



LARAEC Executive Board

Minutes- Board Meeting

Wednesday, July 15, 2020

10:00 AM – 1:00 PM

Via Zoom

Executive Board Members in		Point Person Team Members		Staff	
Emilio Urioste, Burbank USD	X	VACANT		Lanzi Asturias, Project Director	X
Veronica Montes, Culver City USD	X	Ruth Morris, CCUSD	X	Michele Stiehl, Advisor	X
Ryan Cornner, LACCD	X	Dr. Adrienne Ann Mullen, LACCD	X	Justin Gorence, Advisor	X
Joseph Stark, Los Angeles USD		Men Le, LAUSD	X	Grace Ocampo, Budget Analyst	X
Alice Jacquez, Montebello USD	X	Philip Tenorio, MUSD	X	Teresa Plaza, Secretary	X

1 Call to Order	1.1 Pledge of Allegiance Mr. Urioste called the meeting to order at 10:01 AM.	Ms. Montes
	1.2 Adjustments to the Agenda a. There were no adjustments.	Mr. Urioste
	1.3 Approval of the Agenda a. Ms. Montes motioned to approve the agenda, and Ms. Jacquez seconded. b. The board voted unanimously to approve the agenda.	
	1.4 Items for Future Agendas a. There were no items for future agendas.	
	1.5 Approval of the Minutes a. Regular Board Meeting: June 17, 2020 i. Ms. Montes moved to approve the minutes, and Ms. Jacquez seconded. ii. Mr. Cornner abstained. All other board members voted to approve the minutes, and the minutes were approved with the necessary votes. iii. Mr. Urioste wanted to acknowledge their new board member, Ryan Cornner. Mr. Cornner introduced himself as the Vice Chancellor for Educational Programs at LACCD, and said he was excited to join the board. He has seen LARAEC's work in the past and worked with Dr. Mullen, and he is excited to see what they can achieve together and asks the board to bear with him as he catches up.	
2 Public Comment	No public comment at this time.	
3 Yearly Plan Update	Mr. Asturias said that they continue to work on the yearly plan update mainly by defining what work they were able to complete and by creating bridges from what has not been completed into the new yearly plan. So most of the updates will center on the new yearly plan, which are the	Mr. Asturias

	activities that have been taking place lately to link up work previous to the COVID-19 interruption to what needs to be and will be done next year.	
4 SY 20-21 Annual Plan Update	<p>Ms. Stiehl explained that since their last meeting there had been a lot of activity around the annual plan, and she and Mr. Gorence had been able to get feedback from the Action Planning Teams and co-chairs. In some cases they had Zoom meetings with the chairs to get a look at their progress and what their work looks like moving forward into next year, as well as modifications to their work to accommodate their remote learning environment.</p> <p>They also sent out surveys to Point Persons and the board members, which they received back. They came up with some great strategies to provide a bit more guidance for the APT's. Moving forward, she and Mr. Gorence will hopefully finish the first draft of the annual plan hopefully by the end of the week. The PPT will not meet again until August 11, so they have 3 weeks for board members and point persons to examine the draft, then they will meet with the point persons on August 11. A couple of things came up when meeting with staff and the point persons that they want to get board member input on, so those will be discussion items coming up in the meeting.</p> <p>Specifically, one item that has to do with the annual plan is the CAEP office has added some items to be included in the executive summary: one of them has to do with the transition to remote schooling and their response to COVID-19, and they have that pretty thoroughly dealt with. Another item that they wanted to get board input on is, CAEP has asked in the annual plan executive summaries for consortiums that they detail how they are addressing and examining systemic racial injustice and how it impacts their schools and districts. And in the meeting between staff and point persons, they felt that they needed a global perspective on it, so that will also come up as a discussion point for board members.</p> <p>Lastly, they felt that they also wanted a board member perspective on problems of practice that each district has discovered as they move into remote learning.</p> <p>Mr. Urioste commented that it sounds like the annual plan will be very current and relevant with what the consortium and its member districts are experiencing in this interesting year.</p>	Ms. Stiehl
5 Budget Report and Updates	<p>5.1 Upcoming CAEP Due Dates, Updates, and Reminders</p> <ul style="list-style-type: none"> a. Ms. Ocampo explained due dates coming up for FY 19-20 funding, including the Q4 Progress and Expense report dates for NOVA submission, executed copy, and consortium certification. b. She also explained due dates for FY 20-21 funding, including NOVA submission for the Annual Plan and the Member Program Year Budget and Work Plan. <p>5.2 July revise budget in NOVA</p>	Ms. Ocampo

	<ul style="list-style-type: none"> a. Ms. Ocampo noted that the memo states, with the governor’s approval of the budget, that it provides an increase of 54.4 over the governor’s May Revise. So for LARAEC, it translates to an increase of 13.2 million dollars over the May revise budget. So their fiscal year 21 allocation is at 131.3 million. <ul style="list-style-type: none"> i. Ms. Ocampo introduced their FY 2020-2021 CFAD allocation amendment and explained that the 13.2 million increase has been redistributed proportionally among the member districts of LARAEC. 	
<p style="text-align: center;">6 Information/Dis cussion Items</p>	<p>6.1 State audit items 31 and 32 comprehensive overview and discussion</p> <ul style="list-style-type: none"> a. Mr. Asturias gave some historical context for items 31 and 32 from the state audit as well as the Eide Bailly audit, explaining that the state specifically gave items 31 and 32 to LARAEC as items to resolve following a state audit of MUSD. <ul style="list-style-type: none"> i. He then read item 31 and summarized activities that have taken place from MUSD and LARAEC to address item 31, including employing new leadership, a new Student Information System, and implementing a new funding formula. <ul style="list-style-type: none"> 1. At the time of implementing the new funding formula, the board thought it would be good to conduct an audit of the enrollment count for all districts. Eide Bailly conducted that audit and gave recommendations accordingly. ii. He then read item 32. In order to address item 32, the board contracted Vasquez and Company LLP to conduct an evaluation of LARAEC’s policies and procedures already in place and to develop policies and procedures so LARAEC is audit-sound and complies with the requirements of the state. <ul style="list-style-type: none"> 1. The first draft of Vasquez and Company’s recommendations was circulated on June 5, 2020. From that point on, the LARAEC office has created a timeline to ensure that all member districts have input on the recommended policies and procedures, and that input will in term inform the breadth of the implementation of those policies and procedures. 2. The Point Persons Team unanimously agreed that the original timeline which had all of the work completed by December was a bit too ambitious, and requested an extension. The current timeline now has the completion of that work in March so they can 	<p>Mr. Asturias Ms. Stiehl Mr. Gorence</p>

finalize a final draft of the policies and procedures for the board's approval in March or April.

3. Comments and narrative explaining the effects of the proposed policies in the first draft are due to LARAEC by September 30. Then there will be back and forth with the individual districts to ensure the policies and procedures are reflective of the work being done in member districts and to make sure that they meet the recommendations or requirements from the State Auditor office.
- iii. Returning to the Eide Bailly findings and management responses, there are two operating issues at this point with the four findings from Eide Bailly's audit.
1. The first issue is to verify the student counts at all five member districts for the creation of the funding formula. The board decided to create the funding formula with the FY 18/19 enrollment counts, deeming them sufficient. The original reason for the audit ceased to exist when they adopted the 18/19 enrollment counts.
 2. That said, this particular audit has been called into question at some of the board meetings because of its lack of breadth and perhaps reliability. The question is, do they really want to evaluate the findings and implement the recommendations or do they want to set aside this audit and its recommendations? That is where the discussion needs to go.
 3. Mr. Asturias explained that the one major task they have is to address items 31 and 32 and create policies and procedures. The Eide Bailly findings are not related to this, since as stated they were done for a specific purpose that has now ceased to exist.
- iv. Lastly, Mr. Asturias would like to have an action item on the agenda for the next board meeting to determine what they do with the Eide Bailly audit: whether to implement the recommendations, or set aside the audit.
- v. Ms. Jacquez said that at the last board meeting, they discussed the Eide Bailly issue as a moot point, and asked if by saying the purpose doesn't exist, Mr. Asturias is saying it is no longer relevant. Mr. Asturias confirmed that the implementation of the

funding formula using the 18/19 student counts rendered this irrelevant.

- vi. Ms. Montes noted that a big part of the enrollment counts is the system they use, and asked whether MUSD was implementing a new system. Ms. Jacquez said that the district's K-12 classes are going to a different vendor, but that she and the director would like to stick with ASAP for their adult school given that they are online, which is also used by CCUSD and Burbank.
 - 1. Ms. Jacquez also noted that ASAP was implemented in August of 2017, before the November 17 date that Mr. Asturias mentioned, so they have seen tremendous progress. There are still some things to work on, but anytime anyone wants to come and look at their data, she welcomes it. She would prefer to put this issue aside and focus on the future, which she is excited for, and recommends that all stakeholders be audited.
 - 2. Ms. Montes said that is partly why she asked the question; she thinks that when they first went out, MUSD was still in the infancy stage of using ASAP and trying to figure it out. As Ms. Jacquez stated, MUSD has gotten a better understanding of that. Ms. Montes does not think that they need to do another enrollment audit of Montebello since they are using an approved system that exists and that two other districts are using. So she is confident in that system; most major flaws are human ones, not system ones.
- vii. Mr. Urioste thought that there were things that they could all work on, and thinks they do not have to throw out the baby with the bathwater. If they agree to it, there are things they can implement as reminders.
 - 1. He thinks the duplicated enrollment counts are certainly an issue. While they are on top of it in Burbank, they have work very hard to be on top of it and making sure they clean up the duplicated profiles. He thinks they need to look at these things and talk, and if they come to an agreement, say for example, "These will be quarterly reminders we send out".
 - 2. Ms. Montes asked if Mr. Urioste was saying, instead of auditing MUSD, if they would want

quarterly reminders to check enrollment data so that they are on the same page about those things vs an audit from an outside agency.

- a. Mr. Urioste was not opposed to an audit from an outside organization if it's similar to what they originally thought Eide Bailly was going to do. However, he does not think that in and of itself is going to address the issue, whereas constant reminders might, similar to those about the budget from Ms. Ocampo.
 - b. Mr. Urioste thinks that they need to comment more on this justification narrative so that it's documented that they are addressing these issues and not ignoring them.
- viii. Ms. Montes asked if Mr. Urioste was saying that they get a quarterly report, and what he envisioned that that would look like. Mr. Urioste said that he tossed out quarterly just as an example, but it could be every semester. He said it could be an email reminder from Ms. Ocampo or from the LARAEC office to go through and check whether they have duplicated student enrollment profiles.
- ix. Mr. Asturias said that this is something that could easily be implemented by the LARAEC office since there are deadlines for data submission on a quarterly basis, and all of these things already exist under TE for reporting.
- x. Ms. Montes asked in reference to the Eide Bailly findings, what "Material weakness in enrollment count" means, what that reminder would look like, and what they are hoping to accomplish with that.
1. Mr. Asturias explained that that would have to be something really adhering to current policies and procedures, and to continually review the implementation of current existing policies. Ms. Montes summarized that enrollment procedures apply differently, and noted that in all her time working in the field, she has never seen any system align exactly.
- xi. Ms. Montes asked what these proposed reminders would be asking LARAEC member districts to do when they do come out. Mr. Asturias said that the LARAEC office team can develop a set of reminders and bring them in to the next meeting, or send them to the board to review before the next meeting so

they can decide on them and implement them at the next meeting.

- b. Mr. Urioste said that an issue he encounters is that the amount of students registered in a class is sometimes vastly different than the number of students actually attending. So this number they call “enrollment” is actually just the number going into the first day. He asked if any other board members encounter that issue.
 - i. Ms. Jacquez said that Montebello did counter that phenomenon with headcounts when they were open, at the beginning, after four weeks, and then make the decision of whether they will close classes.
 - ii. Ms. Montes explained that CCUSD had an attendance policy where if students missed so many days of class within a month, they were dropped and they brought up someone from the waiting list. Understanding that people have emergencies, they accounted for some of that, but they put in that policy so their numbers were more reflective of actual attendance.
 - iii. Mr. Cornner said that it depends on the class at LACCD: many of their classes are competency based and open enrollment, so they have students drop in and drop out at different points. But he thinks much of this is addressed definitionally, and the definitions are important when evaluating themselves and each other. And he thinks the effectiveness report template on page 41 of the board packet addresses some of what Mr. Urioste was talking about. He suggested that they could look at different ways of measuring students’ enrollment, but LACCD’s classes are less time-bound and more bound by the hours of instruction type of model. He does think there is a fairness element in making sure they have effective audits across all members. As they look at policies and procedures, it’s not so much the systems that concern him, but rather making clear that all the members are using the same definitions.
- c. Mr. Asturias summed up that for the next board meeting, they will have a series of statements indicating what the reminders would be for each district, with a periodic interval tied to their existing data reporting requirements.

6.2 Best Practices in a COVID Environment

- a. Mr. Gorence explained that, as Ms. Stiehl had said earlier, the CAEP office had asked them to address in their executive summary of the annual plan some of the major

events that have happened recently, most notably COVID. The CAEP office asked them to take a look at how they are supporting faculty, students, and staff during this time.

- b. They talked with the staff and PPT about the best practices existing within member districts, and thought these would be very helpful to present. Due to time constraints, a couple of districts deferred and will be presenting at a later date. Mr. Gorence introduced the first presenter, Ruth Morris, point person and assistant principal at Culver City Adult School.

6.2.1 Culver City USD

- a. Ms. Morris introduced herself, and said that the two best practices she would be focusing on are them making their website more interactive, and leveraging Google applications in a bigger way than they had been. She is calling some of these practices “pandemic-proof” since they will likely continue using them even after the pandemic is no longer affecting education.
 - i. She explained that they added a tab on their website and through collaboration with their local AJCC, they have been feeding CCUSD information about supporting students and individuals in the community. They update different employment opportunities, ways to get food, etc, which a number of community members have been accessing.
 - ii. Ms. Morris explained that their website used to be more static, but they have been constantly updating it about new programs and pursuing outreach to their community. They have also been encouraging teachers to use the website to tell the community about themselves and post syllabi, etc. They have also successfully converted their kids’ summer program into a virtual experience.
 - iii. Ms. Morris explained that they were more descriptive of their ESL courses on the website since they were not able to hold placement tests so students could place themselves. It has worked out well for the summer. For the high school classes, they asked for transcripts, and if they couldn’t work out what class they need, they were engaged through the summer in High-Set Prep Classes.
 - iv. They also created registration forms in Google Forms for continuing student and new student registration, and Ms. Morris said that hopefully in the future they will be able to do registration through ASAP. There is still double input, but it is better than the previous form which was entirely hand-written. These Google sheets had a wealth of information about student engagement as well, and they were

shared by teachers and support staff to be constantly referenced and updated.

- v. She then showed a summer of their abbreviated online kids' summer program. She said if she had to pick one best practice to showcase, it would be this, but realizes it is not adult ed, and the parents have been ecstatic about it. She described the ways in which they engage and support the children virtually, and the incredibly positive feedback parents have given

6.2.2 Los Angeles USD

- a. Ms. Jennifer Bedon presented on behalf of LAUSD. She began by talking about LAUSD's Family Success Initiative, which has its roots in literacy and acts to provide support to parents of English language learners so they can be engaged in the K12.
 - i. She explained that their instruction is a blend of ESL and EL Civics modules, with parent content that follows the K-12 calendar so they are prepared for parent/teacher conferences, reading report cards, and engagement in the learning community.
 - ii. When school shut down, LAUSD asked themselves what skills parents will really need in order to support their children in online learning and keep them engaged and entertained. So they modified their traditional course and created a new summer course for parents. The course is designed to teach parents about Schoology and Zoom by immersing them in online learning so they have a better idea of how to assist their children in it.
 - iii. They created a four-week course with a different theme each week touching on digital literacy, social emotional wellbeing, setting up a learning space at home, and each week culminated in a project for parents to do with their students.
 - iv. They also assembled over 400 care packages and distributed them to all 10 school sites to be given to the families. Prior to that, they trained their teachers over two weeks, with one week having the teachers go through the course so they could participate as students and get a feel for it. To date, they have over 400 students in the program and have received overwhelmingly positive responses from students and teachers.

6.2.3 Montebello USD

- a. Mr. Phil Tenorio presented for MUSD, saying he wanted to focus on communication, the personal connection so vital to

all of their educational endeavors. Since the school closures, MUSD has prioritized maintaining communication with all stakeholders by department: data teams, classified personnel, certificated personnel, and plenary sessions with our total combined staff.

- i. In these meetings, they provide updates on the latest information from multiple levels of government, conduct training, receive input, and address outstanding issues or training needs, especially with technology. He emphasized that they are incredibly proud with how personnel have adapted quickly to this new academic paradigm and how everyone has come together to support each other with the goal of providing students with the best education possible.
- ii. Similar to what Ms. Morris referenced, MUSD has gone live with online registration starting with this summer session, and they are training staff based on their new meeting protocols on their new online capability. They also have desk-dedicated staff to assist students AND instructors who may be technologically challenged.
- iii. Mr. Tenorio explained that board member Ms. Jacquez has created an MUSD “Geek Squad” to assist students in creating an email address, using online LMS’s, and using educational software. Their district is also a Google district, and they use the suite of Google Apps, along with Google Classroom and Google Meet for their meetings.
- iv. He added that they are always trying to refine their communication process and streamline the ability of students and instructors to connect.

6.3 Reimagining Workforce Preparation grant update

- a. Ms. Stiehl explained that at the last LARAEC board meeting, former LACCD board member Larry Frank mentioned looking into grant opportunities for LARAEC, and one specific grant he talked about was with regard to the CARES Act, and this grant was called Reimagining Workforce Preparation. Ms. Stiehl attended an information session by the Department of Education for those interested in applying for the grant.
 - i. Ms. Stiehl explained that a little over \$127 million has been allocated for the Reimagining Workforce Preparation grant, and they are looking to give out between 8 and 10 awards ranging from \$5 million to \$20 million.
 - ii. She added that they have some specific funding priorities that they are looking at: in light of COVID, and businesses shutting down, and the

unemployment rate, they are looking for how they get people back to work. And their first priority is expanding short-term career pathways, where they can have schools, community colleges, adult education programs, and what are the competencies that adults need to get jobs right now. In addition, how short-term classes can be created to get people jobs right away.

- iii. Ms. Stiehl explained that their second idea is looking at creating what they call “small business incubators”, creating places on campuses where people who are interested in creating small businesses or getting their businesses back off the ground can receive mentorship and training, as well as shared resources to start their company. So they are looking to create new businesses to get people back to work.
- iv. She added that they are looking for states to take the lead in this initiative, so they are looking to award these grants to state workforce boards so there is a coordinated effort throughout the states, so those boards are the leads to apply. Then they will likely be issuing mini-grants to different entities in the field to actually implement the programs.
- v. She explained that Mr. Asturias is reaching out to his contacts on the workforce boards to find out how they’re applying and for what projects: you can only apply for one option or the other, either the career pathways path or the small business incubator path. Once LARAEC knows that, they can look to be one of the recipients of one of those mini-grants.
- vi. Another thing that was mentioned was that they are going with priority for the grants, and will be giving more weight to applications from states that have more unemployment per capita, especially due to COVID-19.

6.4 Discussion on plans to examine systematic racial injustices and the consortium’s role in ensuring equitable student success to be included in the 20□ 21 annual plan.

- a. Mr. Gorence explained that in addition to explaining how the consortium addressed COVID-19, the CAEP office also wanted them to explain in the executive summary of their annual plan how they are addressing the issue of systemic racial injustice. He explained that the specific language was around how they can ensure equitable student success in the plan as they look at this in order to start and facilitate the conversation.

- b. Mr. Gorence explained that they had addressed this at the PPT meeting, but they felt that because of the board's more global perspective, it would be helpful to have them weigh in with ideas or thoughts about what they should include in the plan. Though he thinks they could write a whole separate document on this issue, they are limited to 5,000 characters including the section on COVID in the CAEP submission portal. Some of the issues they thought might be helpful for the board to weigh in on:
- i. Equitable enrollment
 - ii. Equitable access, which might have to do with the distribution of Chromebooks, or ensuring students have access to hotspots.
 - iii. Student journeys by demographic group: to take a look at statistical data, but it might also include support for professional development, as well as support of curriculum design and development. With that, he wanted to solicit ideas or thoughts from the board to address this issue.
- c. Ms. Montes said that they all need professional development for their staff to make sure they can address and be aware of the impact of racial injustices; they are no longer in a world of colorblindness, and it is about being very, very uncomfortable with the conversations surrounding that. So she would make the first priority professional development for staff around anti-racism.
- d. Ms. Jacquez said that they need to do diversity training, maybe virtually, and they may need to bring in a consultant to assist with that. She thinks, regarding equitable access, they may want to market training for certain jobs to non-traditional populations: marketing CNA jobs to men, marketing auto tech jobs to women, etc.
- e. Mr. Cornner echoed the thoughts about professional development, and was interested particularly in viewing curriculum through a racial lens. He thinks that most of their students' experience has happened in the classroom, but when they try to reach these equitable outcomes, they always try to do it by outside support rather than consulting students' experiences with teachers and interactions with teachers. He thinks if they look at their curriculum, it needs upgrades related to racial equity and culturally responsive teaching, which is difficult. He thinks putting concerted effort there could achieve their goals more quickly than and more effectively than trying a programmatic solution outside of the classroom.
- f. Sharon from Pierce College suggested that they integrate the Umoja faculty training and curriculum; it's been used successfully on campuses, and they integrate it as professional development so that faculty will create safe

spaces for students to discuss the curriculum within their classroom through their cultural lens and cultural experiences.

- i. Mr. Asturias asked, for protocol's sake, if they are including members of the meeting other than the board in discussion.
 - ii. Mr. Urioste said that currently, this is a board member discussion since there will be another opportunity for public comment.
- g. Mr. Urioste would like to have LAREAC look at the definition of what "equitable", and define that when it comes to "equitable enrollment"; and when they are talking about "access", is it access to programs? So a good starting place for him would be to have some comprehensive definitions. He is completely in favor of professional development regarding this, so long as it has a direct impact on what goes on in the classroom.
- h. Ms. Montes said that she has no idea what the "Student journeys by demographic group" bullet point means. But when you look at equitable enrollment and access, it's not about just changing the steps that they have in place to be what they call "equitable".
 - i. She thinks inside of professional development around equity, diversity, inclusion, and anti-racism, they start to look at their practices of enrollment and access to see and help drive making them more equitable, but they cannot make them equitable simply by steps because people implement these policies and procedures, and that becomes their practice.
 - ii. She noted, as Mr. Cornner mentioned, it's their experience with the teacher, the person at the front of the counter, and their experience with the system that have a slant to them, unintentionally. So she thinks professional development will help them look at their enrollment practices and procedures and identify where they are not equitable.
 - iii. As far as access, CCUSD has voted to go all distance learning in the fall, so the big issue is access to technology.
- i. Mr. Cornner threw out that they are a group driven by data, and they have had a lot of conversations about data and definitions, and he agrees they need to be very clear about that. But he also thinks it would be important to look at this from the lens of representation, and see if their staffing and faculty within adult ed are representative of the students they are serving, or see if maybe there should be attention paid to professional development related to anti-racism and equitable hiring practices as well.

- j. Mr. Urioste asked what the LARAEC team's process is going to be on this.
 - i. Mr. Gorence said that he and Ms. Stiehl are going to sit down virtually and compile information they've received from the surveys and from input from the executive board so they can overlay them into the executive summary. Again, they only have 5000 characters, so the way they address it in the summary has to be limited. But he and Ms. Stiehl are both committed to make sure whatever goes into this plan is concrete and not fluff or random thoughts. So they will take this information from the meeting and the information from the surveys that addresses the idea of racial equity and put those specific ideas into the summary itself.
 - ii. Mr. Urioste raised the issue that the very group they are talking about through all of this discussion, the students, they don't have any input from.
 - 1. Ms. Stiehl said that they don't have to write in the annual plan exactly what they want to do; they can say that they are going to address it and that LARAEC is going to have further conversations to look at their equity with regards to the different ways they operate, and to look at how they include student voices in their solutions moving forward.
 - iii. Mr. Urioste reminded the meeting that LARAEC is the largest consortium; no one comes close to their size or budget, and considering that and the geographic area they serve, it might behoove them to convene a student forum to gather their opinions, maybe over Zoom. He sees the 5000 characters thing as a compliance issue, but that doesn't mean they are getting the input that's valuable. He thinks moving forward without student input would not be right.
 - iv. Mr. Cornner added that, if they are looking for student input, given that LACCD has nearly 100,000 students, they will have to use survey instruments in addition to any forms they may have. It is not possible to gain what they need to gain from isolated forums, so they need to look into that.
 - 1. As a district, LACCD is implementing the National Assessment for Campus Climate, which will include all students. But if they are going to be specific about trying to address their racial justice challenges, they just have to be specific about what they ask students.

Sometimes, they stay away from questions that hit right at the heart, and stay away from questions about racial issues because they are afraid to ask about what they don't want to know. Mr. Cornner is grateful to be part of this group and these conversations, because he thinks this group is going to be brave and ask questions regardless of what the answers may be, and is looking forward to see what they come up with.

6.5 What problems of practice would your district like to include for future inter-district meetings.

- a. Mr. Gorence explained that this issue was raised at the last board meeting regarding specific problems of practice. One issue was regarding Externships, but the board was interested in having a discussion about any other problems of practice.
 - i. The Problems of Practice addressing the externship issue in regards to CNA programs is scheduled to take place on July 22 from 11:00 to 12:30. But they did want to solicit board input in regards to future discussions of problems of practice.
 - ii. Mr. Urioste also brought up the Pharmacy Tech and CMA programs, and added that the California Department of Public Health had also made recent changes.
- b. Ms. Montes said that districts must still be grappling with how to move teachers into this new realm of distance learning, and have them transform the way they deliver their curriculum.
 - i. She emphasized that nothing that teachers did between March and June of this year is what they want to be moving over into the fall, they want something completely new, and it is going to be the new normal, so she supports anything that will help teachers transition to that new normal.
- c. Mr. Cornner thought that a critical question is how to address programs that substantially cannot be taught online.
 - i. As an example, he thought of HVAC programs, and he is not sure if all of those learning outcomes can be achieved in an online environment. He thinks programs like that should be talked about in light of LAUSD's announcement that they'll be starting online in the fall. They haven't said how that will affect their adult education offerings, but Mr. Cornner guesses it will be a trying time for everyone in terms

	<p>of flexibility, and it will be an excellent learning opportunity.</p> <p>d. Mr. Urioste said that, where Mr. Cornner mentioned HVAC programs, for BUSD, it's their IT programs. He wonders how they replicate classroom material from programs like that into a distance learning environment and also give students hands-on opportunities.</p>	
<p>7 Board Member Reports</p>	<p>LAUSD:</p> <p>a. No report.</p>	<p>Mr. Stark</p>
	<p>BUSD:</p> <p>a. Mr. Urioste reported that BUSD had a virtual graduation ceremony on June 18, and it was a great opportunity to showcase their students' achievements. Their summer session ended July 9th, which included a lot of high school diploma program students. They had to bring in a second teacher as they discovered that some students liked the ease of distance learning. Their registration for the fall begins on August 3rd. He congratulated Ms. Montes and Ms. Morris on their successful WASC visit, and added that BUSD's WASC visit will be in October after rescheduling.</p>	<p>Mr. Urioste</p>
	<p>LACCD:</p> <p>a. Mr. Cornner said that their response to COVID has been challenging, but they were able to convert most of their classes to an online format, and they have been blessed to have an infrastructure that allowed that. They are looking to develop that infrastructure to enhance their adult education and traditional credit programs. Dr. Mullen has been great in making sure that all of their teams have been in sync. As they move forward online, and they do plan on having a predominantly online semester, they may bring back some credit and non-credit courses if they fall within essential infrastructure, and pole classes would be one of them. So they expect to have a mixed model, but with 95% of their classes remote. Other than that, he would like to thank everyone for bringing him aboard this team, and he is looking forward to the work they can do together.</p>	<p>Mr. Cornner</p>
	<p>MUSD:</p> <p>a. Ms. Jacquez echoed everything Mr. Tenorio said, and said MUSD is struggling through and focusing on MSN, and that's just meeting student needs; she thanked all of the board for their support.</p>	<p>Ms. Jacquez</p>
	<p>CCUSD:</p>	<p>Ms Montes</p>

	<p>a. Ms. Montes announced that they got their accreditation letter last week, which accredits them for six years, with a one-day mid-cycle visit. And it means CCUSD is moving in the right direction from an educationally sound perspective. Also, she wanted to acknowledge Ruth Morris for all the work she's done as assistant principal throughout this entire school year.</p>	
8 Public Comment	There was no public comment.	
9 Action Items	<p>9.1 Approve July 1st budget revision as allocated in NOVA</p> <p>a. Ms. Montes moved that the board approve the July 1st budget revision as allocated in NOVA. Ms. Jacquez seconded.</p> <p>b. The board voted unanimously to approve the July 1st budget revision as allocated in NOVA. LAUSD's representative was not present.</p> <p>9.2 Approve change in Executive Board meeting date from August 12 to August 19, 2020.</p> <p>a. Ms. Jacquez motioned to approve the change in the Executive Board meeting date from August 12 to August 19, 2020. Ms. Montes seconded.</p> <p>b. The board voted unanimously to approve the change. LAUSD's representative was not present.</p>	
10 Announcements	Announcements: Next meeting Wednesday, August 19 from 10:00 AM to 1:00 PM, to be held over Zoom videoconferencing.	
Adjourn	Mr. Urioste adjourned the meeting at 11:54 AM.	