. Again, I watched her guess and again she's ahead she's supposed to be. So knowing that my children guessed on a fair portion of the test and it shows they are ahead of or exactly where they are supposed to be, how accurate does anyone really think that these tests are? I can assure you, they did not or test what my children actually know, regardless of the results. Most disturbing of all was my daughter's comments when she finished testing on Friday. Both of my children took the paper opt our test. She announced to me when I signed her out from the testing site that she had written a story about Obama. I asked her why she decided on that topic. She said it was on her test. Excuse me? There were 11 sentences and she had to answer 5 questions on them. I agreed to have my children take a paper opt out test because I don't want the data collected on them should they take the computer test. Had I any idea there would be these types of indoctrinating ideas in a written test, I would not have allowed them to take them, the written test either. I am deeply saddened. Our great country has come to this as the best option for assessing our children's education. I am standing up for my children and their future by choosing to educate them at home. This testing experience may make our family think about educating completely away from anything the government has any say over. You're in a position to make a choice for children to help them. I hope that you exercise that right that we have given to you by voting you in. Thank you.

Applause.

J.4 Special Recommendations

Ken Williams: Thank you, thank you Krista. I thank you for allowing me to move this meeting along. We do have other individuals that wanted to talk and public comments so I'm going to ask that I have a motion for taking things out of order or for special recommendations, Item J-4, the Memorial Day resolution. Do I have a motion...

Jack Bedell and Linda Lindholm: So moved.

Robert Hammond: I'll second.

Ken Williams: So I have, well actually I think Linda got to there. So it's moved by our good trustee, Bedell and seconded by our dear colleague Lindholm. Any discussion on this? Let me talk first. I want to thank our veterans who are here. For those who took the time to in their busy

days to share with us at this time. As you know a couple of years ago it was not a very good experience but this year hopefully you will see that the POW flag is flying out in front of this institution and it's in memory. Cause I know I've talked to both of you, all three of you. You left some friends behind there in Vietnam. And we do remember them. We do remember them. So we have a motion and a second. I'm going to have a public comment Mr. or former officer of the US Army, Mr. Scott Williams. If you want to give your 3 minute public comments we'll move along with the final adoption of this resolution in honor of our veterans. Up here sir.

H. Public Comments (continued)

Scott Williams: Thank you very much. Members of the Board, Superintendent Mijares. I know, I'm with the Freedom Committee of Orange County and our purpose is providing living history in the classrooms. You may have expected to see our former founder, Jack Hammett in this position. Unfortunately, Jack passed away December 13, 2014. We have an organization that's a non-profit corporation, we have a board of directors and I am the president of the organization. But let me address a particular issue which we're happy to support and that is the agenda on our, the agenda's today, today's agenda recognizing Memorial Day. Growing up in Orange County, to me, it was just a matter of fact that we recognize Memorial Day along with 4th of July. It was something we did. As a Cub Scout, I lived in Westminster. We would go to the Westminster Memorial Park. We really didn't know what was going on but we put the flags on the graves of the veterans. And to find out that we're just recognizing that in a large school district was kind of surprising to me. But let me go forward to say, that we've had a positive working history with the Orange County Department of Education, especially in the 2012-2013 school year. Our living history program was featured on Orange County Superintendent of Schools monthly television show, Spotlight on Education. The superintendent at that time, William Habermehl, showed his interview with our veterans, Warrant Office Jack Hammett, WWII, Navy, Freedom Committee Founder, with Major Harry Selling WWII, Airforce, Sargeant Dick O'Brian, WWII, Army, and Major General William Mall, Vietnam War, United States Airforce. In addition, Mr. Habermehl was the keynote speaker at the Freedom Committee's May 27, 2013, Memorial Day services at Harbor Lawn. His speech, Past, Present, and Future, before 500 veteran's and community members and their families was enthusiastically received. Bill knew the importance of a strong American History program in our schools. By your resolution, we affirm, the Board affirms, our commitment to American History and tradition. The Freedom Committee supports the Board's resolution, 11-15, recognizing May 25th as Memorial Day and encouraging students to participate in Memorial Day. The question is, why should we? When we ask our upcoming generation to take care of our country, we by that action are obligating ourselves as parents, grandparents, and I have 4 and one on the way for the 12th of this month, our family members have the duty to educate our children about history. If we are successful, our country will survive and prosper. And you'll all recall President Lincoln's address, when he says, "It is rather for us to be here dedicated to the great task remaining before us...that from these honored dead we take increased devotion to that cause for which they gave the last full measure that we here

highly resolve that these dead shall not have died in vain.” It’s good advice in November 19, 1863 and it remains so in the 21st Century. Thank you very much. And I’ve given each one of you our documents.

Ken Williams: Ok, thank you Mr. Williams.

Applause.

David Boyd: If I can make a side bar comment for those of you who are interested in WWII history. Starting tomorrow, I believe it is through Sunday at John Wayne Airport there will be a B-17, a B-24 and a B-25 that you can tour. And if you’re so inclined, you can take a flight. I will be flying on a B-24 on Saturday in honor of my mother, who during WWII, worked at Consolidated Aircraft in San Diego where they built B-24’s.

Ken Williams: Wow.

Linda Lindholm: Very good.

Ken Williams: That’s awesome. And um, Mr. Williams if you can take back to the Freedom Committee of Orange County on the council of this good Board and David Boyd suggested that the Memorial Day Essay Contest that we have given to our children be named in honor of Jack. So it’s the Jack Hammett Memorial Day Essay that will be an annual event for the students of the Orange County Department of Education. And next month I’ll be talking with you we would be honored if you could be there to present the award to the students who will win. Very good.

J.4 Special Recommendations

So we’re on Item J-4, the Memorial Day Resolution. We have a motion and a 2nd. Any other further discussion comment? Before we take a, the vote? Barring that there was none, um, let’s do a roll call.

Penny Dunseth: Oh, alright.

Ken Williams: Resolution, right?

Penny Dunseth: Trustee Boyd.

David Boyd: Yes.

Penny Dunseth: Trustee Hammond.

Robert Hammond: Yes.

Penny Dunseth: Trustee Williams.

Ken Williams: Absolutely.

Penny Dunseth: Trustee Bedell.

Jack Bedell: Yes.

Penny Dunseth: Trustee Lindholm.

Linda Lindholm: Yes.

Ken Williams: Absolutely passes 5-0. Thank you very much for that vote. Moving on with our meeting. Yes, yes. Thank you. Ok. Take a deep breath.

G.3 Time Certain

Ken Williams: Mrs. Theresa Hernandez and Mrs. Marcia Neel, you're going to be sharing with us a little bit about education and music and its impact upon children. You have the floor for 10 minutes.

Theresa Hernandez: Thank you. Good afternoon and I think our presentation is apropos. Happy Cinco de Mayo. So sorry, no margarites for the audience. I'm Theresa Hernandez. I've been a residence of Orange County for 17 years and 22 years ago my husband and I started a non-profit called the Mariachi Heritage Society to provide in school and after school music programs when the funding got cut in 1991 here in California. And we've been providing education mainly in LAUSD District, a little bit in Orange County, and a summer camp. I brought my cohort, Marcia flew in this morning from Clark County to give you a brief presentation on what we've been doing all over the country and here in LA County. And I think knowing that school districts really want to have arts back in the schools and with our demographics here in Orange County, this might be something that you want to think about. So today is mainly I just want to put this in the back of your brain to know this is going on. Ok? And with that I will introduce Marcia Neel.

Marcia Neel: Thank you so much Theresa. And this is all good news which is wonderful. No scream and hollering. All good stuff. I have to tell you, Mr. Superintendent and Mr. President, and ladies and gentlemen of the trustees board, you are a very large district or county and Clark County is one county and we're all one district. So we don't deal with different school districts we're just all one and one superintendent. It's a little different than what you have here but you know, the reason we wanted to present this to you is that we've had so much success in the Clark County School District with the Mariachi Program, and it's something that we think maybe we could share just to our neighbors here to the west. Typically everything you do comes east and now we want to share something the other direction. So I just want to share with you, these are photos or one of our junior high groups in Las Vegas and the reason for Mariachi's is so, I mean it's vast. Many, many reasons. The first one of course being that we want to involve more students in music education. And once we started Mariachi, we had kids who came to us and said I was really invisible at my school and this gave me a place to be recognized for something.

And I feel so good here. So it involved more kids just in general but specifically in music education. And something else we noticed was that in our school district where we had band, choir, and orchestra, the students would have to start like in the 6th grade and if they missed that window, there was no place for a student in the 10th grade or 11th grade to start music. But this is the place where they can start while they're in high school so it's an entry level music program at any time. It's certainly helped keep our students in school and I'll show you some figures about that down the line here. One thing that we really noticed is how the students began to feel about themselves. They felt that they could, just those two words, "they could." And something else again, it served as an effective bridge to parental involvement. The thing we learned right off the bat was that the parents thought, many of them who came across from Mexico rather recently had said, you know, we thought the school district was the government. And when we finally explain to them who we are different, we are not the government, they felt more compassion for the school and wanting to become involved. And of course it celebrates culture and heritage and it's just plain fun. And the kids love being involved in it. They participate great. These are all as I photos of our kids. Jr. high kids in Las Vegas who have gone on and performed wonderfully. If you look at our enrollment here it's just amazing. It's actually stunning. And in 2015 our enrollment in Clark County for students is 43.4% Latino which I think is lower than what you have but it's an appropriate program for us. So when we started the programs in 2002, we started with 265 students. Today we have every day, 4,765 students playing Mariachi during the school day in regular classes. They are a standards based program. We also have after school programs because once we started during the school day, we had to do it after school which we've done through some of the 21st Century grants. And that's been helpful. Again, some interesting data, and I wanted to share this with you, this is from the Prelude, Music Makes Us, Baseline Research Report. Her husband Jose and I have gone around all other the country to help start their programs and we helped them in Nashville. And I wanted to share with you this baseline research report that came out. That focused on the academic achievements of Latino students with regards specifically to music education. This first slide shows you that with all of the students in the 2012 graduating class, about over 6,000 students there, only 35% of the students there had taken any music classes. The vast majority of them had not. When you look at the music participation rates by ethnicity, and I'm going to share with you if you'd look over to the 3rd set of numbers in all of these slides. 74% of the students were not involved in music, Latino students, as you can see. It's the highest of all of those numbers there. 17% had less than a year and 9% more than a year of music instruction in the Metropolitan Nashville Public Schools. Look what happens when they take music. Look at their attendance. Goes from 87% to 91% to 93% when they are in music for more than a year. Now in a school district my size, that is a considerable number of kids. And probably the same if you were to add up all of the students in the Orange County cadre of school districts. That would be a considerable number. The discipline referrals by ethnicity went down with the more numbers of years of music training. GPA went up as we would expect. Students actually who come to school, heh-guess what they go to classes and it sticks in there. So that's a good thing. Now this is the one I really

want to draw your attention to. The on time graduation rates. Students who did not take music who are Latino, 52%. When they took just under a year of music, it jumped to 68, but it went all the way up to 89% with more than one year of music. That is an incredible increase. For that one stat alone, I would offer these programs. I just want to give you some reasons to do this because it's just, it's a phenomenal program. The English and Math scores went up on the ACT's. Everything is good, good, good. So what did we learn over there? We learned that the more a student participates in music the more positive these benefits become. So we're gonna look at what some of the budget considerations might be for school districts looking to do that. Well, obviously staff. This is back when Richard Carranza used to work in Clark County. You can see him over there in his Mariachi suit, which is great. Instruments, you'll have to purchase instruments or you may instruments already and we could certainly use those in some of your school districts. Here's something I want to share with you that I think is very, very important. Just because it looks like a guitarrón doesn't mean it is a guitarrón. We call these ISO's. Instrument shaped objects. Ok. We call them that because sometimes you buy these things right across the border and they're really toys. They are not real instruments. So we have to beware of that. So when you buy those you want to buy from a good vender. There are textbooks, there's music, you can see a typical lesson plan is designed around the national content standards. The teacher will, the student will, so we have actually teacher assessment and student assessment activities provided in every lesson. Supplies obviously they need. Uniforms down the road. We start in Clark County just with purchasing ammonia which is a \$10-\$12 item. We have to buy a lot of black socks. Because guess what. Kids just don't have those. So we buy them black socks but that's just about it. We have professional music education professional development training in Las Vegas every summer, the last full week of June, and the reason that this is so important is because we bring in band directors and orchestra teachers, and choir teachers from all over the country as you can see on this map here. We've been in so many states and in so many areas within all these states. Sharing with them how to grow Mariachi programs. I just got this email this morning from Jody Lynn who's the Fine Arts coordinator for the Kansas City Schools, and I wanted to share it with you. Marcia, our Mariachi Ensemble performed last night for an audience of over 2,000 patrons. The audience went nuts. People loved Mariachi! There's something, so much spirit in it. And when we see kids doing it it's just amazing. So the other thing we do, and I'm going to give you just a brief taste of this, we want to see students actually doing it. So here's an example of a student workshop that we provided in Clark County. (Video of musical performance plays while Marcia explains) We have approximately 15 classes going with about 30-35 students per class. Some additional benefits, obviously you know about multiple intelligences, life-long skills, completely. This reminds me of when the Beatles became popular in the 60's. Some of you weren't around then but what happened all the teenagers decided to have their own garage bands and what happens with the Mariachi kids? Same deal. They start their own Mariachi ensembles and they're playing for all the celebrations for Mother's Day, for Quinceanera's, for all of these activities on their own. Literally outside of the school day, it's great. We've talked about self-esteem and self-confidence. And another big thing that I

mentioned here is that students serve as role models to the younger kids. They wanna be like the older students. They see those kids in high school and they just wanna be exactly the same. And of course it creates a mosaic of musical experiences at the school. (Picture shown and video) So, at the very end here, I just wanna know if you have any questions? If there's anything we can do to help you develop the program. We're just so thrilled about we have going in Clark County. We'd love to see it over here!

(Inaudible voice from the audience)

Robert Hammond: Theresa, thank you very much for this. Is there an after school program for Mariachi right now at Santa Ana High School?

Theresa Hernandez: (inaudible-speaking from the audience)

Robert Hammond: Cause Jeff Bishop who is the principal at Sierra Middle School, he's gonna be the new principal at Santa Ana High. I would make the recommendation to reach out to Jeff while he's still at Sierra and see if that doesn't open a door for you all at Santa Ana High School.

Theresa Hernandez: (inaudible-speaking from the audience)

Nina Boyd: Excuse me, could you step closer to the microphone. They're not picking up everything.

Ken Williams: Here we are now back into...

Nina Boyd: Do you want to take a 5 minute recess while we get the people back in the room?

Ken Williams: Excellent, excellent suggestion. So we'll take a 5 minute recess and we'll be back at 1:53.

G.4 Time Certain

Ken Williams: Conducting on the CSEA initial proposal to the Superintendent. I'll hand it over to you Renee.

Renee Hendrick: Good afternoon President Williams and Members of the Board. Thank you for allowing the Superintendent to conduct this hearing for the public and present the CSEA Proposal to the Superintendent for 2015-16 year. And this is their proposals. At this time I'd like to open the public hearing and invite any members of the public to comment on the CSEA Proposal for 2015-16. Hearing no comments from the public I'd like to close this hearing at this time.

Ken Williams: Very good. Ok. Um, let's go ahead and move on to Item G-5, and that's Public Hearing on the initial proposal to CSEA. Renee.

Renee Hendrick: Thank you for allowing the Superintendent to conduct this hearing for Public Input to the Superintendent's Proposal to the CSEA for the 2015-16 year. And again, here are the proposals. At this time I'd like to open the public hearing and invite any members of the public to comment on the OCDE proposal for 2015-16. It's a collective, you can do Public Comment but we can't post it because it's collective bargaining.

(Inaudible voice from the audience)

Ken Williams: I don't know how to do that one Jeff. You're throwing me for a tizzy here. We just don't have the schedule. We do have Public Comments that I'm going to give you right afterwards so if you want to say something at that time. That would be ok.

Renee Hendrick: Alright. Hearing no comments this time, I'd like to close the Public Hearing.

H. Public Comments (continued)

Ken Williams: Very good, so we're going to move on to Public Comments. Thank you guys so much for being patient with us. So, Penny, Public Comments?

Penny Dunseth: Do you want to find out if everybody's still here?

Ken Williams: Yeah, yeah.

Penny Dunseth: Ok, Susi Kahn?

Susi Kahn: Here

Penny Dunseth: Gloria Pruyne?

Gloria Pruyne: Here

Penny Dunseth: David Whitley?

David Whitley: Here

Penny Dunseth: Eric Stoelting?

Eric Stoelting: Here.

Penny Dunseth: Jeff Arthur?

Jeff Arthur: Here.

Penny Dunseth: Bonnie O'Neil? Bonnie O'Neil's gone? Susi Kahn is first.

Ken Williams: Ok. Ok let's skip. Susi's in the rest room.

Penny Dunseth: Gloria Pruyne?

Ken Williams: Ok

Penny Dunseth: This is turning into a circus.

Nina Boyd: Still a public meeting.

Ken Williams: Thank you, Gloria. Good to see you. So Gloria you got 3 minutes. When the yellow light goes on you've got 60 seconds.

Gloria Pruyne: Well it's a privilege to be here and I want to thank all of you so much for being so patient with us and listening to us month after month after month. And, today I wanted to read one of my dedicated ladies script that she loved so just who has graduated to heaven. Anna, if you remember little Anna. And ah, she loved this and this was her script and so in her memory I just wanted to share it, if I can get through without crying. Stop it, fix it, or scrap it. Throw it out, stop it, fix it, or scrap it. Are the suggested solutions for Common Core given by Joseph Rella, Superintendent of Long Island, New York School District following results showing that 70% of the students failed the Common Core test. Implementation and the testing associated with Common Core is hurting our children, Rella explained. I don't know how I could possibly tell our kids 70% of you are failures. 70% of you are not college material. More than 2,000 people protested Common Core Standards and test at New York High School on August 17th. Yvonne Gasperino, president of Stop the Common Core in New York, three main concerns are excessive testing, data mining and tested education reform that has an unknown price tag. The data mining is incredible, she says. I don't know what worries me more. The loss of local control, the loss of accountability, the teachers are losing their creative ability to teach children, the loss of parental participation. Our schools and students are being set-up to fail. When teachers are being deemed ineffective using the results of Common Core tests, the schools are at risk of being closed are taken over by corporate-run charter schools, says Chris Nelson, a former teacher and author of "Children of the Core." Now that we're becoming more successful at untangling the web of power and wealth and seeing the connections it's becoming more apparent that we're fighting government and corporations from taking our children down paths we think are dangerous for them and our country, Nelson said. It's becoming more important to us to fight together. Indeed it is. And I appreciate you all so very much and all your hard work and to think that you fight to get this job and then you work night and day because you have it. So, you are appreciated. Thank you so much.

Ken Williams: Thank you, Gloria.

Penny Dunseth: Susi Kahn

(Inaudible from audience)

Ken Williams: Ok. Where do you live again? Yorba Linda?

Susi Kahn: Yes, Yorba Linda Placentia School District. Hi, I'm Susi Kahn. I'm sure a lot of you recognize me. I'm a mother of 3 from Yorba Linda Placentia School District. My son, I'm sure you're very familiar with him. Christian spoke last month again. He's in school today so I'm giving you an update on his last month's speech. This is actually the raffle ticket that was given out at the school with his friends for the parents to sign and take back. And, interestingly enough on a TV channel which is played to all the students to see, they raffled off, their about \$15.00 raffle tickets, gift cards to different places, Subway, Jamba Juice, different things like that. Movie tickets, um for them having turned this in to the library, filled out and signed by the parents. Um, and by the way, greetings, I'm sorry I didn't say hello and greetings citizens. Ok, so, with this raffle ticket this TV thing was done in front of all the kids so these kids were feeling a little bit, you know, left out that they didn't get to partake in this and they were doing it because they were being obedient to their parents. And, um, Emma, one of the gals he talked about also was offered extra credit and her mom sent me the thing, it's got her email on it so I'm not going to give it to you but anyway, that she did not get. Apparently it was 25 points extra credit that she did not receive from her Honors Language Arts class for not taking the practice test. That was offered individually from different teachers so it was not consistent across the board. So many things to say. She was being strong and courageous in saying no to the pressure put before her by the school and the teachers, again, punitive. So these are 2 punitive things that took place. In the meantime, a couple of test questions escaped from the school which I know they're not supposed to. But children do talk on the playground and asking them not to is a little, you know, interesting. There were several of them. A couple of them and these were writing prompts for 8th graders. Actually off the SBAC. So these are kind of interesting. They all start with the word, why. Why should Pluto be a planet? As it was downgraded, right? Why shouldn't there be budget cuts for NASA? These are great, you know, this isn't a think tank. This is a school, right? Um, why is cheerleading a sport? This was another thing that they were to write on. They get a little something to read, but it's supporting the idea that it is a sport. Um, why should we not have summers and why should the school days be longer? Think we've heard that from Arnie Duncan? Correct? Yeah, so, that sounds really familiar. That's in the SBAC. Um, some more interesting information is that she has to take these ongoing daily assessments in her class that fall under Social Studies. These are some of the topics that she's gotten. New genetic clue of anorexia. Who should own our DNA? Can machines learn morality? An ethics report that talks about the weight risks of long-term space travel. An experiment on discrimination and a calculated risk about vaccines. This is from ThinkCirca. I can't make this up, it's right on the website. You can look it up yourself. The kids are getting these things to be responding to as questions. Her grades going down only in this area. This is a straight A student. She said to her mom, I realize I'm not answering it the way it wants me to mom, I'm gonna have to start answering it differently to get my grade up. Very concerning. Ok. So I guess my time's up or I would have gone on. Thank you.

Ken Williams: Thank you.

Penny Dunseth: David Whitley?

David Boyd: Mr. President? Before our next speaker, may I ask a question?

Ken Williams: Yes sir.

David Boyd: When test questions are being released to the public forum, are we facing any copyright issues?

Ron Wenkart (in the audience): It could be, I suppose but you know that's something (inaudible).

David Boyd: Should we say it would be a good idea not to release, well, ok.

Ron Wenkart (in the audience): I'm not sure (inaudible)

Susi Kahn (in the audience): No, they were from the test.

Ron Wenkart (in the audience): The test itself?

Susi Kahn (in the audience): Children talking on the playground.

Ron Wenkart (in the audience): Was this hearsay?

Susi Kahn (in the audience): (Inaudible).

Ron Wenkart (in the audience): (inaudible).

David Boyd: Ok, thank you. But the Board has no exposure.

Ron Wenkart (in the audience): No.

David Boyd: Ok.

David Whitley: Good morning board, Superintendent. Thank you for having me. I didn't come today with prepared notes but listening to the people talk before me gave me some things to think about. And I wanted to say first that truth is neither fair or balanced. It's simply truth. And I heard some people talking earlier about being fair and balanced and when we're seeking the truth which I think hopefully everybody's doing. We don't have to look through that prism of being fair and balanced it just has to be the truth. And when we look at the list of 10 items that's in the handout that we had that the proponents put forward as their views on the Common Core, there are some fallacies that are right in the paperwork that's being handed out. There are some opinions there that are easily refuted and I would love to sit down and have lunch with each and every one of you to go over many of those things. Right here the Fordham institute which rated all the standards on all the states says that the California Standards before Common Core was a higher standard. Yet in there, it claims that they weren't. But the proof is in the pudding. It's not in what they want to claim. Now let me just say also that in the Federal papers,

in Federal 45, James Madison talked about the role of the federal government being enumerated and limited in power and scope. And I know that the board here is elected to do a particular job and your hands are tied and the Common Core is directed from the state level and not from you, but we repeatedly come back here because we hope that you guys and ladies will look at this from a perspective of whether or not it's right or wrong, not whether it's legal or illegal or whether the state has mandated it and this is cascading down to the local districts. Cause this is a state issue, it's not a federal issue, yet federal dollars and Race to the Top money and No Child Left Behind mandates are driving a lot of what's going on with the Common Core. And that's what concerns me and the parents here. And that's why we're here today. And we're hoping to eventually get this reversed. As far as other things that can be refuted, it's a copyrighted document, the California State Standards. It's not a local document. It's copyrighted by 2 private organizations that was directed towards the states through federal mandates and Joan Buchanan, head of the Education Committee in the State of California said herself, that it is not a local issue. That the State of California drives the standards and that the local districts cannot alter those state standards. So the local districts are, we're constantly told as parents there's local control, she has said on tape that I can provide to you, that it is not locally controlled. It is driven by the states and the states direct the standards. So there's a lot that's here. To me, I look at it this way. One individual robs the bank, takes the money, donates some of it to charity and spends some of it at the local supermarket and we're looking at this from the standpoint of the supermarket and the charity on how they got this money. They're not the individuals that we need to be looking at. We need to be looking at the person who robbed the bank, which is the people in-between the states and the Federal Government that are perpetrating on the rest of us. Thank you for your time.

Penny Dunseth: Eric Stoelting

Ken Williams: Thank you, David.

Eric Stoelting: Good afternoon Board Members, President Williams, Dr. Mijares. On April 15th of this year, Dr. Mijares put out an article or it was at least released says, "New online assessments will produce detailed feedback to refine instruction." A couple quotes from that were, "we expect to have more detailed information than we've ever had before to indicate which skills and content areas have been mastered. These exams will give teachers and administrators the feedback they need to modify, refine and differentiate instruction serving as an academic check-up for California schools." I'm going to return to that but at the moment I'd like to, make a quick couple quick quotes from an article that was just put out a few days ago by Marketplace.org by an Adrian Hill. It gives an outline of what it might be like for a student in today's society in data mining. It says the story begins at the bus stop. Your child swipes his ID card and climbs in the bus. The card may contain an RF ID chip that lets the school know when he gets on and off the bus. In some schools it just keeps going. The chip allows schools to track the kids on the grounds. Administrators could know if the child leaves the building or if he visits a school counselor. In most states the data is feed into a giant data base known as statewide

longitudinal data system. Sales of educational technology software for kids reached over 8 billion dollars last year. One of its biggest players in the field is called Newton and they analysis student data that it collects by keeping track of nearly every click and keystroke on your child makes during digital lessons. They claim to have over 5 orders of magnitude more data than Google has about any of us and its says, “we literally have more data about our students than any company has about anybody, anybody else about anything and it’s not even close.” With the help of an iPad the teacher can record whether or not your child is being helped or attentive or talking out of turn in class. All this data is stored online. At lunch a child may use his user ID to pay for her cheeseburgers. When she does, her allergies and account balance may be displayed. It’s possible her family’s financial information will also be linked in the software to her name and ID number. Cafeteria software might also track exactly what she eats and whether she picks up chocolate or regular milk. In some schools, vending machine purchases are recorded. In gym class some kids strap on heart rate monitors which record how they’re working out. Other kids are asked to wear Fitbit style wristbands that record their activities in the school and on the playground and at home. Many schools have installed tracking technology on school-owned computers as a security measure. And it goes on and on and on and on. Back to Dr. Mijares’ article. It says, “Educators in Orange County and beyond are rightly recognizing the enormous potential of using these assessments to take instruction to the next level and I would personally urge our families to assist by making sure local participation rates are strong.” I’m personally outside in front of school letting people know that they can opt their kids out of school, out of these tests. Dr. Mijares, I have a problem with all of this. There’s something wrong with this picture. My father who would have been 87 this year, grew up in North Dakota and had a graduating class of 12. Small school, no technology, just teachers who cared (beeping from timer), (I’ll be quick), and taught. He graduated an average B-C student but he was much smarter than most of the kids who graduate today. But he left school knowing how to think, problem solve, and to continue to learn, and his generation put a man on the moon. No Common Core, no computer adaptive technology, just good teachers. Please instead of trying to persuade all of us on how good all this new stuff is, or try to convince us to have our kids take the SBAC test, why don’t we try to return our schools to simple, teacher focused environment where they are allowed to teach and our kids personal data is not recorded, stored, or shared. Return to something that we know works. Thank you.

Penny Dunseth: Jeff Arthur?

David Boyd: Mr. President, can we keep these to 3 minutes? It’s really not fair to the other speakers who are limited to 3 minutes if we allow a significant amount of extra time. I mean, there’s nothing wrong when somebody finishes a sentence.

Ken Williams: Yeah, let’s try and stay within the 3 minutes. And if there’s a few seconds left, grace will be given.

David Boyd: Sure.

Jeff Arthur: Good afternoon board and audience. I don't have any prepared remarks. I liked that presentation on the, not Folklorico, what is it, that music education, but those statistics aren't any good. But you guys know that because your 21st Century learners. Stats like that just show a correlation, that don't show causation. I hope you guys know that. Um, I see a medical doctor nodding his head. Two thirds of the people who get lung cancer smoke. Smoking doesn't cause lung cancer cause a third of the other people do. So stats like that aren't very good. The thought that I had coming in today, having worked in a school today, um I met with Renee Hendrick last week, very smart woman, does a lot of good stuff. I didn't mean to heckle her about this question about the public meeting but you guys are in a bubble. Where is the public? There's no public here. Public hearing? Out of my city, we have the coin ordinance. If you want to see what the proposal is from both sides, you cost it out. But there's nothing to discuss here. Back to being in the bubble, we're 12 years at Coast Community College District. You guys don't really, it's very hard for you to get any real input. I heard that there was a petition that came forward that said Common Core was bad. Um, you don't really hear that. I think the attitude in public education is gonna really hurt it. Cause, do you like people telling you what to do? Does anybody like being told. Do you like a sanctimonious attitude being told, we know better for you. With stuff that's not proven. We're not unintelligent people that are speaking here. We have facts. And we come and nothing happens. I think you really run a big risk, how am I doin' on time? I think you really run a big risk of undermining public education by force feeding stuff in that doesn't work. You need to listen to your constituents for real. So, I appreciate you guys actually holding the hearings, trying to have both sides and listening to facts, but I like what David said, "do what's right!" And I didn't want to get into quibbling about whether this thing is copyrighted or not. I mean, it's wrong what's being done. That's the question. And you're my trustee, Boyd, Mr. Boyd. So I'm one of your constituents that shows up.

David Boyd: I was trying to keep one of your constituents out of potential trouble.

Jeff Arthur: Well, that's when the state will go after that as opposed to what is wrong, that's when you have trouble. That's when education is not doing its service. When you're giving out tickets for kids to take tests when they don't want to, that's when you're doing things a wrong. And who are the people who send their kids to private school more than anybody? Public school teachers. Cause they know stuff like this happens. And what's one of the things that happens in school districts? Do you know what the dance of the lemons is? That's when you transfer teachers who don't perform. You don't fire them. You transfer 'em. Also known as a turkey trot. Thank you.

Linda Cone: Good afternoon. I hadn't really planned to speak today but there have been some things said during the course of the day that I think need to be addressed. I think you're hearing a lot of our frustration today. And I'm also very frustrated, um. I think we have tried to address every major argument brought up by the proponents of Common Core but the one thing that we can't address is the arguments that you have inside your heads for Common Core. Fortunately, I really appreciate that Dr. Bedell and Mr. Boyd have actually spoken to us and so, let me just see

if I can respond to some of the things that they've said. Ah, Mr. Boyd told us today that apparently a group went up to Sacramento and they were completely closed to any kind of change in Common Core. Let me tell you, that that will probably change. I'm going to make a prediction. It's called CTA. The minute the teacher union realizes what Common Core's gonna do with teachers, namely evaluate them on these standardized test scores, which is probably just about the poorest way of evaluating a teacher. CTA will do exactly what New York did. They will jump on the anti-Common Core bandwagon and that's when Sacramento will wake up. Here's another issue that was raised, I think by Dr. Bedell. Ah, California's not New York. No, we're not. But we're getting there. New York started this exercise in frustration in 2010. We just started it about a year and a half ago. Give us a couple more years, but why do we have to go down that path. Why can't we try to stop it now. The final thing that I want to talk about is something that I found just incredible. Um, there was some comment made about the U.S. Chamber of Commerce supporting Common Core. No surprise. Gates gave them a couple million dollars to do so. Why wouldn't they? The U.S. Chamber for Commerce knows practically nothing about Common Core. If you want to find out why, go on their website. Look at the myths and facts. Like Stotsky says...if you take the myths and the facts and you switch 'em, you're going to be more accurate. But then I locked on to a video featuring Bill Bennett. Let me tell you what Bill Bennett says are his reasons for supporting core, and I'm quoting him. Because it has local administration and local control. I respect Mr. Bennett for what he's done but he knows nothing about Common Core. Let's stop this thing as soon as we can. Thank you for all the hours you have listened to me, I really appreciate that, and I'm going to quit before my time's up.

Ken Williams: Ok, thank you Linda. Any more public comments?

Penny Dunseth: Other than the one for charter school, that's it.

Ken Williams: Ok, very, very good. Ok. Um, thank you for the public comments.

G.6 Public Hearing/Presentation

Ken Williams: Okay, moving on with our meeting. We're going on to item G-6 and this is a public hearing for the charter school and uh, Kelly? There you are. You will be facilitating this presentation.

Kelly Gaughran: Good Afternoon, President Williams, Members of the Board, and Superintendent Mijares. Today we shall hold a public hearing to consider the charter school petition for the College and Career Preparatory Academy or CCPA which was submitted to us as a direct petition to the county board for approval as a county charter school on April 15, 2015. Each board member has received and is reviewing all materials that were presented to us by the charter school petitioners. Our representative from CCPA will be given fifteen minutes to summarize their position. The public hearing will then be open for the purpose of public comments. For those interested in speaking, if you haven't already done so, please submit to me

a completed speaker card which are located on the back table and be aware that you will allotted 3 minutes for your comments. In addition, the Board will consider all written testimony for the final recommendation. Written testimony forms are located on the back table and should be submitted to my attention by Friday, May 15. At this time, I would like to open the public hearing for CCPA charter school and call Dr. Byron Fairchild to the podium.

Byron Fairchild: Good Afternoon, uh, President Williams, Members of the Board, Superintendent Mijares. Uh, it's a pleasure to be here.

Nina Boyd: Excuse me Dr. Fairchild, would you adjust the microphone so we can pick it up.

Byron Fairchild: Okay.

Nina Boyd: Thank you.

Byron Fairchild: Okay, is that better? Oh. Thanks. Uh – this afternoon, I will provide you an overview of the proposed College and Career Preparatory Academy charter program. The College and Career Preparatory Academy (CCPA) will be an affiliate charter school authorized by the Orange County Board of Education a public charter subject to the governance and structure under OCDE and administered through ACCESS. One of the legislative intents in the Charter School Act is to increase learning opportunities for all pupils with special emphasis on expanding learning experiences for pupils who are identified as academically low achieving. When we, when we, when we want to make a difference and the College and Career Preparatory Academy will be uh, positioned to impact the dropout rate in Orange County. We will emphasize reengagement in education and reaffirming lifelong learning. We will use curriculum focus on college and career readiness and support our student's transition to postsecondary and work force preparation. This will be accomplished through local job training apprenticeship and partnership programs. These opportunities must be propose – purpose driven and for student success. When we have lost a student, we as a community can invest in the recovery of that potential contributing member of society. We will primarily target those older youth who do not have a high school diploma and are out of school. They have experienced failure in the traditional (inaudible) district in county community school options. They come from previous or current settings and profile such as the foster care system, juvenile detention, county jail or prison, and maybe on probation or parole, they are disconnected from education programs and in need of reengagement. The needs are varied and at the core is the need for a nonjudgmental, positive relations hip with education. Orange County has and will remain a leader in school retention and high school completion because we strive for continuous improvement in services and options for students and families. Our Career and College Preparatory Academy uh, would be an on ramp program that reengages the students and builds capacity to pro – progress independently toward college and career success. The program will have rigor and meet all required state standards to attain a high school diploma.

Nina Boyd: Excuse me Byron. Okay. I think that, you hit the [inaudible] and its moved faster than you.

Byron Fairchild: I apologize. This should be the correct slide. I'm not use to these buttons. I apologize for that. Building resilience – resiliency and social confidence will make the difference in equipping students for successful transition to real world settings for postsecondary training and employment. Through career readiness, in an industry sector, introduction to local workforce needs, students will experience a connectedness to what they study and how the knowledge can be applied through a school to career program. These young adults need community linkages and supports to navigate within business, agency and social environments. The gaps in service between K-12 education and available adult education community college alternatives have resulted in thousands of young people who could but haven't returned to school. Primarily adult schools and community colleges struggled to recruit these students and often when enrolled the program is unable to sustain the attendance and academic performance or progress. These challenges that laid on the student before dropping out, remain. Too many have entered the criminal justice system and are reluctant to reintegrate into the education community. These students have been unable to successfully navigate or access alternatives. Our population are students within our communities and they have greater potential to contribute to the community if they complete high school. They continue to dream of college and career success. They require an onramp to college and career pathways. The college and career preparatory academy will provide the opportunity and means to get back on the high way to a brighter future. The primary reason for establishing an affiliate charter school district rather than serve the target population through our ACCESS program is explained in this next slide. While the charter technically allows students 16 years and above to participate, the College and Career Preparatory Academy will focus on reclaiming youth, 18 years and older. We want to reach out to that population has dropped out and has no high school diploma. Our students under 18 remain primarily the responsibility of the school districts and require a referral from the district and support of attending ACCESS as an educational intervention. Our goal is to return the student to the district. The charter does not require a referral from the district, as the target population no longer enrolled in a district program. Because they have aged out of the existing programs or dropped out of school. A unique mandate of the charter is that students would be required to engage and partner programs to develop specific career readiness and workforce preparation skills. These students may seek employment and apprenticeship positions as available. Finally, the CCPA charter school would utilize an independent student strategy to allow these young adults – students flexibility to reengage in school with guidance from knowledgeable correctional and alternative education teachers and staff. Students will have the ability to coordinate academic studies around a schedule including work, career training, and apprenticeship and/or family responsibilities. This will require coaching from our education staff, specifically on time management setting priorities and making positive life choices. Our ACCESS students may remain within our program using the independent study through 19 years old. However, the challenge for both districts and community schools is that many students who

turn 18 who are not on track for graduation simply drop out. They later want to re-enroll but have no option to return to the district or our ACCESS program. Youth service providers will work in partnership with our College and Career Preparatory Academy to provide career pathways and workforce and career readiness training, along with support from other agencies interested in youth populations. This is a partial list of the agencies committed to partnering with us. The partnerships provide a combination of rigorous and high quality education, training and other services that align with the skill needs of industries and the local and regional economy, preparing students to become successful in a range of secondary and postsecondary education options including apprenticeships. Include counseling to support students in achieving personalized education and career goals. Include as appropriate education offered concurrently and in the same context as workforce preparation activities and/or training for a specific occupation or career clusters. It also organizes education, training, and other services to meet the particular needs of a student in a manner that accelerates to educational and career advancement to the degree possible. Enables a student to attain a high school diploma or its equivalent or its equivalent and at least one recognized postsecondary credential as applicable and helps a student enter or advance within a specific occupation or career cluster. Together, we will work toward supporting young adults and become college and career ready. Thank you. If I can provide any points of clarification at this time.

Jack Bedell: I was wondering. Help me here with California Code. Why couldn't a student whose done – gotten to this position in his or her life just go to the community college? Do you need to have a GED or something to get into a community college? Or can you just walk on?

Byron Fairchild: They can get into a community college. The fact is though, that most of them won't because they have circumstances surrounding uh, things like their family life, or anything like that, (inaudible) job, they don't have the time to go there. And what we notice is that most of them don't like to do a four hour or five hour a day program. Some them will go at night. But we found that just a lot of them just won't navigate.

Jack Bedell: Do you anticipate that the chunks of this curriculum will be delivered online?

Byron Fairchild: Uh, yes, sir.

Jack Bedell: Do you have a perception or a conception rather, that these kids will be A through G eligible when they're done?

Byron Fairchild: That will be offered to them. We're using the Pearson product and we're offering A through G courses.

Jack Bedell: Yeah. I know Pearson right. Do you have any sense of location?

Byron Fairchild: Yes. In the binder there is a listing of sites we would use.

Jack Bedell: I didn't see that I'm sorry.

Byron Fairchild: I'm sorry. Uh, we would use existing facilities within ACCESS to support this endeavor.

Jack Bedell: So, there's no extra cost for construction or purchase of property?

Byron Fairchild: No.

Jack Bedell: Thank you. (Inaudible)

Al Mijares: Can I just add a point Dr. Bedell? The community colleges are setting limits to on non-college bearing degree programs. So, if they come in, they need remediation, you know you can only take English 60 I think twice. If you don't pass it you can't go on to 101 which is degree bearing.

Jack Bedell: Right.

Al Mijares: So that's another problem, the kids are coming in so low, that they're unable to realistically do well in a community college setting. Plus, they're busting at the seams.

Jack Bedell: I didn't want my questions to communicate that I was anything less than enthusiastic about this. I just wanted to be sure we weren't duplicating or, missing – I'm very strongly – very strongly in support of this idea. I see those kids who probably should've been in this program and lost time because they were not. So, I'm appreciative of it.

Ken Williams: Robert?

Robert Hammond: One question for you sir, um it says in here that you will be able to reach um, students as young as 16. If somebody was 15 and they were what we called an emancipated minor would that person be allowed to go to your school or would they have to wait till their sixteen?

Byron Fairchild: You know, that's a good question, I don't have that answer for you yet. I'd have to check. I'm not that familiar with uh – the emancipation laws.

Robert Hammond: I'd really like an answer to that one question for me. Thank you sir.

Ken Williams: So, question um, so this is a different pathway then our existing programs and remediation can be the primary focus and it's for kids who are 18+, they need a high school type degree. So we'll be giving them our diplomas is that – is that correct?

Byron Fairchild: Correct.

Ken Williams: When they're done, they've completed all their studies, they'll be getting credits from the previous work in high school perhaps?

Byron Fairchild: Yes. We will look over their transcripts, determine their individual needs and then we'll proceed from there.

Ken Williams: Okay, so – so we know um, Common Core, their standards. Is this a non-Common Core uh, pathway? What's - what standards are we going to be using?

Byron Fairchild: We are going to be using the California State Standards.

Ken Williams: So, we're going to use California State Standards.

Byron Fairchild: Yes, sir.

Ken Williams: So, we're going to confuse an even more confused population with the confusing way of Math?

Linda Lindholm: (Laughter)

Byron Fairchild: Uh, I would hope not. That's kind of a sticky question. But...

Jack Bedell: Your subtlety is magnificent. (Laughter)

Ken Williams: Alright. Uh, I'm sorry. I had to say that.

Byron Fairchild: We do use the Common Core in ACCESS and we've been fairly successful with our students. I just might add that. Uh, and I believe this is just another continuum of the service we provide in the ACCESS program.

Ken Williams: How long have we been using Common Core in our ACCESS program?

Nina Boyd: Since it was approved. It's a legal requirement. So we have been doing – we comply with...

Nina Boyd: ...state requirements in terms of the state standards.

Ken Williams: So how long – how long has that been now?

Nina Boyd: 2000...

Al Mijares: It was approved by the state board of April of 2010. Five years ago.

Ken Williams: So we've been using Common Core since 2010?

Jack Bedell: There was a lead in time wasn't there?

Ken Williams: Yeah. That's the first time I've heard about that today. This is the first time I've heard about that. I didn't know that. Ok. Um. Sorry. Anything – anything else for um, this presentation?

David Boyd: Yes, sir. Or I'll defer to Trustee Lindholm if you like?

Linda Lindholm: Oh, just a few things on this. It sounds like as you – when you have foster children and they are emancipated at age 18, there's kind like no place to go. If they haven't finished their education, or if you have a young mother who had to drop out to take care of her child at that time and needs to come and wants to come back – uh, you have those who've been incarcerated may want a new direction. So it sounds like that's the target that you are looking for that's the population you are looking at. Is that correct?

Byron Fairchild: Yes.

Linda Lindholm: And, you have multiple, I think I looked at the campuses, so they can attend onsite at a few campuses or help me out is it all online?

Byron Fairchild: No, there will be uh – it's an independent study model. So the students can come in and meet with their teacher. They can use a paper and pencil methodology and they can meet in small groups or have tutorials as they come in so it's not necessarily the old fashioned one hour a week type of independent state program. Or they can do online, or they can do a combination of online and uh – bookwork. So it's a combination of those things.

Linda Lindholm: But they would get – um – I would say is the emotional, or, um counseling support.

Byron Fairchild: Correct.

Linda Lindholm: That would help them choose the classes to be successful. That's part of your program too, right?

Byron Fairchild: Yes.

Linda Lindholm: It sounds like a pretty exciting theme for those people – or for those students who are going to fall through the cracks. Probably, sometimes for a fault of their own, but a lot of times for not a fault of their own.

Byron Fairchild: We see a lot of our students who leave the juvenile institution, and like was mentioned, they age out of the program, and they don't have a place to go and they don't have the propensity to go to a community college. Uh, they just don't have the source of wherewithal, and they are the kinds or the ones we pick-up. And we usually don't see those, unfortunately until they reoffend and we pick them up on the adult side when they're on adult probation. But we service them in the jails. And that's the problem that a lot of them that we see, we actually did an analysis about 250 students that were in the jail, or inmates you might say and of those, a hundred fifty had been in numerous of our juvenile institutions and they had anywhere between twenty to twenty-five credits left before they graduated. Had they been in our program, and we'd be able to serve them, they may not have reoffended and they may not have chosen the life

choices that they made. Maybe they would've, I can't actually say that, but that chances are that they would have been better off had they been in our program.

Linda Lindholm: So when they fill out their resume to get a job, they can say I have a high school diploma?

Byron Fairchild: Yes, ma'am.

Linda Lindholm: Yeah, and so, so I'm qualified in that way. That's kind of exciting, too. Uh, how many students do you anticipate? Is there a wrap up? What do you project?

Byron Fairchild: Yes, it is, uh, it's gonna be ramped up. The first year, we have 500, then we have 750, 1000, and we are planning on ending up with about, uh, 1,250. So, it's, uh, 250 each additional year, starting with 500. There's a huge need in Orange County to meet those individuals.

Jack Bedell: I'd just like, just to follow up, uh, Trustee Lindholm gave me somewhere – I think there's something to be said for the safety, the intellectual and personal safety in an environment and I no longer fit into high school, um, turned out of foster care, I'm not quite equal in preparation to my community college age-mates. This to me is sort of like a safe academic haven, where they can risk with their own – you know what I mean by that?

Byron Fairchild: Yes, yes.

Jack Bedell: I think that's positive and healthy for them...

Byron Fairchild: Right.

Jack Bedell: ...because then they're not gonna feel like, I'm alone...

Byron Fairchild: Right.

Jack Bedell: ...or deviant or something and, I just think it's a very safe environment.

David Boyd: And one of the more positive aspects is, the flexibility...

Linda Lindholm: Mmm-hmm.

David Boyd: ...you know, a lot of these people are, are working...

Byron Fairchild: Yes.

David Boyd: ...are working in low income jobs. They may be working 60 hours a week just to survive, but this will give them the flexibility to complete and, and, they could go to a community college...

Byron Fairchild: Yes.

David Boyd: ...but if I understand it, whatever units they would earn at that community college could not be applied toward a high school diploma, is that correct, as a general rule?

Byron Fairchild: If they're – yeah – their college credits, correct.

David Boyd: Yeah. So the college credits – so, if they didn't get their A – AA degree or AS degree, they'd end up with nothing. Uh, a couple of quick questions, if I may – um, how do you intend to recruit these people? Find these people?

Byron Fairchild: Well...

Byron Fairchild: ...that's a good question. Uh, we're going to do a lot of marketing with the districts, because I know that we have students that are sent to us now that are – or they try to send them to us – are 18 plus, and unfortunately, the only program we can do now we have a core program that takes eighteen years or older, however, it's a full day program, it's an eight hour program...

David Boyd: Yeah.

Byron Fairchild: ...those students, like you said, have jobs...

David Boyd: Not gonna work.

Byron Fairchild: ...and we're not gonna go there, but we would first reach out to the districts, then we'd also reach out to any of the community partners to have them as, uh, refer students to us, send them to us.

David Boyd: Do, do you intend to get this program separately accredited by WASC or would it fall under the ACCESS umbrella?

Byron Fairchild: It'll fall under the ACCESS umbrella. It is one of the existing, would be one of the existing programs.

David Boyd: Okay. Alright. Thank you.

H. Public Comment

Ken Williams: Any other questions? Okay, Byron, thank you, sir. We're gonna move on with...

Ken Williams: ...our meeting.

David Boyd: We have a public comment.

Nina Boyd: Uh, Ken?

Ken Williams: We do have a public comment?

David Boyd: I believe so.

Kelly Gaughran: So we will now open the hearing for public comments and each speaker will be given three minutes, so Penny, please call the first speaker.

Penny Dunseth: Ruth Ramirez?

Ruth Ramirez: Good afternoon, um, President Williams, uh, Superintendent Mijares and board. My name is Ruth Ramirez and I'm a teacher in ACCESS and I'm here to tell you how excited that we are for this program. I am, I am going off script here because of your comments, um, we do provide a safe haven for these kids, and I personally have seen so many of our students age out of our system and it's heartbreaking as a teacher to see them have this failure in their life when we want them to continue on and many of our transition services that we've used try to get them into the local colleges and it doesn't work, because they're working, they're taking care of children, um, they're, uh, there are transportation issues. So, they have to figure out a way to make that work with their current situation. So there's approximately 40,000 students right now in Orange County who fall in this category, who are having a difficult time figuring out how to get their high school diploma. I want to go back to my speech, because I had something prepared to say to you, and it's less than three minutes. Um, I am here today on behalf of our association – our teachers' association sent me here today to speak to you to let you know how excited we are about this program. We feel that the state recognizes Orange County as an innovative leader in correctional and alternative education, and we, the teachers in this program, are 100 percent dedicated to bringing high quality education to all our students. We specialize in ACCESS at reaching these at-risk youth, and meeting the needs of those students that have a risk of failure. We know what they need and we know how to hook them into the resources, and that's what this prep academy is all about. The proposed college and career prep academy will expand our services to you who are not in school. In addition, there is a great likelihood the academy will save these students from re-entering or entering the correctional system, and as a taxpayer, this means a lot to me. Um, these older students need the opportunity to re-enter school. They need that safe haven that you spoke about. They need the ability to earn a high school diploma and look forward to college and career success, and right now, they're experiencing huge failure. In conclusion, this academy will help students re-enter the education system to gain the knowledge and skills needed to be contributing members of society. And I thank you for letting me speak today, and I'm open to questions, if you have any questions for me.

Ken Williams: Public comments usually are directing comments towards us. We don't...

Ruth Ramirez: Okay...

Ken Williams: ...have a dialogue with the Board.

Ruth Ramirez: ...that let's me off the hook. Thank you.

Ken Williams: Okay.

(applause)

Kelly Gaughran: Thank you to all our presenters, and thank you, board members, for your due diligence in reviewing the materials presented to you. Uh, unless other arrangements are made, we anticipate a decision to be rendered at the June 17th board meeting. Dr. Williams, I now close the public hearing and turn the meeting back over to you.

I. Consent Calendar

Ken Williams: Very good. Moving on with the calendar – consent calendar....

Ken Williams: ...have a motion to approve?

Jack Bedell: So moved.

Robert Hammond: Second.

Ken Williams: Motion seconded. Any conversation, dialogue? Being that there is none, all those in favor say aye.

Multiple voices: Aye.

Nina Boyd: Dr. Williams?

J. Special Recommendations

Ken Williams: Opposed? I have (inaudible) – opposed? Abstain? The motion passes, 5-0. Moving on to special recommendations. Yes?

Nina Boyd: I'm sorry, I just wanted – before some of the audience left – I wanted you all to know, you saw a group of folks come in just before the charter presentation. Our principals in our ACCESS program were meeting on-site today in one of the conference rooms, so those were the individuals sitting in the back that are leading the champions, uh, who are students in our program and I just wanted to acknowledge their presence in your board meeting today because of the phenomenal work that they do. Many of you have seen them when you have gone out to the sites and toured, but I wanted to let you know that they were here today.

Linda Lindholm: Thank you.

Ken Williams: Thank you.

Jack Bedell: Thank you guys.

(applause)

Linda Lindholm: Yeah!

Ken Williams: Moving on to Item J-1, uh, receiving the document, uh – an overview of the public fact finding committee meetings. Item J-1 – do I have a motion for adoption?

David Boyd: Um, what are we – I'm confused as to what we're doing here.

Ken Williams: Well, we're receiving.

David Boyd: Okay.

Ken Williams: We're not approving, we're just receiving – that's all we're doing.

Jack Bedell: It becomes part of the public record officially.

David Boyd: Okay. Alright.

Jack Bedell: I'll move that we receive it.

Ken Williams: Okay, and I'll, I'll go ahead and ask for a second.

Robert Hammond: Second.

Ken Williams: Second - okay. Conversation? Dialogue?

Jack Bedell: Just briefly – there has been some concern – and I would like to have clarification. Trustee Hammond and I talked about count – an unduplicated count and card count – that card – those numbers in that report reflect my calculations and our talking about it, but if there is some correction to that, we can do that. Uh, we started counting from, I believe, April 13, from car – cards – we copied, right, Penny? And that's...

Robert Hammond: 2013?

Jack Bedell: April 13, 2013. So, that's 18 months now, is that – 15 months or something?

David Boyd: Yeah, okay.

Jack Bedell: Two years.

David Boyd: Apparently.

Ken Williams: Close enough.

Robert Hammond: Little over...

Jack Bedell: Yeah, and so that's how we got that number, but I'm – I'm – if you want to wait and have that clarified...

David Boyd: Well, what I did, and I only had access to the board minutes through May of 2013, so you're one month earlier than I am, but I came up and I had a staff member independently go through it and we both said, uh, we both computed that there were 27 individuals...

Jack Bedell: Unduplicated count...

David Boyd: Unduplicated count...

Jack Bedell: Okay.

David Boyd: ...that spoke during that period of time, and I gave staff a list of all of those individuals and how many times they spoke and at what meeting...

Jack Bedell: Right.

David Boyd: ...and nobody has presented me with any documentation to say that this was incorrect.

Jack Bedell: Then, I stand corrected if that's okay with Trustee Hammond. That's...

Robert Hammond: Yeah.

Ken Williams: I would have a problem with that. So, you're saying we have a 140-ish type people talk in public comments, and there was 27 people?

Jack Bedell: Unduplicated.

Ken Williams: So, why don't we just say, okay, we had 140 public comments by 27 people who – I think that would be more accurate. 'Cause you're diminishing, by saying there's only 27 people – there's 140 public comments that came out from that period.

Jack Bedell: Right. But it's a very different thing to say in writing in a research paper, Trustee Williams, if I have a hundred people...

Ken Williams: It's not a research paper.

Jack Bedell: Well, but, it has my name on it. That if we have one person speaking a hundred times is a very different assessment of strength in the community than having 25 people speak four times. That's why you would do both. We recognize the breadth and we recognize the unduplicated count.

Ken Williams: Right. To restrict it to say 27 people diminishes the impact of public comments...

Jack Bedell: So, are we gonna leave it at that?

Ken Williams: And so, how about just adding, putting both?

Jack Bedell: Both – yeah. That’s professional the way you would do that.

Ken Williams: Okay. That’s why I suggest...

David Boyd: I don’t have a problem with that.

Robert Hammond: Was it 27 or 37?

David Boyd: I came up with 27 – now, uh, you went back one more meeting than I did, so it’s conceivable that...

Jack Bedell: Well, could we do this? Could we go back, go back and have that checked and then just editorially have it changed if it changes. Because it started April 13.

Ken Williams: I don’t have a problem with that.

David Boyd: I don’t have a problem with (inaudible).

Ken Williams: And we want to be factually correct.

Jack Bedell: Yes.

Ken Williams: I think that’s the goal.

David Boyd: My only concern was, and my comment to the staff is, you know, how can it be 400 sent off? You know, 27 versus 110?

Jack Bedell: There’s a misplaced modifier there, and that’s fine.

Linda Lindholm: No. Oh, I see.

Ken Williams: Okay. Question I have about presentation – how about if we put the board seal on this price page – would anyone have any problem if we did that? Make it look more officious?

Jack Bedell: No, no it’s nice.

Robert Hammond: Does that need a subsidiary motion or can we just agree to do it?

Nina Boyd: Just direct staff to put the board stamp.

Ken Williams: Yeah.

Robert Hammond: Okay.

Ken Williams: Yeah, just direct staff – let’s not do another vote. So everyone’s in agreement a board seal will make it look more officious?

Jack Bedell: If it's in gold.

Ken Williams: If it's in gold. And we're gonna put this on the website.

Jack Bedell: Yes.

Ken Williams: Okay, good. And the other question I had – remarks – is, the copies that we had of our panelists, both pro and con – um, they were off center a little bit at an angle – can we fix them to look more professional?

Nina Boyd: We did.

Ken Williams: Oh you did. Thank you. And you even put a board seal on that – is that what you did? Wow, I'm impressed...

Jack Bedell: You're prophetic, you're prophetic.

Ken Williams: Wow, okay. So, I'd love to see that – that's wonderful – so we will put that on our, um, uh, our website. That's wonderful. I do want to make a couple thoughts about this, um...

Jack Bedell: You could compliment us on how well written it is. That their grammar is flawless, and it's brief and to the point – we followed directions.

Ken Williams: It's written at a...

Jack Bedell: Is there anything else you would like to add?

Ken Williams: It's written at a post-doctoral fellow level, and I just give all the credit – thank you, Jack and Robert for what you did. That was truly a nice report and very balanced. I just want to say a couple things though that will be somewhat sobering here – I just learned today for the first time that we've been implementing Common Core since April 2010. I didn't know that. I know that stealthily at the national and state level, it's been implemented, but now we learned that it's here at this level and I've been working with Jeff and the Superintendent and it's the first time I've learned about that, and that's just really disappointing. I feel really duped and I feel really betrayed. I just didn't know that. At least someone could have said, oh, we're already doing it. No one did it.

David Boyd: I...

Ken Williams: No one told me about it.

David Boyd: I, I think it was mentioned...

Ken Williams: I'm disappointed.

David Boyd: ...it may have been mentioned in passing, but I was certainly aware of the fact.

Ken Williams: Well, well, I've had very intimate conversations with staff. No one ever told me the truth.

Al Mijares: Dr. Williams, I beg to differ with you.

Ken Williams: Oh.

Al Mijares: That was mentioned.

Ken Williams: Well, but, but (inaudible).

Al Mijares: (inaudible). Let me just say this, if I may, sir, and that is that the state approved – the State Board approved it in April 2010 – some districts ambitiously, immediately followed the state mandate. Others took their time because they wanted money, but there were districts out of the gate immediately upon approval. I can't speak specifically for this district or this, this county office, but it was law in 2010, and we have mentioned it in this public meeting.

Ken Williams: Well, that would be news to me. It's another example of this board being dismissed and marginalized and being the last one to know. And this is very, very disappointing, and no, we – I have – the first time – you have never said anything to me. Neither did Jeff. We've been out a couple of times.

David Boyd: Well, I – Dr. Williams, I have never met with the staff on a one-to-one basis, uh, regarding the Common Core, but I was aware of the fact it was being implemented over a period of time...

Ken Williams: Really?

David Boyd: ...so it had to come from a public meeting. Now, you know, if perhaps it could have come in a meeting where, you know, you didn't have the opportunity to attend, but it was disclosed.

Nina Boyd: We've also had presentations on Common Core when the Instructional staff, uh, has provided the information and talked about the implementation...

Al Mijares: Go back to the minutes.

Nina Boyd: ...and the fact that, in our programs, we are implementing state standards, so – I can appreciate your comments, but I think we need to clarify that we have done our due diligence with the board and with the public in terms of – we followed the law, because...

Ken Williams: Did the board ever vote on it?

Nina Boyd: There was nothing to vote on. The law says...

Ken Williams: Well, that could be a problem, too.

Al Mijares: No, it's the law.

Ken Williams: Could the board have least the respect that we vote on it? There has been no formal vote. Again, just an example of marginalization of us. Okay, so we have, uh, uh motion and a second – we've had discussion. Any further discussion?

David Boyd: Yes, sir, can I make just a couple of brief comments?

Ken Williams: Yes, sir.

David Boyd: Um, the second paragraph beginning on page 2, uh, the concerns about the CCSS revolve around several issues – I think it would be more accurate and inclusive to say, the concerns and misconceptions about the Common Core State Standards, because we have heard a lot of misconceptions, um, over the years, and I guess the years are plural now. We are two years into this.

Ken Williams: Were are you, Dave?

David Boyd: Uh, the first sentence of the second paragraph on page 2.

Ken Williams: Okay.

David Boyd: It presently reads, the concerns about the CCSS revolve around several issues – I would propose that this be amended to read, the concerns and misconceptions about the Common Core State Standards revolve around several issues.

Jack Bedell: Davie, with all due respect, I don't what that adds substantively to what is said there because a concern could be a misconception.

David Boyd: It could, but, uh, in, in this situation, I think we've all seen where a lot of people who are outstanding parents, who are concerned about Common Core really don't have the total picture. It's not everybody, but I, I think it's a significant percentage.

Ken Williams: I, I...

Ken Williams: ...don't see any difference and the need...

Linda Lindholm: Yeah.

Ken Williams: ...to add anything to this – this is well constructed.

Linda Lindholm: Yeah. I, I think in terms of the language, I think there are several very real concerns and to say that they're all misconstrued...

David Boyd: Oh, there are – there are real concerns – I've had real concerns...

Linda Lindholm: So, I – I like, I like how it reads, because it reads, the concerns revolve around several issues...

David Boyd: Okay.

Linda Lindholm: ...and I think that's a reality of, uh, this situation. So, I like the way you have worded it to begin with.

David Boyd: Okay, then we'll move on. Uh, the last thing, uh – the last paragraph of the – the last sentence of the first paragraph on page 3 says, the Executive Committee composed of President Williams and Vice (inaudible) made the final decision to procure the panelists in opposition to the Common Core State Standards. I'm – my recollection is, Mr. Hammond made it clear that he had no vote in this. Um, he found out about it – correct me if I'm wrong – at the same time I did.

Robert Hammond: Not. I made a recommendation for a couple of people on both sides, actually. So, I know that I recommended on the pro side, um, I remember it was Dr. Jason Zimba and, um, uh, David Coleman, but neither could attend due to scheduling conflicts, I believe. Um, I did ask for a Lydia Gutierrez and then later on I found out about Dr. Stotsky and, um, Milgram. (inaudible)

David Boyd: (inaudible) this is nothing we have to spend a lot of time on...

Robert Hammond: So...

David Boyd: ...I apparently misunderstood what you told me.

Ken Williams: Okay. Any other thoughts, comments, discussion before we vote on this? Okay, I want to move this, because I promised everyone would get out of here at 3 o'clock. All those in favor, say aye.

Multiple voices: Aye.

Ken Williams: Opposed? Abstain? Motion passes, 5-0. Moving on to J-2, we have reception of reports. I, uh, put this retainer in there, and we got an additional report today, um, that, that Dr. Bedell, uh, and, um, Linda have been working on today. So, these are two reports – reception – that we'll be receiving that we have talked about in previous dialogue, and it's just a reception, it's not taking any formal position, so, um, I, I need a motion for J-2.

Jack Bedell: That's including two documents?

Ken Williams: That's including the two documents.

Jack Bedell: The (inaudible) documents.

Ken Williams: You, you weren't here at the very beginning, we talked about adding...

Jack Bedell: Fine sure. I'll move that we receive the document J-2 on the agenda and the Lindholm-Bedell document on math.

Ken Williams: Very good.

David Boyd: Okay, I...

Ken Williams: Do we have a second on it?

David Boyd: ...I have – I'll second it, but I'd like to point out, I haven't seen yours.

Robert Hammond: Yeah, I mean...

David Boyd: And we have got, um, Dr. Williams' late last night, and I don't have a copy today.

Jack Bedell: So, I'm, I'm gonna move, Mr. Chairman, a subsidiary motion that these receipts be tabled to the June meeting.

Robert Hammond: To defer...

Jack Bedell: I have not had a chance to read yours, either, so, uh, that, that would be more appropriate if we could receive them in the June meeting.

Robert Hammond: Point of clarification – which June meeting? Because we have two.

Jack Bedell: Our last.

Robert Hammond: Okay.

Jack Bedell: For the sake of...

Linda Lindholm: Oh, and just for clarification, we did submit the Thursday or Friday, um, and asked to have them distributed – the one on math?

Penny Dunseth: And I misunderstood, because I didn't understand they wouldn't be distributed.

Linda Lindholm: Yeah, uh, so, the e-mail was saying we would like it to go to the board members and to have copies at the back of the table for the members of the public to read, so – and, and I know it's hectic, it's crazy, and, um...

Penny Dunseth: No, I just didn't read – I didn't read that part. I saw them in (inaudible).

Linda Lindholm: And you made copies first for today, so we do have copies of the math that we can share.

Nina Boyd: No, we didn't get Ken's until yesterday, so that was sent out to you at that point in time.

Linda Lindholm: It's fine.

Ken Williams: Okay, and so, we, we can – you know, Jack's made the motion so...

David Boyd: I will second.

Ken Williams: ...and we have a second, so we're discussing this, um...

Jack Bedell: The motion is on the wisdom of postponing until June...

David Boyd: Yeah, exactly.

Jack Bedell: ...rather than the substance of the documents themselves.

David Boyd: Right.

Robert Hammond: To the first meeting of June.

Ken Williams: Yeah, the, the only problem is that we're just receiving it, we're not endorsing it, and, um, I can understand no one read this. I think it's, you know, decent, good – we're just, we're just receiving it, we're not making any decision on it, so...

David Boyd: No, but we could have the opportunity to comment on it, and we can't comment on it if we haven't seen it.

Ken Williams: ...so, did you see mine?

David Boyd: Uh, late last night.

Ken Williams: So, you did see it then.

David Boyd: Yes.

Ken Williams: Are you able to make comments?

David Boyd: I would prefer that I have the opportunity to go through the entire document – you know, I...

David Boyd: ...yes – I read it. Have I checked out the citations and (inaudible)? No, I have not.

Ken Williams: Okay. So, it is the consensus of my Board to move on and delay that to the next meeting, which is...

Linda Lindholm: Well, I...

Nina Boyd: June 17th.

Robert Hammond: June 17th.

Linda Lindholm: ...I'm comfortable receiving this as coming from, from you and, and Vice Chair Hammond, um, and it might be that you're comfortable receiving this as coming from Trustee Bedell and myself. Now, do you say full approve of those? Not necessarily. But, receiving the documents, I think, is fine.

Ken Williams: All it is is just receiving it.

Linda Lindholm: If it's just receiving the documents, I don't see any issue with it. It came from two people. It's not, I'm not asking for a board vote of support. Um, just saying, I'm submitting this as comments.

Ken Williams: So, you would agree with me that...

David Boyd: Mr. President, (inaudible).

Ken Williams: ...we could, um, receive my report, but perhaps, not yours?

Linda Lindholm: If you would like that, yeah, although I did...

Ken Williams: I would like that...

Linda Lindholm: ...although I did submit it to you in a timely manner.

Ken Williams: No, I understand that.

David Boyd: Mr. President, if I may? I don't have any problem receiving it, as long as we have the opportunity to comment on it.

Ken Williams: Of course.

David Boyd: And if we receive it today, and it's put on the agenda for next month for comment, I'm fine with that.

Linda Lindholm: Yeah.

Ken Williams: You can comment any time. So, so...

Linda Lindholm: And, at least, we get it on file.

Ken Williams: Yeah.

Linda Lindholm: That's what – they've been waiting a long time to see the documents, and I think, to get it on file would...

Jack Bedell: Then I withdraw my motion.

Ken Williams: You're gonna withdraw your motion? Okay. So, motion before us – I need another motion then to remove...

Robert Hammond: Point of order – I believe this motion was seconded and thus, it's body of the – it's part of the body – sorry.

Linda Lindholm: You can do a substitute motion.

Robert Hammond: Sorry to be pedantic on you.

Ken Williams: But he is redacting it, right? He's removing it.

Ron Wenkart: (inaudible)

David Boyd: I'll withdraw the second.

Robert Hammond: Okay.

Ken Williams. Okay. Okay, so, we're back then, to the original motion and the discussion was about keeping Robert's and, um, my, um, draft, and then taking yours next meeting and putting it on the agenda, is, is that the discussion?

Jack Bedell: I'm more comfortable with just receive – I want both of them received.

Ken Williams: You want both received.

Multiple voices: (inaudible)

Jack Bedell: I think that's fair.

Ken Williams: Okay, so let me make a motion...

Linda Lindholm: And we can submit them in a timely manner.

Ken Williams: So, well, that's very different than our conversation.

Jack Bedell: I thought the motion J-2 – when I came in from work – that this J-2 was...

Ken Williams: Was added.

Jack Bedell: ...that both have been added.

Ken Williams: Right.

Linda Lindholm: It has been.

Jack Bedell: So, J-2 is a married doc – a married motion.

Ken Williams: Right. So, it was adopted – J-2 – to have both of those items on.

Jack Bedell: That's what I thought.

Linda Lindholm: It was.

Ron Wenkart: Maybe I can help a little bit, because I understand – what you're trying to do is – you want to accept today, and then put it on the agenda for June 17th for discussion?

David Boyd: Absolutely.

Ron Wenkart: Okay. That's, that's what I understood.

Robert Hammond: That's what I understood, but is that – Dr. Bedell, is that your motion?

Jack Bedell: Well, the Chair has angst, but I never like it when Dr. Williams has angst.

Ken Williams: So, we have a motion and a second to said item to receive...

Linda Lindholm: Mmm-hmm.

Jack Bedell: Both of them.

Ken Williams: ...J-2. We can put that on the agenda for discussion. I don't see any problems with that.

David Boyd: Okay, (inaudible). That's fine.

Ken Williams: Will that satisfy everybody?

David Boyd: Perfectly satisfied.

Ken Williams: Okay. Very good. Okay, so, any further discussion? Okay, very good. All those in favor, say aye.

Multiple voices: Aye.

Ken Williams: Opposed? Abstain? Item passes 5-0. Moving on to Item J-3 – uh, board meeting date, uh, that we're adding on the 29th, as well as we're confirming establishing the dates for the remainder of this year. Does anybody have any key concerns about? I need a motion.

Jack Bedell: Moved.

Robert Hammond: Moved. Second.

Ken Williams: Seconded. Any discussion? Barring that there's none, all those in favor, say aye.

Multiple voices: Aye.

K. Closed Session

Ken Williams: Opposed? Abstain? Motion passes 5-0. Uh, any closed session?

L. Information Items

Ken Williams: Okay, very good. Moving on to the Superintendent's report.

L.1

Al Mijares: Thank you, Mr. President, members of the board, again, an honor to be with you today. Just a couple of quick things – first of all, my hat to – is tipped to the National Board of Certified Teachers – that is a very rigorous exam and it's very costly and the teacher bears all the responsibility, so I can't speak high enough about that. Also want to let you know – this is very, very good news, um, the Gold Ribbon School designation – and this is replacing the California Distinguished Schools for right now, because of the suspension of the statewide testing, uh, and the recalibration of the API. So, this recognition was given to high schools and middle schools – next year will be elementary. The schools had to identify one model program that significantly increased student performance. Again, I mentioned no testing criteria and there were visitations made to these schools. Orange County was number two in the state – we had 44 schools recognized.

Linda Lindholm: Yeah. Congratulations.

Al Mijares: LA had 103, but that's the behemoth LA, but just to show you, in comparison – San Diego, which is close to our size – had 22 schools, Riverside, 21 schools, and Santa Clara – we're always compared to – often compared to Santa Clara – they had 20 schools. So, 44 schools. So, my commendations (inaudible).

Jack Bedell: Is that list public?

Al Mijares: Uh, just – it's hot off the press, but we'll make sure you get it, okay? Then I also wanted to let you know that I did have a chance to speak to the leadership of the Boy Scouts of America – these are their leaders – it was the national conference – and, uh, I spoke on men of color and the attrition of men of color. Just so that you know, there were 2.6 million, uh, boys in the Boy Scouts of America. That number has dropped by 5 percent. So, there is a, a downward turn in – and, uh, that's, that's of concern, so I just wanted you to be aware of that. Then, just to let you know that, um, our county was one of six counties, uh, selected in the state to help with the local accountability plans because the county office, county superintendents, must approve local accountability plans of all of our districts, and we're trying to standardize, systematize and create consistency among the county offices, so, um, that's kudos to the county office here. And then, to let you know, too, that I participated in a CCSESA meeting in San Francisco – I'm part of the executive committee of CCSESA – where we heard from the Governor's office as well as from the ACLU, surprisingly, and, uh, as you know, the, uh, public advocacy groups have had

difficulty accepting the local accountability plans because basically restricted money was made to be discretionary and the money was given to districts, and of course, you know, because we've talked about this many times, that students who are, uh, EL, poverty, or from the foster care system got more money, and, um, just so that you know, there is a county office in California that is being sued by the ACLU because it approved all of the districts – their accountability plans – and ACLU took issue with two districts. They didn't like their accountability plans. They didn't think that they met the state threshold on the metrics. So, that just shows you that it is high stakes, uh, and the superintendent tells me he's already borne \$200,000 in legal fees against the ACLU over this. So, just so that you know that this is a, a different era for school accountability. Um, and then, uh, lastly, I just wanted to commend, um, the Anaheim Union High School District for putting on a great P-21 conference, uh, here recently. Michael Matsuda, the superintendent, and his board, Dr. Verde and – who is the president of Fullerton College, uh, who, by the way, is leaving – I don't know if you heard the news – he's going to Pasadena City College – but, Dr. Verde and, and just an outstanding conference. Well over 300 people attended and I had a chance to make a few opening remarks and, uh, my compliments to those, those systems. That's all I have under my reports for today.

Ken Williams: Thank you, sir. Nina?

Nina Boyd: Uh, just a couple reminders, uh, it was mentioned earlier – two regular board meetings next month – June 17th and the 29th. Uh, at the 17th meeting, as a reminder, you will be receiving the LCAP presentation and a budget presentation. You'll take action on both of those on the – at the meeting on June 29th. Uh, we have the Orange County School Boards Association dinner meeting tomorrow night. We have two board members confirmed...

Nina Boyd: ...uh, the PAGE meeting starts at 5:30, and moving into networking and dinner, and, uh, Ken – not sure if you want me to cover the Memorial Day contest right now...

Ken Williams: Yeah. Go ahead.

Nina Boyd: ...or if you want me to do it later.

Ken Williams: No, go ahead.

David Boyd: Um, before we move on, uh, who are the speakers, uh, tomorrow night?

Nina Boyd: Uh, Vernon...

Jack Bedell: Billy?

Nina Boyd: ...Billy, from, uh, CSBA.

David Boyd: Okay.

Jack Bedell: Did they get their quota for tickets, because they were short. Is this your last CS – OCSBA dinner?

Ellin Chariton: Yes.

Linda Lindholm: Awe.

Ellin Chariton: Thank you, Dr. Bedell. Um, we, uh, reached our numbers and actually exceeded our numbers of 85, and the annual dinner meeting is one that's only attended by OCSBA and district cabinet administrative staff, and so, therefore, that's why there was the issue about how many, um, participants we would have. Vernon Billy and staff will be there from CSBA, uh, for the dinner meeting and the PAGE meetings, Dr. Michael Worley from North Orange County ROP, to speak about ROP and the transition of that program as well. And, uh, the Marian Bergeson award will be actually presented in the fall, because, um, the secretive recipient, um, was not available, but that person does not know about it. And, um, there will be also the board elections as well, and Meg Cutuli from Los Alamitos Unified School District, um, is the proposed incoming president for OCSBA – Orange County School Boards Association. Thank you.

Nina Boyd: Thanks, Ellin. Uh, just to give you a recap on the Memorial Day contest, um, which is now being called the Jack Hammett Memorial Day Essay Contest – uh, this was a, uh, essay contest that eligible students within our ACCESS program participated in. We had, uh, 25, uh, students submit essays, we had judges that – we had four judges – one was and administrator in our program who oversees the EL program., we asked the president of the Teachers Association to review and be a judge, and then we had two outside agencies, uh, two of the division chiefs from Probation also participated and judged the essays. We have three, um, recipients who will receive first, second, and third, and we have two honorable mentions. And so, we're working with their teachers and their principals to find out if we can get them at next month's board meeting. Um, if not, then I'll be talking with, uh, Dr. Williams with regards to potentially going out to present it in the field at their site, so I'm not sure – we hope to have that information by later this week in terms of what our options are available. So, we're really excited, I think the students did a really good job. Um, the theme was, uh, what does, uh, Memorial Day mean to you, so it was one that they owned in terms of understanding both the concept of Memorial Day and then focusing on really what it meant to them. So, I did have an opportunity to read through all of them. We're making copies and packets for the full board so that you'll have that at the time that we recognize the individuals.

Ken Williams: Thank you very much. And just kind of a thought on that – um, I appreciate David, um, mentioning that issue being named after Jack – that was a wonderful suggestion. Um, I've been working with the Freedom Coalition here in Orange County and they're excited and they are so very pleased to name it after their leader. Uh, so, this is very community oriented. It, um, it really reaches out, and it impacts many, many people. So, I want to thank

you for your hard work. In just a couple – three month, perhaps? That’s all we had. We’ll have a whole – one year to go and it’ll even be better next year. Maybe we can make it to, um, broaden our student population. We have a new charter. Okay, um, moving on – any other information?

Nina Boyd: No.

Ken Williams: From your perspective? Wonderful. Executive Committee, really, to be honest with you, because of the shortness of this meeting from, uh, last month, uh because we were very busy, we didn’t meet, but we did it all over the phone, so I am very happy that we got this meeting done. I am pretty close to getting you out on time. At board roundtable we talked...

Ken Williams: ...about the essay just then, um, David, um, do you want to talk about the dyslexia bill?

David Boyd: No, I think, uh, the consensus of the board last month, if I’m not mistaken, is just watch it. Um, CSBA is not in favor at this point in time, because of the potential cost. Uh, should that change, uh, Ron, we’d like to be notified.

Ron Wenkart: (inaudible)

Ken Williams: Yeah. I, I think there was a consensus if the CSBA was opposed to it, that we would probably be silent on it. Okay, anything else by board members? Roundtable. You’re up to bat. Okay, I sense everyone wants to go – we’ve been here five hours. Okay, thank you for today...

M. Adjournment

Jack Bedell: Move adjournment.

Ken Williams: Move adjournment.

Robert Hammond: Second.

Ken Williams: Second. We’re adjourned.

RDW:tnm/las