

Summit Public Schools California Board Meeting June 25, 2020 Open Session Transcript

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CA Board Meeting 2020 06 25 Open Session Audio Length 1hr 27min 08s

Diane: Great. Looks like the board has returned. Welcome back from closed session. We are going to proceed to item number 6 on the agenda, which is the open session report out. No action was taken during open session, so there's nothing to report out.

Next, we're going to move to item number 7 on the agenda, which is -- public comment on non-closed session agenda items.

And I believe, Valeria, correct me if I'm wrong, we have, it looks like 14 people who have requested to speak on this item number 7, is that correct?

Valeria: That's correct. At the moment, we have seven speakers for agenda item 7.

Diane: Seven speakers who are present?

Valeria: 14 speakers who are present.

Diane: Great. Wonderful. That's perfect.

Okay, so I think that as a reminder, couple reminders. One, of these meetings are recorded, both video and audio, and they're posted on our website. So just be aware of that.

Second, we want to make sure we're able to hear from everyone. We've re-allocated public comment time from earlier to this section so that we can do that, but in order to do that we are going to ask that the speakers limit their comments to three minutes at the most.

A way to do that is if someone else has shared something that you shared, you can not repeat it if you're running a long time. That's always a good suggestion. And certainly if you're able to wrap up your comments sooner to make space for someone else, that is appreciated as well.

And Valeria will give you a signal when the three minutes are up, and we'll ask you to mute at that point and move to the next speaker.

I think, Valeria, it might be helpful if you call the speaker and then let us know who the next speaker will be, so that that person could get ready. Helpful?

Valeria: Yeah. That is helpful.

Diane: Alright. Great. So we will get started with public comment.

Valeria: For public comment for agenda item number 7, speaker number 1 is Sarah Revas, and speaker number 2 is Keenen Damon. Sarah, you can go.

Sarah: I'm Sarah Revas. This is my third year with Summit. I'm not the first who will speak on the pay freeze and I won't be the last. But I need to be vocal about my frustration and anger over the illegal pay-per-use plan by Summit.

Summit chose to make these cuts without discussing this with our union, which they knew it was illegal. Summit it is once again choosing to ignore the law by freezing our pay before coming to agreement with Unite Summit.

I understand if you're one of the people at Summit making six figures. You probably have forgotten what it means to live paycheck to paycheck. But most teachers, some of the lowest paid in the Summit organization, have not. We, the people who have learned how to teach online overnight and work tirelessly to ensure all students still had access to their education, are now worried about how we can pay our bills.

I don't know how I'm going to pay back my student loans next year, because this illegal action. I got my masters to make a better life for myself, but now that choice is costing me greatly for no reason, as I won't see the almost 9,000 in increased pay.

As of now, there have been no cuts to our funding. And even if there had been, why is pay the place we're cutting?

Freezing salaries only saves about \$970,000. Let's say Summit even just plan for 5% loss in funding. That would restore 1.8 million to our revenue. This 10% cut is illogical and based off outdated speculation from the governor in May. The union has offered to come together with Summit to bargain in October, but it's financially necessary then, but that is not the reality we are in right now.

It hurts to feel as though I don't matter to Summit. I'm tired of Summit knowingly and willingly disobeying the law in order to achieve what they have unilaterally have decided is best.

One of our core characteristics is integrity. And I'm asking Summit honor this characteristic. Thank you.

Valeria: Thank you. Keenen Damon. Ernesto Uvana, you're next. Keenan?

Female: His name is Kenan.

Valeria: Kenan, thank you.

It looks like Kenan is not on the line. Ernesto, do you mind going next?

Ernesto: Sure. Can you hear me?

Valeria: Yes.

Ernesto: Good afternoon, members of the board. My name is Ernest Manam, and I have been a math teacher at Summit Timo Pious for the past three years.

Being part of a growing school comes with its challenges, and I'm sure we can all agree that this last academic year has been abnormally challenging. So much so that when Governor Newsom suggested schools may need to start as early as July, I had a visceral reaction.

Anyone that has traveled anywhere by plane knows that in the case of an emergency, you must put on your own oxygen mask first before helping children or anyone else. We are in an emergency, and I desperately needed this summer unlike any before, to truly recover and recharge, if I was to be the best version of myself for my students next year.

On the last day of school, I explicitly asked my executive director what the organization's expectation regarding reading and responding to emails during the summer break was. I was told that as a returning teacher, no sooner than August 6th.

In the last couple of weeks it has been made evidently clear, that I cannot trust this to be the case. I understand that these are difficult times, but they don't need to be made more difficult. I understand that difficult decisions need to be made, but I have one simple ask of Summit Public Schools -- communicate and negotiate with United Summit before making any decisions that would affect the working conditions of teachers, especially altering are expected take home pay, which some of us have made major decisions based on that outcome from the consensus process.

Thank you for your time.

Valeria: Thank you, Ernesto. Fuchsia Spring? And then Sherry Kieler is up afterwards.

Fuchsia: Hi, my name is Fuchsia Spring. I teach AP government and I mentor rising 11th graders at Summit K-2. I'm an alum of Summit's AmeriCorps tutor program from 2016 to '17, and I earned my credential through the Summit Learning Teacher residency before joining K-2 in 2018.

When I joined Summit four years ago, I expected to work here for a year, then attend an established teaching program and begin a life long career in teaching elsewhere. But the teachers I met at Summit convinced me to stay here.

I chose to invest my career at Summit because our teachers commit to our students. We collaborate with each other to ensure students feel connected in our community. We improve each other's work by giving encouragement and feedback. We work beyond our required hours to adapt curriculum and reach out to families because we take responsibility for giving our students that best service possible.

On Monday, as we are all aware, teachers received an email from our CEO announcing the board's proposal to freeze pay raises for all Summit Public Schools employees. This proposal was based on the governor's May budget revision, which would reduce school funding by 10%. However, on Monday night, Newsom announced that schools will receive full funding based on last year's enrollment and ADA, and will finalize this decision on July 1st. In addition, Summit received almost \$7 million in federal PPP funding.

I am here to urge the board to support the compensation increases promised to teachers and hourly workers for the 2020 to '21 school year. This is crucial to provide us with the financial resources we need to continue providing high quality service to our students. Pay freezes do more damage to teachers and to hourly workers than do pay freezes to employees at the higher end of the pay scale. We need to pay for housing, school loans and families.

In contrast, there are about 16 people at Home Office who earn 150,000 or more, over twice the average teaching salary. Our CEO made five times the average teaching salary.

Additionally, Summit is currently spending over \$6 million on the Marshall Street Initiative, which is a non-student-facing initiative. I ask that before affecting the finances for your employees at the bottom of the pay scale, reduce funding for programs that are not student facing, and freeze the salaries of those at the higher end of the pay scale.

Of course, if there are budget cuts this fall, I urge you to welcome the invitation of our teacher union to negotiate a legal revised pay scale for the remainder of the 2020 to '21 school year.

If it is financially necessary to revise teaching salaries in the future, then this should be done by seeking input from teachers and hourly workers, and it is the only legal way to implement changes to pay.

I want time to learn from my peers about what they need to continue providing quality service. The best way to earn our trust is to respect our input. We invested our futures in this organization and in our students here. It benefits you to invest in our futures in return.

Thank you.

Valeria: Sherry Taylor, you're up. Hillary Boe, you're next.

Sherry: Thank you. Good afternoon, Ms Tavenner and the Summit board members. Thank you for the opportunity to speak. My name is Sherry Taylor, and I'm a STEM Expeditions teacher.

In response to the email regarding the proposed pay freeze, I did some research into the current state of the California State budget. According to the article in the Sacramento Bee dated June 24th, Governor Gavin Newsom and the Legislature are poised to pass a budget with a billion dollars in cuts that could be reversed if the federal government decides to provide states with more aid.

If Congress and President Donald Trump sent California \$14 billion in flexible aid money by October 15th, funding would be restored to a range of programs under the budget deal Newsom and legislative leaders announced Monday. So if this is still accurate, no budget has been passed yet, and even if it has been, there's no clarity around the \$14 billion in federal aid money.

Further, to remind everyone where SPS gets their money, ADA works out to around \$65 to \$70 per day per student that shows up to school. This is where all of the money outside of philanthropy and donations are used to pay for everything that we do. So I suspect SPS took a cut in pay due to students stepping back.

Having worked in the private sector, employees benefit from times of prosperity and growth and will be asked to -- and in my husband's case, be told to -- except at times, pay cuts, when profits are down.

Asking us to take a pay freeze with retroactive pay if and when the federal aid money shows up is more than reasonable. Thank you.

Valeria: Thank you, Sherry. Hillary Boe, you are up. Torrie Horwitz, you're next.

Hillary:

Good afternoon, Diane and board members. Last year I was a resident at Summit Denali, and I had the joy of teaching Diane's son Everett as an English teacher.

This year I returned to Summit as 10th grade English teacher at Timo Pious High School, and I have been really lucky to be a teacher. But I think that the thing that I miss most about my life before teaching is the transparency from the organization. I think it was really unfair to send an email during the summer about an important budget update, considering that the email prefaced that we need to redouble our commitment to being an anti-racist and anti-biased organization.

Considering that this pay cut will impact teachers of color and teachers in the midst of an economic crisis, I think that we should have been informed about even the fact that you were considering pay changes much earlier. And the fact that there were only two scheduled office hours, or two on Monday, immediately after the announcement of the budget changes, and then one the day after. If the expectation was that we were not checking our work emails, then I think it was not fair to not give teachers the space. If it weren't for the wonderful work of the Union, I would not have heard about the pay changes. And as someone who struggles financially, has struggled financially as a person of color my whole life, I just think that there are ways that we could change the budget, without impacting teacher pay, which is inequitable. Thank you.

Valeria:

Thank you, Hillary. Torrie, you are up. Iris Lopez, you're next.

Torrie:

Hi. Thank you for letting us speak to the board and moving the time around. I think I'll make my comments pretty short because I'm really echoing a lot of things that have already been said.

I think one thing I will say is when I moved here and joined the Summit organization, I very much did want to be a part of an organization that was all about change and making a difference in the lives of students.

And as I've been working here, I've heard more and more about not only making that change in the lives of our students but standing forth as a beacon of how education can be done better in the public education space.

And I think one of the ways I would love to see us do better is not to turn to teacher salaries as the first thing to cut. One thing teachers don't benefit from that people like my husband who works in the private sector do is things like profit sharing when times are good.

So when the economics turn back up, it takes strikes and other things that we've seen prior in this fall, from teachers in Oakland and other states, trying to get back the wages that were frozen and put on hold.

So teacher salaries are always the first thing people turn to. They thank us for all the flexibility and all the hard work for making school work when we turn to virtual school, and there's going to be a lot of that in the fall.

Would love to see Summit not being an organization that cuts teacher's salaries first, but actually looks at every other thing first, before freezing pay, and recognizing that it's going to be asking a lot of teachers to figure out how to navigate what's going to happen in the next 12 months. Thank you.

Valeria:

Thank you. Iris Lopez, you are up. Miles Bennet Smith, you are next.

Iris:

Hello, everyone. My name is Iris Lopez, and I'll be using my time to both read a statement from a colleague at my site who couldn't attend and my own personal statement.

I'll read my colleague's first.

During my time at Summit, the Org has enacted policy staffing models and made choices whose result is less transparency and more hierarchy. I have listened to and engaged with every piece of rationale for the decisions made at the org level, and you have not reciprocated.

I say this as a veteran teacher who exemplifies excellence and who has grown every year of my career, your actions are out of our integrity, and you're harming the ability of good people to do good work.

It is an indignity my salary is fodder for discussion and tinkering, while admin and org level team members are not held to any sort of account.

As our leaders, I'm asking you from a place of respect, even though I feel deeply disrespected. I value and believe in you enough to say something.

What I'm asking you to do is not fun, fast, or easy, but it is the right thing to do. That's what integrity is.

This isn't about the decisions you've made. It's about how you've reached them. I need my voice back to serve my students. Please listen.

And then, now read my own statement.

Shelter in place was announced on March 16th. That same day, I had to choose between the health of my roommate, someone immunocompromised and high risk for serious symptoms of COVID-19, and my partner, who is a health care worker in San Francisco who ran risk of exposure in her unit.

For the both of us, I decided to leave my primary place of residence and shelter in place with my partner. 101 days later, I'm still living out of a suitcase, and I have not been able to return to my home. So my partner and I decided it would be best to move into a new place to teach from home should it be necessary for this year.

On May 14th, Governor Newsom announced the revision to the state budget that's been mentioned. This reduction in revenue was described in the email by our CEO Diane Tavenner that was sent three days ago, about Summit's proposed budget revisions.

That same day, I signed a new lease with my partner that I felt confident we could afford, given my personal budget that I based on my compensation increases as a fifth year teacher at Summit.

I didn't read Ms Tavenner's email until later that evening.

Lastly, again on that same day, June 22nd, Governor Newsom reached an agreement on the state budget that would preserve spending for K through 12 schools.

I share all this to say the organization's decision and timeline for communication

have left me and my partner in a precarious financial position, could have been avoided, and for reasons that no longer seemed valid.

I'm here today to object to the process and manner in which the decision to freeze pay increases was made and communicated. It was not done in a timely fashion for teachers to respond and readjust.

A budget... I think the last thing I want to end with is to say that a budget is more than numbers in a spreadsheet. It is a reflection of a state or organization's priorities. Especially given the current reality for this upcoming year, where our state government has decided not to cut education funding, I urge the board to similarly re-prioritize within our budget and for leadership to reconsider how to meet future financial uncertainty in collaboration with the union.

Thank you for your time.

Valeria: Thank you. Miles Smith, you're up. Phoenix Lawson, you're next.

Miles: Thanks for the opportunity to address the board. My name is Miles Bennett Smith, and I'm thrilled to be teaching AP Gov at Summit Prep in the upcoming school year.

I'd love to discuss the importance of my upcoming work with the class in Gov to unpack and interpret our complex history of laws, policies and institutions in a presidential year. But I'll step down from my civic soapbox to make a quick comment on this institution and the ramifications of our fiscal policies both in practice and philosophically.

I appreciate all prior comments about the logic of prudent budget decision making and the cyclical nature of economics in California, especially as it relates to publicly funded education.

I also fully understand that it is the board's fiduciary responsibility to ensure the long term viability and success of the org.

I imagine it's through this lens which you are considering salary freezes. They're possibly minor on an individual level, depending on your scale. But with salaries and benefits being such a large line item, it could be a meaningful savings to the org.

However, if I may speak for a number of teachers, as who have spoken already and who fall lower on the salary scale, like myself, I am concerned about what it says about our organization if salary freezes are approved.

Mainly, I feel that this type of action is exactly what has kept salaries low for teachers for decades. The economics of teacher pay is built on low salaries for younger, less experienced teachers, which increase over time, generally pegged to inflation or some other place holder similar.

It might theoretically makes sense that if inflation stops as it certainly might in a global pandemic, revenues are dropping, salary increases would similarly stop. And perhaps you'd note that in the private sector, people are not getting raises. Someone already pointed that out.

However, in teaching, unlike the private sector or broader economy, there is no profit sharing, there are rarely, if ever, large salary increases for classroom

teachers of any kind. Regardless of my demonstrated skill, the outcomes of my students, negotiating, I cannot really move from making 56,467 on the bottom of the scale to 80,000 or the higher end of the scale, without waiting for the slow march of teaching years -- in that case, it would be over a decade -- to accumulate.

It'll be a cheap shot to point out here that the monthly cost of living in the Bay Area is currently estimated around \$5,194, while take home pay for starting teachers is just below \$4,000.

We're competitive with other districts, sure, but I just want to make sure that's always public food for thought.

In any case, my point is twofold. Any interruption in salary increases has an outsized compounding effect on teacher pay over the long term. And two, we have reserves that are seemingly ample to cover these costs without skirting too close to the sun at the moment.

If the federal government sends no aid package to schools, we face the deferrals paid out by the state. If they do send aid, then the state is off the hook.

So what are our reserves for, if not exactly like a moment like this? Have we not seen the criticisms of Harvard, Stanford, Yale, Princeton, for sitting on billions in endowments? Right?

We have the opportunity to take a stand and put our money where our mouth is in terms of valuing teachers. We're more equipped, better trained, better prepared than our peer institutions to educate --

Valeria: Thanks for your comment, Miles.

Miles: Thank you for your time.

Valeria: Phoenix, you're up. April, you are next.

Phoenix: Awesome. Thank you. Hello, everyone.

I want to thank everybody, for a lot of us to be here and everyone for speaking so far.

My name is Phoenix Lawson. I am a college readiness teacher for the Expedition's North Loop. I came here after working three years at SF State, and after getting my masters degree at the University of San Francisco for higher education and student affairs.

So, when I came on the Summit, I was knowing this is going to be a bit of a shift, it was going to be different for me. But it was something that I really enjoyed because I'm really passionate about helping students get to wherever they need to be.

And I am very adamant in saying that the students that I have taught throughout my short time at Summit have been some of the greatest students to ever cross my path.

But when it comes to this pay freeze and everything of this nature, and education, it seems that the lower tier people in the org are always getting cut. It's always

their pays that are getting seen cut.

I understand that this is an equal pay freeze, but it's not an equitable one.

For an organization that prides itself on the EI work, which is diversity, equity and inclusion, it is kind of scary to me that we seem to fall off the scale of equity on every pass, whether it be pay, our representation of identities in our organization.

Another word that's been tossed around a lot is this is concept of illegal. Illegal is supposed to be forbidden by law, which, it seems as though corporations can get through that very easily. But in this time that we live in right now, black people, if they get by with the little illegal thing, they either end up in prison for life or dead.

These are the things where I want to know of how things can even go forward, if the word illegal is tossed out.

There may be pieces that I don't understand entirely. That is perfectly okay. But I want to acknowledge that in the preface of the Science of Summit Handbook, it does list that we are in the pursuit of true equity and opportunity.

If this was listed as an asterisk in there, I don't see how equity is even possible to be achieved.

I understand that, Diane, you did listen to our needs and understand that this pay cut is one that is going to send some ripple effects. But you did mention that the board urged this to be put through.

So I want to understand, is why is it that you are not fighting for us to be able to ensure that they can't go through, if it is something that the board did push you on. When is it going to be that you are going to fight for us instead of us having to fight for ourselves in this organization?

That is the thing that I want to know.

There also hasn't been transparency around the fact of those who did choose a 12 month pay scale, if they will still be paid for July, even if it is on their previous pay scale. That's very important to me as someone who lives in San Francisco, which makes it very difficult to even get by with the pay I already have.

Charters are accountable to the city, state, county or district that have granted their charter. So given the legislation passed with California schools, it shouldn't seem how we should be in this situation in the first place.

So I want to end with that same preface from the Science of Summit --

Valeria: Thank you for your comment.

Phoenix: Okay, sorry. Thank you.

Valeria: April Carrera Maguire, you're up. Morris, you're next.

April: Hi. My name is April Carrera. I'm going into my fifth year with Summit. I started at Rainier, a beautiful community that will always be in my heart, and I am currently at Tahoma in San Jose.

I'm here to simply be heard, to be seen, to be acknowledged as an individual that

is impacted by the decisions made in this small group in these small meetings. And I'm here to remind you that we're not going to be silent in this decision and any other future decisions that impact our faculty, our students, our sites and our families.

Receiving the email Monday was incredibly disappointing and upsetting. We went through months of a compensation consensus process for it to eventually mean nothing, and ultimately be tossed aside based on an executive decision, with no input from the people impacted.

I don't need to see a decision grid to understand my feelings of not being respected and valued.

We do a lot as Summit teachers. We are the relationships built, and the foundations that help our schools thrive. We just spent the last few months bringing all of our best practices and skills to support our students in a pandemic. And we already know we're going to be putting the same amount of extra work, if not more, during this upcoming school year.

We are also going to be the ones uprooting and changing the racist policies and inequities within our org, our sites, and the larger educational system, just as many of my friends here have been doing for the last few years.

We are also not just dollar signs in a budget. We are people with lives, with families, and financial needs. This pay freeze impacts everyone and especially those on the lower pay scale, and the hourly workers within Summit.

This isn't equitable.

Respect our work and our value, include our voices and input in decisions. This is why we created the union in the first place. Thank you.

Valeria: Morris, you're up. Amelia, you're next.

Morris: Hi, everyone. I'm Morris Shae, a fourth year cam teacher at Summit Tahoma.

As part of our data driven organization, I wanted to share some data.

It's a lot of numbers, so if anyone is interested, I'm happy to share my sources.

My hope right now is to demonstrate how unilaterally implementing a salary freeze disproportionately affects the lowest paid members of Summit, namely the vast majority of our teachers and hourly employees.

According to the US Census Bureau 2018 American Community Survey, the median salary of the counties where schools are range from 71,000 in Contra Costa County to 82,000 Santa Clara.

In October 2018 we had 216 teachers on salaries. These teachers had a median salary of 65,000. So at best, that's 6,000 less than the county medians.

In contrast, the 120 home office employees, directors and deans had a median salary of 97,000.

This doesn't filter out home office employees who don't have as much decision making power. So I imagine that disparity does grow larger if we filter that down

more.

This isn't meant to disparage people with higher salaries. They have had longer careers and work incredibly hard to support the work of our schools, work that we appreciate. This is just to illustrate that teachers and hourly employees are paid less, not just in context of our organization but also in our communities.

The decisions that are being made about the budget comes largely because the impact of COVID-19 on our economy. So here's one effect that affects all of us.

According to the Consumer Price Index published by the Bureau of Labor on May 12, 2020, at-home food costs spiked 5.5% between February 2020 and April 2020.

I think it's safe to assume that after housing and transportation costs, food costs take the most out of our personal budgets. Food costs are fairly fixed -- we can't really eat less food -- that take a large part of a budget, one that we have a small budget. Traditionally, once costs go up, costs to come down much slower without some sort of market disruption.

Implementing a salary freeze right now which is being discussed due to the potential loss of state funding, when a real rise of food costs has already occurred, is going to hurt everyone.

But once again, I want to emphasize that it's going to hurt the lowest paid members of our organization the most.

In our PD sessions, one of the quotes we talk about a lot is -- fair is not always equal.

During my time at Summit, we have spent a lot of time discussing how we can best support our students with the most least, rightly so.

With that support, we have seen our students grow tremendously. I'm so excited to see my mentees graduate next year, some of them being the first to go to college.

My hope is that we take that same approach in supporting the members of our organization. Once again, freezing everyone's salaries is going to hurt the people that would make them the least.

I hope that we can find a solution that is not equal but fair.

Thank you guys so much for your time.

Valeria: Thank you, Morris. Amelia, you're up. America, you're next.

Amelia: Thank you. And hello members of the board, Diane, and some of my fellow coworkers.

It's an honor to be here and to be able to represent Summit K2. I am also an alum of the Summit residency program. I'm really happy to see some of my fellow residents here to stand up for themselves and talk about how this process is inequitable and damaging.

I'm a person, like some of my fellow teachers at Summit K2, who has had to force

themselves to either delete emails from their phones, try to not respond to text messages from mentees, because they consider their job very much part of their lives.

Which is why it was so demoralizing to by happenstance, open my email on Monday morning and receive an email that I couldn't not have an opinion on.

The first day that teachers were expected not to be checking their emails, particularly those who were teaching summer school, we get this piece of information, which I find to be incredibly insulting and manipulative, in that we ask teachers to not actually check their emails for two months, while sending this during our technical break.

I really want to ask those of the board, our CEO, and those in leadership -- what is the culture that you want to promote and leave behind at Summit?

I know that you talk about transparency and consensus. However, I really want to talk about how this is actually the least transparent I've ever actually felt a message be sent to me while being at Summit.

I want to ask why there was a CFO meeting during our expeditions time and during May, and none of the specific budget material was mentioned.

I also want to mention the fact that we talk about social justice. How is it just to be able to freeze teachers salaries, those who are actually on the front lines and continuing to support students first, at the same rate that we freeze those who are the home office, who are not on the front lines, who are not student-facing.

I had the privilege of being a daughter of a graduate school dean at a university on the East Coast. I know for a fact that administrators of institutions of higher learning are voluntarily taking pay cuts as a way to equitably -- equitably protect the salaries of professors, teacher assistants and staff who are asked to be putting themselves on the front lines at universities this fall.

I wonder why we can't do the same at Summit.

Thank you.

Valeria: Thank you for your comment. America, you're up. Lupe, you're next.

America: Right. Good afternoon, members of the board, fellow colleagues, students, parents, families, community members.

I have been teaching at Summit Tahoma in San Jose for the last three years. And I am here to question -- why would teachers salaries, why would staff salaries, be frozen when, according to the recent article published in Ed Source on June 23rd, it stated that there are no cuts for K12 this year?

Also, according to an article published in The New York Times on June 15th, it mentioned Summit Public schools a number of times, mentioned that Summit got a Paycheck Protection Program and stated that Summit is -- quote -- "is one of the wealthy networks like Summit who have wealthy donors." The rest of the quote... Didn't exactly get right.

So, the proposal that we got on Monday to freeze salaries was shocking.

Our rents or not freezing. Our student loans are not freezing. Our workload has not frozen.

In fact, many parents and community members have explicitly stated how amazed they were by our ability to smoothly transition to virtual school. In fact, our workload is increasing for the following school year, as we will need to deal with students, we will need to teach students, to reach students, to help students deal with challenges they have faced from interrupted schooling, from problems they have faced, to help them catch up, to help them socially and emotionally. And also to use anti-racist approaches.

Our union was formed to give teachers, to ensure teachers' voices are heard. And if hopefully that salaries will not need to be frozen for teachers, but if they are, they need to be discussed with the union. Otherwise, it is illegal.

Thank you.

Valeria: Thank you. Lupe, you're up. If Kenan joined, he is next.

Lupe: Hi, good afternoon. I've been a parent for Summit, or have been a part of the Summit community, actually, for almost a decade. I first started off as a community organizer here in San Jose, who helped gather over 900 signatures to help Summit open here in the East Side of San Jose.

I then became a parent of one of the first graduating classes of one of the schools, Summit Rainier. Diego, you were there for that. And now I am a parent of one of the last Rainier classes to graduate, because our school was shut down.

In my opinion, it was shut down in a very, very, very awful way. But I'm not even going to go into that.

I just want to talk about, during the time here, I went from being very proud of the quality that we saw -- a couple of parents went to Redwood City to research the schools, and we were so impressed of the quality that we saw there.

So that's how I started, being so proud of the quality. And I went around and spread the gospel here in East Side of San Jose of Summit.

Over the years, I've grown increasingly concerned that the quality was turning into quantity, which is one of the things that I actually used to say that I was so proud of -- that we weren't growing so fast that we were diluting what we were doing.

But yeah, over the years, it's grown into quantity. It's grown to other things that I actually can't even figure out.

And to SPS's credit, they do continue to try new things. But to me, it just seems like all of the things that SPS is attempting to do instead of improving, is resulting in unhappy teachers, unhappy staff, unhappy parents and unhappy students.

I have hoped and prayed that I was going to see this organization stop and reflect on this, but I've been saddened to see that they just continue to push through in spite of the declining trust among all of its stakeholders.

Over the past few weeks, two things, two frightening statements have stood out to me. One, the repeated statements about the board's fiduciary responsibility. I've heard that a number of times, and I understand that. But I've never once heard

the responsibility to our families and to our students.

That, to me, is frightening. It's frightening because you, the board members, have really never set foot on our campuses. I think it is incredibly reckless for you to make decisions that are supposed to be in the best interest of our communities when you don't know our communities.

I've also heard our CEO try to pacify our school leaders by saying that everything SPS is doing is legal.

I find it necessary right now to remind us that slavery and [inaudible] legal...

Valeria: Thank you for your comment. Your time is up.

Kenan, you're next. It looks like Kenan is not part of the audience anymore.

Diane: Thanks, Valeria. I think that concludes item 7. Should we move to item number 8 where I think we have three speakers?

Female: I submitted a speaker form earlier this morning. I'm not sure why my name wasn't called.

Diane: It's on the next agenda item. It's a non-agenda item Tahoma enrollment of students. So you're up as number 2 in the next section.

Female: Okay. Thank you.

Valeria: Miles Bennett Smith, you're up. Isela, you're next.

Miles: Thank you again. My the question and the reason I stepped back up on my civic soapbox is to simply ask a question about governance. Because I do note that an agenda item is the renewal of terms for the board of directors.

And so my question is asking about the board of directors and whether or not it is representative of our organization, of our schools, of our communities, of our students? And what the role of the board really is, and what it means to be on the board and representing Summit?

All of our schools are reported to be majority ethnic minority. 25% of our California Summit schools have white populations below 10%. None of our schools are less than 45% female. Representation comes in many forms, but it seems to me we're about to renew the terms of two white male board members.

Pick any of the books currently out of stock in the area bookstores -- White Fragility, Me and White Supremacy, The new Jim Crow, How to Be Anti Racist Stand from the Beginning.

I know for a fact that many of the folks on this call and in this organization are already inherently familiar with the principles of anti racism, ally-ship, and equality in education. And I am extremely proud that our organization does focus on facilitating teaching and learning practices and policies that ensure or promote anti racist and gender inclusive outcomes.

But I would suggest that we must all be reminded, sometimes quietly, sometimes loudly, that the only way to undo racism is to continually identify, describe and dismantle those practices and policies which do not actively promote equality and

justice.

Here in our corporate setting at the highest level, I am not sure that we are leading by example. I do not know near enough to comment truly on the explanations for the circumstances of the board composition. I know it changes over time.

I'm qualifying that our organization does have diverse representation in many important areas of leadership. So that is to say, my comment is simply to say out loud, in the view of this one constituent, the board seems like it might need to have more women and more women people of color. This is the select few with sole power to approve the budget, who have direct oversight of the CEO, who are the literal directors of the organization.

For practical purposes we would all benefit from more diversity of thought and experience. But I make this comment publicly again, if anything, to remind us that philosophically, it seems important to step up and be a leader in the field, now more than ever. Thank you for consideration. And again, thank you all for your hard work to support educators and prepare a diverse student population for success in college and society.

Valeria: Thank you, Miles. Isila, you are up. Katina, you are next.

Isila: Hi everyone. I want to say first off that it's disappointing that Speaker View isn't on so that everybody can see in our main screen all of the speakers. We're already desensitizing and already distancing process by speaking at a board meeting online.

But my name is Isela Mosqueda. I've taught at Summit Rainier for the past three years, and will be following most of my mentees for their last year at Summit Tahoma next school year.

When Summit announced they would be closing Summit Rainier and consequently displacing over 200 of its students, they continually and adamantly informed the families that there is space for every Rainier student who wishes to attend Summit Tahoma, the other Summit High School in San Jose.

The Rainier community was then shocked to hear two weeks ago that Tahoma had stopped enrolling Rainier incoming 11th and 12th graders, citing concerns over space and faculty as reasons to stop enrolling students.

Thankfully, after beseeching Summit and Tahoma's director Jonathan Stewart, four of the Rainier students who were on the waitlist two weeks ago have been accepted.

I understand that another Rainier student, incoming 11th grader, has since then been wait listed and has been told -- I've been told by Mr Stewart that no decisions about Tahoma's enrollment are being made at this time.

I urge the board and the organization to honor Summit's promise to Rainier families and to continue to allow any Rainier student to enroll at Summit Tahoma whenever they apply, to do so.

Our kids need this continuity and deserve the chance to finish their high school years getting the close mentoring and support they receive in the summit program. Thank you.

Valeria: Thank you. Katina, you are up, America, you're next.

Katina: Hi. My name is Katina Valentine and I worked at Summit Rainier for three years. I am here to also speak about students from Rainier being put on the wait list to get into Tahoma.

I knew the closing of the school would not take into consideration the lives of students and families, when the closing of our school was framed to our student body as "an incredible opportunity for Summit." If anyone on the board finds this hard to believe, this can be seen on footage our students took of that all-school assembly.

The organization promised over and over to our community that they would have a guaranteed spot at Tahoma. The organization has therefore lied to the community and our school once again. Being informed that you are on a waitlist this late jeopardizes the chances to get into other schools. Summit needs to rectify this.

I just graduated a mentor group, and many of my mentees' families have reached out to me to see what I will be doing next year. When I shared that, I will be teaching at another school, but not Tahoma, they shared that -- they were really happy for me because from their perspective, Summit as an organization does not take care of its teachers or families, but that they felt very grateful for their individual experiences with the teachers, faculty and administrators at Rainier.

SPS is tarnishing its reputation amongst its communities. If you don't know, word of mouth is often times a way that families even find out about smaller schools like Rainier or Tahoma in the first place.

I ask Summit to stop giving incorrect information to families and communities and to fix this issue of students being on the wait list at Tahoma.

Thank you for your time.

Valeria: Thank you. America, you're up next.

America: Hello. Again, I teach at Summit Tahoma in South San Jose. I'd like to talk about a couple of issues, and it has to do with our school facilities and also safety, and safely dealing with COVID.

So, teachers work most closely with students in terms of time, directly helping students, but also physically when we were in the classroom. So I'm concerned about the safety of teachers physically, emotionally, and also financially, with the proposed budget freezing.

Students' families were surveyed recently about their preferences for face to face or online, and we were informed that the virtual school will be offered, but it's not clear if face to face school will be offered, and if teachers have a choice.

I believe that teachers should also be given a choice to teach fully online. There are a lot of, again, risks physically, emotionally and financially.

And also, to go back to the quote that I was mentioning before, from The New York Times' recent article from June 15th -- Summit Charter School received the Payroll Protection Program, and the most recent tax filings quote Summit, whose

most recent tax filings show it had assets totaling \$43 million, and an endowment.

So, Summit has immense financial resources. So we should be able to help students and teachers without freezing salaries for teachers.

Also the facilities in San Jose -- I don't know if any of you have been there, but we have three bathroom stalls for girls and three for boys. And I don't even see how that is legal. And especially now with COVID.

So my proposal is that teachers be given more voice, and any negotiations for salary freezing or work conditions must go through the Teacher Union. Thank you.

Valeria: Thank you.

Diane: Thank you. Valeria. I believe that that is the last person who requested to speak in public comment?

Valeria: That is correct.

Diane: Great. Thanks so much.

Let's move to agenda Item number 9 now, the consent agenda.

And, can I have a motion from the board to approve the consent agenda?

Steve: So moved.

Bob: Second.

Diane: Thank you, Steve. Thank you for the second, Bob.

Let's do a roll call vote. So, we'll start with Diego.

Diego: Aye.

Diane: Steve.

Steve: Aye.

Diane: Bob.

Bob: Aye.

Diane: Andy.

Andy: Aye.

Diane: And Blake.

Blake: Aye.

Diane: Thank you. That motion carries unanimously.

Next is agenda item number 10. This is a recommendation to take action to approve the California Department of Education School Year '20 operations report for Summit Prep, Everest, Tahoma, Denali, K2, Tam, and Shasta.

As a reminder, the State has suspended the filing of the LCAP this spring, and this report is to be issued in lieu of the LCAP. So do I have a motion to approve these reports?

Steve: So moved.

Diane: Thank you. Steve. Diego, would you like to second.

Diego: I'll second.

Diane: Thank you. Any discussion?

Steve: One question, Diane. Do we expect this same process next year? Like, is it... Are we just in a holding pattern because of COVID? On the reports we're typically supposed to file?

Diane: That's a good question. Kate is on the call, and will correct if I'm misunderstanding. She's watching the guidance closely. I believe just a couple of days ago the state indicated that the second part of LCAP, which actually happens in the spring and sets up the reporting for the next year, has been suspended for this year.

So I think we hypothesized that it will be something similar to this report next year, and not the traditional LCAP, but I don't believe we have clear guidance on that yet. Kate, do you have any further thoughts on that?

Kate: No, that's a pretty good summary, trying to suss out what things will look like.

Diane: Thank you, Kate. Any other discussion on this item before we vote?

Okay, I'll call roll for the vote on item number 10. Diego?

Diego: Aye.

Diane: Stephen.

Steve: Aye.

Diane: Robert.

Bob: Aye.

Diane: Andy.

Andy: Aye.

Diane: And Blake.

Blake: Aye.

Diane: And so that motion carries unanimously. Next up, we have item number 11, which is a board governance item. Do I have a motion to take the recommendation to approve renewal terms for both Bob and Andy Thompson?

Blake: So moved.

Diane: Thank you, Blake. And a second?

Steve: Second.

Diane: Steve, thank you for the second.

Male: From a procedural standpoint for a vote, Andy and Bob, do they recuse themselves from this vote? Or are they...

Diane: I think that's a good question. Why don't we separate those into two votes, take them separately, and then have them each recuse themselves from their vote.

So do I have a motion to approve a renewal term for Bob?

Blake: So moved.

Diane: Thanks, Blake. And the second?

Steve: Second.

Diane: Thank you, Steve. Any discussion? Alright. Let me do the roll call. Diego.

Diego: Aye.

Diane: Steve.

Steve: Aye.

Diane: Andy.

Andy: Aye.

Diane: And Blake.

Blake: Aye.

Diane: So that carries with the four votes, and Bob recusing himself.

The next, do I have a motion to approve a renewal term for Andy?

Blake: So moved.

Diane: Thank you, Blake. And a second?

Diego: Second.

Diane: Thank you, Diego. Any discussion? Alright, let's call the roll. Diego?

Diego: Aye.

Diane: Steve.

Steve: Aye.

Diane: Bob.

Bob: Aye.

Diane: Blake.

Blake: Aye.

Diane: Great. So that motion carries with the four affirmative votes. And Andy recusing himself.

Our next item on the agenda is the CEO report. I would like to talk about three areas with the board today.

The first is just to give you a summary of how the year concluded, and then also of what's happening right now with our school and organizational leaders.

So let me start there and let me... I think you've heard some comments about the extraordinary work of the people in the organization this spring. No one wanted... Certainly, no one wanted, no one expected a global pandemic, with the urgent closing of schools.

I was looking back at the dates earlier this week, and we effectively had about 10 days from the time it sort of crossed our radar that we would need to close to actually closing schools.

And I think the organization worked incredibly collaboratively across the community in order to meet the challenge of making sure that our students didn't lose connection, and they didn't lose learning. And that's a real testament to the people of the organization. And then also, I think the structures and the work that is in place in order to support that.

So, I think the second piece that I would like to highlight about the closure of the year was the approach to really living our value of engaging in personalized learning, letting our families use the tool of the personalized learning plan to select a pathway forward for finishing the year, one that worked for them and their circumstances, and then providing personalized and customized support to individual students and families as they needed it.

We're wrapping up the year in Washington in these next couple of days with some extended summer support.

But what we can see right now is that we'll actually finish in a stronger position this year than last, in terms of students who have mastered their cognitive skills at a great level, completed their courses, and are actually prepared to move on to the next year despite incredible challenges.

And I think that that is a pretty rare story in the country right now. So... And just feel incredibly grateful to everyone in the community and the organization who have come together in order to make that possible, and who are now looking towards the fall, because the uncertainty certainly isn't dissipating.

In terms of the very conclusion of the year, I want to speak to graduation. I know all of you have attended graduations. I know you all care deeply about Summit graduations and the rituals around Summit graduations that focused on, really, highlighting individual students, and making sure that they are seen and celebrated, that every single student is seen and celebrated for their journey. I

know you appreciate that mentor groups graduate as groups, as families who have come together.

I think you all know that I have a son who has attended Summit Denali since 6th grade, and was a senior this year. So, I was skeptical of our ability to replicate the feeling and the emotion, and what a Summit graduation is, given the pandemic and the restrictions that everyone was working under.

And I will tell you, I was pleasantly, pleasantly surprised to experience his graduation in a way that, it captured all that we have come to know and love about a graduation. It had every student featured. It had the whole community coming together. It had the celebration and the emotion and the ritual, and the send off and the companion efforts that every site went through to make sure that every graduate had a home sign or a yard sign indicating they were graduating and that they had opportunities to actually come to the school and pick up their diplomas and say safe goodbyes and get pictures taken.

And it was just a really profound effort and a successful effort, in taking what is a really challenging and hard time, and making sure that what we care about in our values truly came through. And I was deeply grateful as a mother and as a member of this community for so many years.

And then the final piece that I will share. Last year we had this board meeting during what we call Primary Week. And Primary Week is going on again. Had we been in person, I think we would have all been together. That was the plan.

But because we're virtual, we're not coming together with all of the school leaders and all of the leaders in the organization, 70 people in total who are spending this week deeply engaged in professional development and collaboration.

And while I really love being with the board, I will be honest with you, I'm missing being with all of them this afternoon.

It's been a really profound week. The level of conversation and engagement and commitment and growth, and collaboration, and focus and dedication -- it's not like anything that I have experienced in a long time, and it's really truly inspiring. So I look forward to a time when we can actually come together collectively with that group of people. I'm really deeply inspired and humbled to be able to work with them.

I think I want to shift to a couple of comments, just about what it means --

Steve: Diane, is it okay to comment in the middle here?

Diane: Yeah. Please.

Steve: Just want to go back to your comment on graduation. Because it really is incredible and terrific that the teachers and the staff made the extra effort, having crunched so hard to teach in the unexpected environment, to give the kids that last experience and that last feeling.

Because our strongest memories always our last memories of an institution. And I know we've got some of the teachers on here, so I just wanted to thank them all, and everybody else from making that extra effort to make such a difference in the kids -- memories and lives and contexts going forward.

And especially, as pointed out, there's so many challenged community kids, to have that shift and to make it through graduation and then have a good acknowledgment -- just, thank you to the whole community for making that happen for them. Really meaningful.

Diane:

Thank you, Steve. I really appreciate that. And I think, yeah, that probably sums up all of our sentiments.

So just shifting a little bit to what it means to be leading schools in this moment in time.

I think I'm entering my 25th or 26th year as an educator in California this year. And I certainly have taught through and led schools through some really challenging times. This is unlike any other that I've experienced, and I think that's a relatively common sentiment at this point.

Certainly it began with the global pandemic and the closure of our school buildings, and what that means.

And then that has been compounded by a human crisis, and the crisis that we're feeling in our country right now, that deeply impacts our community and our students, and everyone in our organization.

And then the third part of that perfect storm is a financial crisis that we are now entering.

Schools are being asked to do something that we've never been asked to do, that is incredibly difficult to do under good circumstances, which is to support all of our students to learn and grow in a time where they're feeling afraid and worried and scared and threatened. And we're being asked to do it with fewer resource is and in under health and safety circumstances that make being connected or near each other incredibly challenging, if not really close to impossible.

It's just a really hard time. It's a really hard time for everyone.

I think that it brings an opportunity for us, collectively, to figure out how to manage through. And not just managed through -- Andy has always said, for many, many years, that we should focus on building bridges and not piers. And so everything we do should be a bridge to the future that we want and not pier into the ocean just for this moment in time.

And I think that that idea is really resonating with me lately, in that in a time of crisis, it's really hard to think about the future, and it's really difficult to not just immediately focus on what we need to do in that moment.

And it can be very easy and comforting to make decisions for the next few minutes, and think about -- worry about what's happening later.

And I worry that if we do that right now, this crisis is going to last for quite a while, and that if we engage in that type of approach, that we will find ourselves without schools or without communities or without opportunities in the medium and longer term future.

So I think somehow we have to figure out how we're going to balance immediate needs with the long term needs, and that we're somehow going to have to hold both of those things in our head during a time of great uncertainty and great fear.

It is in that context that we're operating. We have less information as educators than we've ever had in the history of operating charter schools for the last 18 years. We don't have a state budget. We have an announced agreement that is dependent upon federal aid that the Senate has refused to even take up in conversation yet.

We have PPP loans that the guidance still hasn't made clear if it will be converted to grants. We have a trailer bill to the proposed budget that suggests that our revenue will be based on this year's ADA and not next year's ADA, regardless of the number of students that we are enrolling.

And that's just the top of the list of the things that are uncertain.

We have a list of health and safety guidance that we need to implement with no understanding of the cost of those things, or the competitive nature of procuring them.

So there's just a significant number of unknowns. And I think that that means that we're in a time where we're fearful, and at the same time, we have to be flexible. We have to be flexible if we're going to be able to think about not only what we need today, but what we need in the future and preserving that future.

It's really with that lens or those lenses that Joyce and I are bringing to you a budget today that is what we believe is fiscally responsible. We have both been leading and operating in school and charter finance for quite some time. We both were deeply involved in that during the last recession of 2008 that lasted for four years.

And while some things are different now, there are some profoundly similar things.

What we're trying to do is think about how Summit not only survives but builds a bridge to our future for all of our students and our community members if these circumstances stay this way for the next four years.

I think we all hope and believe that while we might be able to tackle the virus in a shorter term period, and I sincerely hope we make progress on the humanitarian piece of it, I do think that there is evidence that the financial piece will linger for a number of years.

So what we're trying to do with the budget is find away to, as we always do with our students, not close doors. So in proposing that every single member of our community, every single employee just pause where they are for a few months while we figure out some more things, and have some more pieces fall into place, and have the world around us that has a lot of questions to answer on our behalf does that in order to keep ourselves in a place that keeps all of the doors open, and most importantly, keeps students front and center and make sure that we are not compromising their experience, not putting their experience as second, but really keeping them at the focus of what we're doing.

So it is with that, those lenses and that approach that we bring this. I think it's really important to note that the first place we went, here, is to the healthy part of our... We are a very financially healthy organization. Thank goodness in this time. So we are proposing a use of our reserves, about a quarter of our reserves. Some people would say that that's too aggressive, that in such a time of uncertainty you shouldn't use that much, that you should be cutting right now -- you should be

cutting programs and you should be cutting work streams and all of those sorts of things.

We were able to build that reserve through philanthropy through the work that we do on so many fronts. And we heard a lot of that work earlier. We heard a number of our teachers who are graduates of our Summit Learning Teacher Residency, and a significant number of those reserves for Marshall Street are going to support that residency.

There are a number of other... I would argue that there isn't a strand of work at Summit that doesn't benefit students, communities, teachers, our employees, so we're really trying to come with a solution where no one loses their job, unlike so many places across the country.

And there is an opportunity, if things come out the way we hope they will come out and better, that everyone will regain the pay that was paused. And that's our sincere hope and belief.

And at the same time, we can balance that with a realistic view, an honest view, that actually acknowledges the true facts of what are happening right now and what we truly don't know.

And then the last piece I will just say about that is, I think you all know that -- I started Summit, the original design of this organization was about teachers, teachers being leaders. That is the origin of the leadership team. And their voice being at the table.

And I think that it's unfortunate that that is not how folks experience that and that is not the narrative.

It is certainly... I don't believe the narrative is aligned with my belief or the beliefs of the leaders of this organization. And it's unfortunate. I am not going to engage in a, sort of, public argument with members of our organization. It's not something I'm going to do.

So I will choose to be silent, even when facts that are presented are not true or honest. And I think that that's fine. I will sit as a leader in the organization, and know my values, and believe in the work that we are doing on, and believe that people who take an honest look at that will see that.

So that is where I am as the CEO at this point, and where I think that we are. We will spend July in deep preparations for the fall, again with significant gaps in knowledge and information. But I feel confident that we will be ready to support our students and to drive towards our mission, both in the short term and long term.

So thank you for that.

Bob: Diane, I think it's really important the way you frame that -- number one, what's best for the students, and number two, understanding with all this uncertainty, planning for one year is not enough. Your vision of trying to be able to survive the next three or four years that are really difficult times, is absolutely spot on. So congratulations to you and the team for making those hard decisions and doing that hard work. Thanks.

Diane: Thank you, Bob.

Are we ready to move to the next item?

Andy: Can I just make a comment, Diane?

Diane: Please, Andy.

Andy: I just wanted to say that, obviously, we appreciate all the work that you've done. And Bob, the comment that you just made it very appropriate.

But I also wanted to thank all the people who made contributions in the earlier sessions. It's very important to hear and learn and understand people's perspectives and points of view. I think we're very grateful for it.

So, hearing those voices is something that I think we will value. I certainly value it. And it definitely helps inform how we think about what we need to do.

Diane: Thank you, Andy. I appreciate that. Any other thoughts before we move to the next item?

Okay, with that, we'll move on to item number 13 which is the regular report by Joyce, our CFO.

Joyce: Hello. Good afternoon. Glad you're all here today. The item in front of you right now is just the regular update, the Summit financial update for the end of April 2020.

Due to the timing of when the meetings and the packages are ready, this report tends to be a little dated. So it's almost 60 days old at this point, and represents a bit of a transition period for the closure from March 16th until the end of April.

At the time when the report was done, the majority of the items were favorable. And so we were... The report was positive. We have not at this point got back and analyzed the last month of May, due to the other work that we were doing, and we'll probably have an update for the end of the year of our next meeting in the summer, late summer, early fall.

Because of, I guess, the aging of this report, I'm not sure it would be worth going through all the items on the memo. But I'm happy to entertain any questions that may have come up when you were reading it.

Diane: Thank you, Joyce. Do any of the members of the board have questions on the report?

Bob: I think it was pretty straightforward.

Joyce: Thanks.

Diane: Thank you, Joyce, for your work in preparing it. I know we all appreciate it very much.

It sounds like we should move to item number 14 which is the recommendation to take action to approve Summit Public School school year '21, organizational budget.

This is a recommendation that Joyce and I are making on behalf of the

organization. I think a couple of the... I think the memo states the most important points. I think that given the significant lack of information we have right now, and the uncertainty, we are first and foremost committing to, in this budget, using a significant portion of our reserves, reserves from a healthy organization that we worked incredibly hard to secure, and reserve for moments like this, in order to make sure that our schools can go forward and serve our students and operate wholly, and in order to meet the challenges that are coming before us.

And people are the most -- they are the heart of our organization. So it's where we spend almost all of our resources as an organization, So using a generous but prudent amount of the reserve still leaves a gap at this moment in time, given the uncertainty.

So we want to make sure that we're not taking action right now that can't be undone.

And rather asking for a pause on increases of compensation at this point until we can gather more information. And it is our sincere hope and belief that when we have that it will be positive and we will be able to un-pause. But at this point, the budget we're presenting does require a reduction in compensation.

So that will have to come one way or another.

And with that, I'll see if we have a motion to approve, and then if we do, we'll have some discussion.

Steve: So moved.

Diane: Thank you, Steve. Is there a second?

Blake: Second.

Diane: Thank you, Blake.

Is there any discussion?

Blake: So, Joyce, I know you and I have chatted about this a little bit, but... And I wasn't sure if you actually went back and did any analysis or not. But my vague recollection was last time we had a downturn it was in and around 30% budget cut from the State.

Granted, all the funding formulas were different back then. So that is not an apples to apples comparison.

Do you have any sense for the apples to apples comparison, the last downturn to this?

Joyce: Apples to apples. It's difficulty because they did have general apportionment versus LCFF, which is a bigger basket of funds that they accumulated.

But during the previous recession, it was 20% or 22% of revenues were cut during those five years. And the last cash deferral was in 2013. So they were deferring cash. The state was different cash all of those five years, while they had also cut revenues. So it took them probably -- 2013 to about 2018... So it took them almost another five years to restore the funding to the schools, even with the new funding formula.

Blake: Okay. Thank you.

Diane: Diego, I know that you might... I think you might have some thoughts here?

Diego: Yeah. I'll just start with -- this is incredibly challenging. I appreciate the team who's come to speak today. I appreciate the leadership you all are showing, Diane and Joyce, and the rest of your team, too.

It's taken years to build up that reserve for moments just like this. So I'm glad we are heavily leaning into it.

I'm also glad that we're not spending it all in one year in an attempt -- assuming that this is just a one year problem. There is so much that's so unknown right now, it's challenging. And if, at our core, we stick to what we always have, which is that students must be held front and center, that's true of the students we serve next year just as much as it is to the students who we're going to serve two years, three years, four years from now.

I remember I was in the classroom at Summit Preps, the last time that we had a recession and some cuts just like this, and how many years it took us to try and bounce back in terms of what we could do. And at the time we didn't have the reserves anywhere near the level to help address that.

So I'm proud of the work we've done today. I am mindful of how much is still unknown, and I'm extremely hopeful that some of the more positive projections... I'm hopeful that what the State has said is true, that they actually are going to put this into place. I'm hopeful that the federal government steps up and provides support. Because we know that investing in education is so critical to our students.

I also recognize the role we as a board have to play of supporting students and doing it in times just like these, where a budget is due in a handful of days, with so many things that we still don't know.

So I appreciate how hard this is, and I'm just really thankful that you all are trying to lead through that complexity. I get a chance to work with some schools all across the country, a bunch in California, some in other states, and folks everywhere struggling with the same exact thing of -- how do we ensure that we are supporting our teams through this, supporting our students through this? I know it's really challenging right now with so many things we just don't know.

Diane: Thank you, Diego. Are there any more comments on this before we vote?

Steve: Just to expand on something Diego said. I think that the long term view is so important. And that's what's the balance here. You're taking a quarter of the reserve all in one year, which I think is appropriate. But, making sure that the students and teachers have confidence of a path forward that is many years, is really important.

And I think that's what you're trying to balance here. Certainly we talked about it a lot.

And it always can feel better to make today feel great. But tomorrow, one thing we can be sure, tomorrow is still going to be challenging. And the day after tomorrow and the day after that.

And it doesn't serve the kids or the teachers, right? -- to take care of today and maybe tomorrow, but not the day after.

So it seems to be well balanced with a really difficult set of facts. And if facts get better, terrific. There could be adjustments made. So... It's a good balance with a very challenging set of factors to deal with. But long term for the students and the teachers is always the top priority.

Diane: Thank you, Steve. I appreciate that. Any other comments before we vote? Okay, I will call the roll. We are voting on the motion to approve the School Year '21 Organizational Budget for Summit Public Schools. Diego?

Diego: Aye.

Diane: Steve.

Steve: Aye.

Diane: Bob.

Bob: Aye.

Diane: Andy.

Andy: Aye.

Diane: And Blake.

Blake: Aye.

Diane: Alright. That motion carries unanimously. And with that, that is the last item on our agenda for today.

So do I have a motion to adjourn?

Blake: So moved.

Diane: Thank you, Blake. And do I have a second?

Andy: Second.

Diane: Thank you, Andy. Let me call the roll. Diego.

Diego: Aye.

Diane: Steve.

Steve: Aye.

Diane: Bob.

Bob: Aye.

Diane: Andy.

Andy: Aye.

Diane: And Blake.

Blake: Aye.

Diane: That motion carries unanimously. And so we will officially adjourn at 2:37 p.m.
Thank you so much to everyone who joined the meeting today.

Group: Thank you.