

Summit Public Schools California Board Meeting

October 22, 2020 Open Session Transcript

[Audio](#) length: 2 hours 23 seconds

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Diane: Welcome. Alright. Valeria I think we will get started.

Valeria: That sounds great.

Diane: Great. So welcome everyone. I'd like to call the board meeting to order at 12:02 PM and begin with the roll call. Will you call roll please, Valeria.

Valeria: Of course. Roll call, starting with board of directors. Bob Oster.

Robert: Here.

Valeria: Diego Arambula.

Diego: Here.

Valeria: Blake Warner.

Blake: Here.

Valeria: Steven is not present.

Valeria: Andy Thompson.

Andy: Here.

Valeria: And Meg is not present. For summit we have Diane.

Diane: Here.

Valeria: Nnanna.

Nnanna: Here.

Valeria: Kate. Kate is on the line. And we are ready to start this meeting.

Diane: Great. Thanks Valeria. I believe we have a quorum and so we're ready to go. Excellent. So let's move to agenda item number two, that's the approval of the agenda? Do I have a motion to approve the agenda?

Robert: So moved.

Diane: Thank you, Bob.

Blake: Second.

Diane: Thank you, Blake. Any discussion? Okay, let me just run through the roll call. Diego.

Diego: Aye.

Diane: Bob.

Robert: Aye.

Diane: Blake.

Blake: Aye.

Diane: And Andy.

Andy: Aye.

Diane: Great. The motion carries unanimously. Next up, item number three is the approval of the minutes. We have three sets of minutes. We're recommending approval of June 25th, September 14th, and September 29th. Do I have a motion?

Robert: So moved.

Diane: Thank you, Bob. And a second.

Andy: Second.

Diane: Thank you, Andy. Any discussion? Alright, starting with Diego.

Diego: Aye.

Diane: Bob.

Robert: Aye.

Diane: Blake.

Blake: Aye.

Diane: And Andy.

Andy: Aye.

Diane: Great and that motion carries unanimously. We're now moving to item number four on the agenda. This is public comment on closed session items. Just a couple of notes here. We do have another public comment period for open session items that comes as number five on the agenda or, sorry, no number eight on the agenda. We have in the agenda packet a speaker card submission process. And I believe, Valeria, we have one speaker on the closed session item. Just as a reminder, we ask that...we welcome members of the public to speak. We ask that you adhere to a three minute time limit and Valeria will be timing and signaling. And with that do you want to call the person who's speaking on the closed session item malaria?

Valeria: Yes. Sarah Rivas requested to speak on closed session items. Sarah, are you available? It doesn't seem like she's on the line.

Diane: Okay. It looks like she may have requested to speak in the next public speaking section as well, so hopefully we'll be able to hear from her then.

Valeria: Sounds great.

Diane: Great. Any other requests to speak on this agenda item? Let's move on to item number five then, which is closed session. And so at this point, the board is going to adjourn to a closed session. We will do that in a closed session, different Zoom room. I believe we are anticipating a return, Valeria,

Valeria: 1:20.

Diane: Sorry, what time, 1:20? Yes. So that's our anticipation. We might be back before then however, so that's an only an estimate. And so we look forward to seeing people when we return. Thank you.

[no audio 04:54-40:08]

Keisha: Hi, Miguel. How's it going?

Miguel: I guess I got muted by the host, but I'm doing well.

Keisha: Glad to hear it.

[inaudible 40:27- 1:14:22].

Andy: Hey, Diane.

Diane: Wow.

Andy: Diane, I sent you an email maybe a few days ago, maybe a week ago. Not a big deal, but at some point just, I don't know, send me a thumbs up or thumbs down or a thumbs sideways.

Diane: I will. It will be a thumbs up. I was trying to like process, but it took me too long to process.

Andy: If you want me to, if you want to have a chat, I'm happy to have a chat.

Diane: Great. We will be back in just one moment. Valeria, I think we're just waiting for Diego to rejoin and then we'll be ready to get going.

[inaudible 1:15:26-1:18:56]

Diane: Alright. Welcome back, everyone. We are on item number six of the agenda reconvening to open session. We'll turn to item number seven now and Bob Oster for public record out on closed session.

Valeria: Bob, you're muted.

Diane: Oh, Bob you're muted. Yep.

Robert: I apologize. No action was taken in the closed session, but the board was informed that our chief financial officer who has done such a spectacular job for us is retiring at the end of the school year. And so we will be initiating a search for someone to fill that position and the details on the position description and the search and so forth will be forthcoming. And that's it.

Diane: Thank you, Bob. Alright. We're going to move to agenda item number eight now, which is public comment on the remainder of the agenda. And I believe that the Valeria, you have collected five requests to speak from members of the public.

Valeria: And we can go ahead with those public comments and we will start with Miles Bennett Smith speaking on agenda item number nine. And Sarah Rivas will follow, also

speaking on agenda item number nine. Miles, you can un mute yourself. You have 3 minutes.

Miles: Hi, perfect, thank you. I will try to keep this quick, but I appreciate the board for all the work that you're doing. As a teacher, I'm a teacher at prep, I just want to take this opportunity to please encourage you all to continue to listen to teachers as we think about what is sustainable for schools, what pedagogically is effective for students. The teachers are the ones who are on the ground. They are the ones who are working everyday with the students, and when they tell you what is going on please believe them. Please listen to them. I think that in particular, what we are seeing is that radical change is necessary to instruction, to you know, to try new ideas we must be creative. I mean currently we are not being that creative. The school day is the exact same as it was. We have 85 minute blocks. Wednesday, we don't have project time, but Monday, Tuesday, Thursday, and Friday, they are the same. And it is not working for many, many, many, many students.

And when we get professional development it's on incremental change. It's on tips and trainings that are great in theory, but they are not leading to any kind of the change that we want to support our students. And what that is ending up doing is perpetuating the achievement gap for the...which is exactly the opposite of our mission. And I know that we all know that, and I know that as board members, I hope and trust that you think about that all the time. But in a public setting, and with the time given, I just hope to reiterate that as many times as possible. Students who are behind, who are, you know, have low cog skills, who are struggling with the work, they are falling farther and farther behind. While when we implement incremental change, that helps the middle and higher students who are on...in terms of the scale. And that is perpetuating the gap, that is making it potentially worse. So please listen to teachers...

Valeria: You have 45 seconds left.

Miles: Thank you. Please listen to the teachers, continue to listen to them. You hired them, administrators hired them. Schools believe in them, students believe in them.

They have the relationships. And yeah, so that is my impassioned plea. So please continue to listen. Thank you for your time.

Valeria: Thank you, Sarah Rivas you're up **[inaudible 1:23:35]** you are next. Sarah, you have three minutes starting now.

Sarah: Thank you. I too want to speak on the sustainability of virtual school. Once again, virtual school is showing to privilege students whose parents can work from home, who have people at home who can help them, and who have stable internet access. I am consistently working after school on weekends to support students who need to babysit siblings, who need to make their siblings lunch, who the internet goes out, who don't have a working computer sometimes. And the fact the school day still goes up until the end like it normally did, and the fact that we're still expected to be in these meetings past just a time that's reasonable, I'm exhausted, the children are exhausted, it is **[inaudible 01:24:37]** for them. And I am very tired of Summit making decisions that are not best for students, especially things like having a meeting at this time it's 1:27. The children are in their fourth block. Why are we here right now?

[inaudible 1:24:54] that a school that is now claiming all the sudden, to be anti-racist, and anti-biased is having a meeting where important stakeholders cannot be. I should not be spending my prep time at a board meeting. This meeting should be held full time **[inaudible 1:25:10]** everyone can share their point of view. Thank you,

Valeria: Thank you Sarah. **[inaudible 1:25:20]** you are up. Miguel **[inaudible 1:25:27]** you are next. **[inaudible 1:25:30]** are you on the line? Okay. If **[inaudible 1:25:43]** does come on the line later, we can move on to him. Miguel **[inaudible 1:25:50]** are you ready?

Miguel: Yes. Thank you.

Valeria: Thank you, you have three minutes.

Miguel: Thanks. Hi, as you said, my name is Miguel **[inaudible 1:26:00]**. I use he/him pronouns and I teach history at Summit K2, I teach the ninth grade. And this is my sixth

year with SPS. I do love our students and I really believe in our model. I'll be speaking about our current school experience. So at the moment, I appreciate our switch from the Google Hangouts, which we use during, you know, our first iterations of virtual school. Switching to Zoom has been really helpful. I also really appreciate, and I know, my students and mentees really appreciate Wellness Wednesdays, so thank you for that pivot. However, I do think that virtual school, although it's definitely preferred to the dangers of, you know, being in person right now, I don't think we're yet at the point of sustainability and I wanted to touch upon that.

So for example students are working jobs to support their families during the pandemic. They're caring for younger family members while parents are at work, and experiencing the stress anxiety, and sometimes depression that comes from the loss of life in our communities right now. And, or the loss of income at home. This is something that in one way or another is affecting all of my present mentees. My mentees informed me that their lack of sleep is happening, and that they're always sharing how stressed they are with how much is being asked of them, not only at home, but also in school. For our students, I don't really think that any amount of therapy or self care alone can overcome the expectations which students are finding overwhelming.

Fortunately I know that our union proposed to reduce the screen time from the current 26 hours per week to something that is yet to be negotiated, but which would be more sustainable. As we've been waiting for final resolutions on this and all of our virtual school union proposals, I urge sincerely our SPS board to please direct our SPS management bargaining team to work seriously with our union to quickly settle all of our virtual school proposals that are pending. And I appreciate your time and your empathy. Thank you.

Diane: Valeria I think you're muted.

Valeria: Sorry, Fuchsia you're next, you have three minutes.

Fuchsia: Hi, I'm sorry. I thought I was just on deck. First, I just wanted to thank and appreciate the board for being here. My name is Fuchsia Spring. I teach AP government

and I mentor a lot 11th graders at Summit K2. I'm also 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 K2 in 2018.

I imagine that from your perspective, it's incredibly important to learn about the many challenges we face. You have to learn about reopening guidelines, best practices for schools to provide students with holistic services, such as housing and food and mental health. And then additionally, you have to learn about online student learning. Today I want to offer my perspective about online learning from the vantage point of my role as a teacher and mentor, who's already committed four years of my career to Summit Public Schools.

There are many aspects of our virtual school model that are going well in my classroom. We get real privacy and time to check in with my mentees. And that level of privacy is a luxury I never had in person. And in addition, it's important for students to spend time together in class. For many of them, this is their only opportunity for social contact. But from my vantage point, there are also several changes that would improve the student experience and in particular, close significant gaps that students are facing based on their income level, their internet access, their responsibilities at home, the jobs, siblings that they need to care for. And in addition for students with disabilities, this method is particularly challenging for them.

So I want to highlight a few changes to kind of break down why online schooling is bringing these challenges. Just for more of like the student learning aspect of it. So essentially teaching online requires every aspect of teaching changes. It takes a lot longer and it's less accurate to look around the room and check student understanding. Usually 30 seconds of looking around will tell me who needs help. Now it takes me minutes to check in with students online, chatting to them, often one-on-one. Setting up private rooms to talk, setting up groups and breakout rooms.

Teachers are responsible also for monitoring for mental health, which takes a lot of time during a pandemic when students are suffering in many different ways, especially

financial suffering, grief and increasing responsibilities. One thing that I want to highlight is that right now, students with IEPs which is the document that describes their like legal requirements are only allowed to be pulled for their learning specialists during mentor time and during our habits and content block. That creates a fundamental inequality between disabled and non-disabled students because students have zero access to a teacher outside of the classroom. I think this is incredibly important to reduce the learning gap between students with and without disabilities. And there's no reason to not provide this. Thank you.

Diane: Thank you, Valeria.

Valeria: That was the last of the comments. We had one comment from **[inaudible 1:32:11]** who was not on the line and it just not seem like he is on the line at the moment.

Diane: Thank you, Valeria. I appreciate that. Okay, well, let's move to agenda item number eight then the consent agenda. do I have a motion to approve the consent agenda?

Robert: So moved.

Diego: Second.

Diane: Great, sounds like Bob moved.

Diego: I second.

Diane: Diego second. Excellent. Let's do a roll call vote. We'll start with Blake.

Blake: Aye.

Diane: Andy.

Andy: Aye.

Diane: Bob.

Robert: Aye.

Diane: And Diego.

Diego: Aye.

Diane: Great, the motion carries unanimously. Let's move to item number nine now, which is the school's update and in conversation with members of the board I learned that you're interested in an update on the school, the current experience in our schools, as well as some future expectations, in particular around the opening or potential reopening of buildings. We decided today to bring more of a narrative to that and then in December we'll look to bring a more data-based approach to that. So let me narrate a bit of the experience and build on some of the comments that we were just able to hear during the comment period.

I want to start by saying that in the spring when the coronavirus pandemic first struck and we closed our buildings in March, as you know we quickly moved to a virtual school model and figured our way through the spring until the end of the year. You all have read an extensive report on that, complete with the data around that and I should say, I think everyone is very proud of how the community came together under those circumstances and in that timeframe in order to serve our students.

I think that some things have changed and some things have stayed the same and one of the things that has stayed the same is that there's still significant uncertainty around the future that impacts every one of us on a daily basis. So while we have a better sense now, of how long the pandemic might last. It's hard to remember back in the spring that many of us, I think in March were led to believe that, oh, we might be going out for 10 days or so, but then we'll be able to come back and this will kind of be over. I think we all recognize that this entire school year will be impacted by the pandemic. And now not only the Corona virus pandemic or the COVID pandemic, but also the

economic follow on issues as well as the racial reckoning that our country is experiencing.

And quite frankly, the uncertainty around the pending election and a variety of other things. So there is significant instability in our country and our local communities, and that carries into our schools and so it's really influenced our approach to school this year. I kind of want to talk to you about how that plays out in a few different ways.

The first is that we wanted to take what worked well in the spring and make some iterations to it for the fall based on input, extensive input from students, families, teachers, school leaders, and all of the other people in our organization. So we sought to do that, to provide stability and continuity and consistency. One of the things we know about a traumatic time for people is that stability, and constancy, and consistency is really critical and important and so we wanted to do that, but we also recognize that in the time of uncertainty, we would need to regularly revisit what we were doing and iterate on it.

So we built into our expectation for this school year that we would have what we call phases, but it's essentially a monthly cycle and look at what is happening, what's going on, what we're doing and taking feedback and input and data and iterating on it, and we expect to do that throughout the course of the year. We know that will happen not only just in the virtual school realm, but we want to be constantly looking at what's happening in the context of the potential for reopening the buildings.

So having this phased approach of really looking at, and assessing where we are, and then iterating on it on like a monthly cycle has been our approach to the year. We know the toll that change takes on people, and change is incredibly difficult and so we're super mindful about making sure that changes that we make are thoughtful, based on comprehensive input and data, and our iterations on what we're doing with a very clear hypothesis, so if we do this, then we expect this will happen.

So that's kind of the approach we're taking to the year. I think this is really important because at the heart of Summit is the knowledge and understanding that every single

person is unique and individual. At the heart of our model is personalization and so we need to understand that every single student has a different set of circumstances, a different set of realities, a different set of needs and that is true for every one of our employees as well and we need to find a way to personalize within the context of a community and a system.

So in order to do that, a couple of things, one we've really narrowed our focus and on what we're working on and aiming for and setting our goals around this year and we've tried to simplify it to the most crucial and most important things for our students and our schools. So we think about what's most important in five areas. First enrollment, second attendance, third engagement, fourth learning, and fifth growing and by learning. We're talking about our cognitive skills and content knowledge and growing our habits of success and so focusing on those five areas really exclusively and recognizing that if our students aren't enrolled in school, they certainly can't attend and if they can't attend, they can't engage and if they can't engage, they're not going to be learning and growing. So recognizing the interdependence of those areas.

There are some differences from the spring that have started to show up in the fall. Specifically we got off to a really strong start but based on extensive survey data and input and feedback from a variety of stakeholders, the notion of a full year of dealing with a pandemic and collectively what we're dealing with is definitely taking a toll on people.

The prospect of having a holiday season where many people are not going to be able to see their families, and don't have things to look forward to that they normally look forward to, and the duration of the amount of time they're sort of disconnected from many people who are important to them has really started to take a toll. So as you heard where attendance and engagement were incredibly strong in the spring and in fact, in most of our schools stronger than during in-person school even, we're seeing challenges on that front in the fall that we did not see in the spring. So there's a significant amount of work going into really deeply understanding those. To using improvement science and our network to understand where is this working well and who

has effective the skills and strategies and knowledge in order to encourage attendance and engagement and what's working well and for whom and under what conditions, and then how do we spread that across the organization and the network? And so that work is underway now. And again, very iterative and very constant and ongoing.

We're well aware of the dialogue that's happening in our country now around learning lost and one of the opportunities that we have at Summit is that our model and our belief system does not believe that learning is fixed or that time is fixed and learning is variable. In fact, we believe the opposite. We believe that and we know that learning should be fixed, and time is variable and so by definition, our model enables students to learn at different paces, at different times. So we have many tools at our disposal to ensure that if at a moment in time a student is not learning, that doesn't mean that they're going to miss that, or in some way forgo that knowledge or that skill or that habit, but that we have ways and many tools at our disposal in order to ensure that our students continue to make the progress that they need in order to be prepared for their future.

So I'm going to turn finally to two last pieces. one we're in conversation now about how do we think about success in this school year? As an organization that's really driven by outcomes and goals for our kids, and many of those measures that we normally look at are gone this year or are not in play, and everything seems to be destabilized. We're trying to think about how do we actually look at success for the year and what we keep coming back to is this year is about people. it's about not only our students and their families, but it's about the people in the organization.

And what we really want to focus on are three things for every one of those people in our community. One, that they stay in our community. And quite frankly at this moment in time, keeping a community together is really challenging, so can we retain everyone in our community. Two, can we make sure that we're not closing doors to future opportunities and this is always a focus of Summit, but it's particularly profound in this year. How do we not close doors, ensure the doors aren't closed.

Then three, how do we in this challenging time make sure that everyone also has an opportunity. So not only the doors aren't closed, but that there is some opportunity in this time considering all that's going on. So that is the sort of framework for success we're thinking about for the year and working to make real, and in terms of connecting it with our focus areas on enrollment, and attendance, and engagement, and learning and growth, and then what's at the heart of Summit, our relationships with each other and our community.

Finally just a word on school reopening. As you all know, we have constantly and continuously tracked our Federal, State and County health guidelines, and adhere very closely to all of the advice and requirements and updates. Our schools, at least at this moment, have moved into County levels that would enable them to potentially open the buildings with significant restrictions and modifications. As you all know, we have committed to our families that throughout this year we will be offering virtual school no matter what, that was really critical to our families. When we have asked them for their input, at least half of them every time had said that they want a virtual option for the entire year, and that that's really critical and important to their family and so we have certainly committed to that option for them. We also know that for some of our students, the ability to be in the building, even if it is engaged in the virtual piece, but still to be engaged in the building will be important but of course safety is first.

So the school leaders are in partnership with our operations team and all of the teams that have been working really hard on this starting to take a look at what the requirements are, and what the guidance would be, and what the circumstances would be and how the decision would be made in order to potentially reopen the building. That said and so that look is beginning, I think that we will proceed with significant care and caution. We will of course, be engaging with Unite Summit on this before anything happens as well as the board. So that is sort of what the future holds for the potential of reopening our buildings. So with that, I am going to pause, see if there are any thoughts or questions from the board on the school's update.

Robert: I think you and your whole team should be congratulated on handling what is clearly a very difficult and uncertain time. I just think it's magnificent that you're working as closely as you are with the many people involved to keep the virtual school functioning. Because as you know, there is a lot of turmoil out there and frankly, to my eye, Summit is a beacon, so thank you.

Diego: Could you go over again, Diane, what you had listed under, how do we think about success this year? I think you had said folks we want folks to stay in the community, we want to ensure that we don't close any doors, and then we strengthen relationships, were those the three?

Diane: The third one was actually that everyone has at least one opportunity in this time. And so if we think about ensuring the doors aren't closed, as you might imagine, that's really thinking about making sure that no future options are closed to any of our students. Making sure that choices, and decisions, and actions, and behaviors that are happening now are not closing those things off or eliminating choices or options. We also want to make sure that they have an opportunity at this moment in time. So that's what that one's about and then holistically, it's just this intense focus on people in relationships.

Andy: If I just wanted to build on what Bob said, I do really want to say how great I think it is that you are thinking things through and that you have an approach that's so inclusive. I think that's very, very important and I really appreciate your comments about involving the teachers, the parents, the students, and all the constituencies and trying to figure out how to solve for what are no doubt, many, many complex problems. I think it's inevitable there are going to be compromises that get made and things that create gaps and challenges that won't necessarily please everybody. But I really think you're doing a great job of, as much as you can, reinventing school and reinventing how you approach the learning process in ways that make use of this new kind of technology and acknowledge that we have a very challenging circumstance. So I think it's great. I think you're doing a really good job, I think the whole team is.

Diane: Great. Alright, I think with that, we will move on to item number nine on our agenda. Oh, sorry, we just did nine, item number ten, which is...

Robert: Diane, did we approve the consent agenda?

Diane: We did, we did that. I know you just got swept away with our update, Bob and forgot the compelling consent agenda. So item number ten is a recommendation to approve the updates to the Summit Public Schools independent study policy. And so for that one, I see that our COO Josh has joined us. Let me just; since this is a recommendation, let me call and see if there is a motion to approve and then we can move into the discussion if there's a second. Is there a motion?

Robert: So moved.

Diane: Thank you, Bob and a second?

Andy: Second.

Diane: Thanks, Andy. Certainly, you have the memo in the packet. Does anyone have questions or thoughts or discussion on this item? Great. Josh, is there anything that you want to share? I know you're here for support, but is there anything you want to share before we move forward with vote?

Josh: I don't think so.

Diane: Okay, fairly straightforward. Great. All right, with that, let's call for the vote. We'll start with Diego.

Diego: Aye.

Diane: Bob

Robert: Aye.

Diane: Blake.

Blake: Aye.

Dianne: And Andy.

Andy: Aye.

Dianne: Excellent. Thank you so much. We might be running a little bit ahead of time. Let me see if Joyce is with us yet because we're moving to item number 11, which is a recommendation to approve Summit Public Schools 2021 revised budget. So as I'm sure we're reaching out to Joyce to have her join us, I want to just remind all of us the context for this.

As normally in years, this is something that we do. We return in October having approved a budget in June with a revised budget. We revised the budget because as you all know, in August and September as school gets started, there are a number of assumptions that we have to make in June that then gets solidified. And so it's always a best practice to go back and revise the budget that will follow for the remainder of the year. This is a particularly challenging year for a variety of reasons, and so there were a number of unknowns that Joyce has revealed here in the budget memo, that fortunately we were able to get answers to a number of them. So present the board with a revised budget that honestly, we feel as confident as we can possibly feel in a year like this in. So Joyce has just joined, I was just giving the context. I know we're ahead. So thanks for hopping on. Is there anything, any introduction you would like to do or would you like to just move to discussion by the board?

Joyce: Yes, I guess, I didn't hear all the comments, but basically this is a culmination of a number of other board meetings that have preceded this, where we've talked about the learning continuity and attendance plan, the changes to the budget based on the state budgets. So I have laid the context out in the memo and I'm happy to answer questions.

Diane: Great, before we do that, Joyce, I'm going to call for a motion to approve the recommendation then the second, and then we'll move into the discussion of the item.

Robert: So moved.

Diane: Thank you, Bob.

Blake: Second.

Diane: Thanks, Blake. All right, Joyce is open for questions. Does anyone have any? They've all done their homework today Joyce, so there's just not a lot of.

Blake: Well, I mean, we did [inaudible 01:55:43] we did touch on the pre-revise, revised whatever one or two board meetings ago when we sort of lifted the salary because we had greater clarity on the funding coming from the state. So don't misinterpret our silence on this because we spent some cycles on this one a month or two ago. So this is really the more formal adoption of the formally revised budget.

Robert: My silence is a reflection only of my awe that you're able to put this budget together given all the uncertainties that you've got to sort of guess about, and I fully appreciate and understand the caveat that things may change. So definitely understand.

Diane: Great.

Joyce: Thank you.

Andy: Joyce, before you came on Diane spoke about her confidence in this budget as it's currently now revised and obviously, Bob has commended you for being able to put it together in conditions a great uncertainty. If you had to share with the board, any area where you perhaps felt the most insecure or the most uncertain would there be any area that you'd highlight?

Joyce: I think the one area, which is still a little bit unclear is when we returned to 'in classroom' education, if that happens in this fiscal year, are there other facility changes that we need to know or do that we haven't really got in-depth. We have done a great job of collecting as much information as we can but we may have a surprise or two

there, and there may be some other criteria for reopening that hasn't been surfaced yet. But those would be the two areas that I would be the most concerned about because we just don't have all the information that we might need, but we've done some excellent work to try and anticipate what those costs might be.

Andy: So you have some money in the budget for physical changes?

Joyce: Yes.

Andy: Yeah. Okay,

Diane: Great. Any other questions or discussion?

Diego: I know one thing when we talked about this first over the summer, and then again, a couple of months ago there's no way to project what the next two, three, four years are going to look like, how are you feeling in terms of what's in here and how this sets us up in the next year, next two, next three? I see that we're using some of the rainy day funds that we've got a little bit less cash on hand.

Joyce: And some of that was planned with the bond payment that we knew was coming. So that's one of the larger uses of those funds. The information we're getting from the state of California is basically flat revenues for three years and so that's going to impact decisions as we make the next couple of years' budgets. I think we'll know more in January when the governor presents his budget. Exactly kind of what his experts are telling him, but that's what's in the calculators that we use and so anticipating flat revenues, and most of our schools will be built out to their capacities. Then there will be some other changes and decisions that will have to be made in terms of the budgets.

Diane: Any other discussion? I'm going to call for the vote then, we'll start with you, Diego.

Diego: Aye.

Diane: Robert.

Robert: Aye.

Diane: Blake.

Blake: Aye.

Diane: And Andy.

Andy: Aye.

Diane: Excellent. All right, well that brings us to item number 12, which is the adjournment of our meeting. So with that, I thank everyone who joined us today and I thank the board and we'll look forward to our next meeting. Thank you.