

# Summit Public Schools California Board Meeting

## December 11, 2020 Open Session Transcript

[Audio](#) length: 2 hours 4 minutes 16 seconds

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**Diane:** By noting that one of our school authorizers, the Santa Clara County Office of Education has exercised their authority to appoint a representative to Summit's board. In the board packet, you have many details about this appointment. So for the moment, I'll just provide a short high-level description and then a welcome. As noted in the packet, as the authorizer for both Denali and Tahoma, SCCOE has a right to appoint a board representative to Summit public schools board. While all authorizers in California have this right, rarely do they exercise it and this is the first time in Summit's history that an authorizer has exercised this right. As far as we are aware, it's also the first time in SCCOE history. The Summit staff has been actively engaged in fulfilling their due diligence on this matter and in doing so have sought out clarification and understanding from SCCOE to ensure that their selected representative, who is a SCCOE employee has the ability to simultaneously act in the best interest of SCCOE, the authorizer, and Denali and Tahoma, the authorized schools.

Summit staff and council are rightly concerned that given the dual loyalties all duties can be carried out with sufficient duty to loyalty, care, and impartiality. I want to express my appreciation to all of our directors for devoting their time, and sharing their expertise and participating in decision-making with undivided loyalty to Summit students and governance of the organization. And we welcome a new participant to our board meeting Dr. Anisha Munshi, who presently serves as the assistant superintendent of the professional development and instructional support division and human resources division at the Santa Clara County Office of Education.

We welcome Dr. Munshi, who I hope understands the questions and concerns post to SCCOE only reflect our due diligence to ensure your participation does not trigger concerns with respect to fiduciary duties and duties of loyalty, care, and impartiality. Dr. Munshi, we would welcome you to address the board at this point, if you would like to.

**Dr. Munshi:** Sure. Good morning, thank you for the welcome. I also just a quick correction. I'm not the assistant superintendent for human resources anymore, so we just ran a recruitment so I am only the assistant superintendent for professional learning and instructional support. I am also an educator. I have been a public school teacher, principal, director, assistant superintendent, and also I have been involved in classrooms as a parent myself. I've raised two children who have both gone to public schools. So in my prior life, I was a computer programmer before I had children. So I'm just excited to be on the board, again, this is something I'm very passionate about. My doctorate is in educational leadership with a focus on equity. So this is obviously very close to my heart, making sure that our students have access. So I am very happy to be here with you.

**Diane:** Well, thank you and welcome. With that, I just want to note that Diego Arambula, a board member has arrived and is present in the meeting, thank you and welcome.

**Diego:** Hi all, sorry.

**Diane:** No problem. I will move to item number three, which is the approval of the agenda. Do I have a motion to approve the agenda?

**Steven:** So moved.

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

**Blake:** Second.

**Diane:** Thank you, Blake. Any discussion? All right. I will call for the vote then. Andy?

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** And Dr. Munshi?

**Dr. Munshi:** I think it would be appropriate if I abstain on this one.

**Diane:** Okay, great. The motion carries. All right. Next up is item number four, which is the approval of the minutes. Do I have a motion?

**Blake:** So moved.

**Diane:** Thank you, Blake and do I have a second?

**Steven:** Second.

**Diego:** Second.

**Diane:** Thank you, Steve. We'll give that one to Steve, Diego. We'll get you on another one. Any discussion? Okay, let me call for the vote then. Andy?

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** Dr. Munshi? Dr. Munshi would you like to vote on this one?

**Dr. Munshi:** Oh, I did say aye.

**Diane:** Oh, I'm sorry.

**Dr. Munshi:** I might have not un-muted myself.

**Diane:** Great, great, thank you. Okay and that motion carries. All right, next up, we have item number five. This is public comment on closed session agenda items. This period is reserved for speakers whose items are on the closed session agenda. Valeria, do we have any speakers on this item?

**Valeria:** At the moment we don't have any speakers for this item.

**Diane:** Okay. Thank you very much. All right. The next item is item number six, which is closed session. As you can see the agenda lists, one closed session item as a discussion of anticipated litigation with our attorneys. It is the staff's understanding that conversations concerning legal matters with our attorney are subject to attorney-client privilege. Can counsel please confirm this?

**Counsel:** Hi, Diane, yes, that's correct. During closed session, the board will have an opportunity to speak with counsel in an environment where there's an expectation of confidentiality. If any third parties or parties representing the interests of third parties are present that could cause a waiver of the attorney-client privilege or the subject, et cetera, discussed. Generally, though the recommendation is if the board chooses to waive attorney-client privilege on a matter that it's an informed decision that's memorialized with a roll call vote. So the board has discretion, but in general the expectation is that the board will retain attorney client privilege over legal matters.

**Diane:** Thank you for that legal clarification, we appreciate that. Members of the board, as we've stated earlier, Dr. Munshi represents a third party and their interests, and thus, if she participates in the closed session, the attorney-client privilege will be waived. As counsel has advised, it is left to the board to make an informed decision if you would like to waive that privilege. So at this point let me ask would any member of the board like to make a motion to waive attorney-client privilege?

**Steven:** Can we comment on that request for a motion or what's the appropriate process?

**Diane:** Certainly if you would like to Steve if the appropriate process is if I don't hear a motion we'll just respectfully request that Dr. Munshi re-join us after we return from closed session.

**Steven:** Yes, I guess I would just in comment I would say, our duty, both fiduciary and moral is always to the students first and foremost, and anything that you gets in the way of carrying out that duty is something that we always should be very careful about. And waiving attorney-client privilege can affect our ability to have a robust discussion around that. So I think thoughtfully and with respect for representation we always need to be working in the student's best interests first and foremost. The families and the teachers, to the extent they also serve the students, but all about that and so my suggestion would be not to waive attorney-client privilege because that gets in the way of our duty.

**Diane:** Okay. Thank you, Steve. I haven't heard a motion, let's call for that. Okay, hearing no motion. Dr. Munshi, we respectfully request that you re-join us when we return from closed session. We anticipate that we'll be about 9:25 and we will at this point, adjourn to that closed session and reconvene at the end of it. Thank you all.

**[no audio 09:34 - 01:22:03].**

**Diane:** Okay, welcome back everyone, the board is reconvening to open session at 9:26 AM. I'd like to move to item number eight on the agenda, which is the public report out on closed session, if any from the board chair, Bob Oster.

**Robert:** The board took no election in closed session.

**Diane:** Thank you, Bob. Alright, let's move to item number nine then, public comment. Valeria, do we have any requests for public comment?

**Valeria:** At the moment we don't have any requests for public comment.

**Diane:** Thank you, Valeria. Great. Let's move to item number ten then, which is the consent agenda? Do I have a motion from a board member to approve the consent agenda?

**Steven:** So moved.

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

**Diego:** Second.

**Diane:** Thank you, Diego. Is there any discussion? Okay, let me call for the vote then. Andy.

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** And Dr. Munshi.

**Dr. Munshi:** Aye.

**Diane:** Thank you, the motion carries. Next up is item number eleven, which is our schools updates and so I am going to offer the school's update today. I'm going to ask Valeria to share a short slide deck that's been prepared by our information team for us. What I want to do is just give you some basic information and data on where we are this year with our schools. As you all know our schools have not been operating in our buildings since last March when the buildings were closed due to the pandemic. And so we currently continue to operate our full virtual school program and model. So what I want to do is just give you an update of where we are in terms of progress on virtual school and the model this year. So Valeria, if you can actually move to slide number three.

I want to start by talking about the student experience. So as you all will recall, each fall we do an extensive survey of our students to understand their experience. As you all know, since COVID happened, we've been in regular communication with our students and we're regularly asking them for their feedback, but this is the annual big survey that

we do. This year we included some additional questions specifically about the virtual experience.

And so a couple of key items, I want to point out. Holding consistent from our spring experiences, as you see, 81% of our students report having a place to work and concentrate at home. Certainly there are a percentage of students who do not have the best place to work at home and it's why we hope as soon as we are able to be able to reopen our buildings and certainly preference those students. It's also why we have been very actively engaged in trying to problem-solve around this including providing those students with noise cancelling headphones. And in some cases we've helped them build sort of a space wherever they are using dividers, room dividers and desk dividers and things like that. A variety of things in an effort to problem-solve so that they actually have a space that they're able to work at home.

Second, 90% of our students are reporting that they can resolve their computer issues on their own during the school day and so this has been true since the spring. our students are able to really have access and as you know, we've achieved that by ensuring that they all have bandwidth wherever they are and wherever they are living. Whether that be through hotspots we've provided or connecting them with free Wi-Fi services and things like that as well as them having their Chromebook, which they always have.

**Steven:** Diane, can I ask a question here?

**Diane:** Sure, please Steve.

**Steven:** On that first one that means 19% don't and I know we're doing a ton of things with the noise canceling headphones and others. Do we have any data, are they doing okay? Are they able to keep up and are some of the remediation offsetting them or do we have a population that I know there's nothing we can do with COVID, but how are we doing with all the remediation you've had for them?

**Diane:** Yes, I mean, at this point in the year it's less about remediation because as you know, we finished the spring solidly, completing last school year with our students achieving as much as they have in any previous year prior to COVID. So this year it's really about keeping them engaged and tracking along because as you know, we're running a full school program and school year, this year. It is undoubtedly challenging for a group of students and we continue to try to think about the different approaches, and interventions, and structures, and strategies. I would like to tell you we've cracked the code for every single student, that is not true, and some of them we continue to seek to work on. And so it is certainly a challenging problem and we take our continuous improvement approach here where we do short cycle hypothesis of will this help, we test it, we try it, we look at the results. If it doesn't, then we implement the next potential option for support. And so as you know, that's happening across the board with so many of our school leaders, and our directors of operations, our community engagement managers, and our teachers and mentors working on that.

**Steven:** It would be great if we can keep focused on this particular line and this particular population because when we do get back, whatever they might need to bring them back up to speed, if there is an impact, impacts like that carry through forever if you don't do something about it. So it'd be great if we can keep this population really in mind as we move through it. I know you are, but just from a board perspective would really like to keep an eye and keep care for them, thanks.

**Diane:** I appreciate that, Steve, very much. And then I want to point to the 76% of students who report literally, always being attentive during virtual classes. And that always word is really important there because even during the virtual experience, 76% are reporting that they're able to always be attentive. I think I might be kind of happy with that even in regular school, given how hard it can be for teenagers to be constantly attentive. And then 70% of our students report being comfortable doing schoolwork remotely.

And I want to be really clear, our kids are very honest and clear about how they would much rather be in the building. They're also incredibly thoughtful about understanding

the risks and the safety and that we're in a pandemic, and they're so insightful. It's really heartening to read their comments and their understanding of that and their willingness to try to make the most of what's happening and do what they can to get to a place where they can comfortably do their work. I also think it speaks to the program and the model and the way that we're executing it, that allows that.

I do want to point out that there are not significant statistical differences between our students on these measures from some of our disadvantaged groups, the socio-economically disadvantaged students or other students and so that that's the high level as described by the students.

We want to look at the next slide, Valeria, takes us to attendance and as you all know that the Summit experience we're fortunate, is housed in an accessible...via our platform where all of the classes are on the platform, all of the daily learning activities and menus and class lessons are all in one place, easily accessible. All of the work is performed there and shared with their teachers. They're scored, they're evaluated, they're given feedback there. And so the idea that students are able to engage in school, even if it might be asynchronously by being logged into that platform and what this data is showing that our students truly are logging into that platform at a rate that is consistent with their attendance rate during the normal school year. So we have high consistent engagement in the learning experience as demonstrated by the platform engagement.

As you all know, if we go to the next slide, we go even further than that. We want our students not to just be logging in there, but actually setting goals and directing, self-directing their learning and making progress. So what this looks at is the percentage of students who are actually using the goal setting function in the platform, who are setting goals on a daily basis, and then at least also on a weekly basis, and these goals are all related to their academic progress at work. So they're setting goals about their projects, and their content assessments, the cognitive skills they're learning, the content they're learning. And as you all know, they continue to meet as they do in person, but now virtually with their mentors to talk about these goals, set these goals, problem solve if they are struggling with the goals and so strong measures here that again are as high.

Actually, these measures are higher than they were when we were in person partly because we're in the virtual world and so everyone is sort of accessing the virtual platforms to conduct their work.

**Andy:** May I interrupt?

**Diane:** Please, Andy.

**Andy:** So I'm just curious, why do you think that English learners have lower goal setting rates than other students?

**Diane:** Yeah, it's a very good question and I don't want to represent that I fully understand their reasoning or rationale. It's certainly possible to have a hypothesis that if you're an English language learner the access to the language will be a bit more challenging and so the act of goal-setting or any of these activities might take longer or more work and so that might be the place where they wouldn't necessarily do that as frequently. So that might a hypothesis. I will also tell you, Andy, that we're currently actively engaged in doing a lot of deep dives into the data, as well as engagement with our English language learners to really understand their experience. Again, as we look to, hopefully as soon as we are able to return to in-person, these would be some of the students that we would be attempting to welcome back, assuming they wanted to come back as early as possible.

Which leads me to, I just want to share sort of where we are on. and Valarie, I think that's the last slide I was going to show, so we can move off of that slide if you would like to. I just wanted to share where we are with the building reopening approach that we have. First of all, as you know, we have in daily monitoring, very aggressive monitoring and engagement with state, federal, county guidelines, knowledge, sharing knowledge opportunities. Our team has from the very beginning, been very active there. We have the good fortune in some ways of learning from other schools who've gone before us. So a number of our peers from across the country have reentered their buildings and have been very open in their sharing. We're very active in a community of high-performing schools that is sharing best practices and learnings and so we feel like

we're benefiting from that. And our team has been actively planning and preparing for quite some time.

So we believe that we are ready, literally from the moment that we make a decision to reopen the building because we are able. We have a fully developed plan that we would be able to execute. It's really important to note that part of this work involves negotiation with Unite Summit, our union and so we have been in active conversation with them about that. We have not begun the negotiation because the current and continued status of the counties in which our schools are located, being purple means that we are not able to open our buildings and given the current trends with COVID, it does look unlikely that that will happen at least in the next month or so. So we're watching very closely, we're ready to engage as soon as it seems reasonable to put our time and energy there and very excited to hopefully get the buildings back opened at some point during the school year. That is hope and everyone has it, I think probably realistically we believe that we will open next fall in our buildings and so that feels like the conservative belief at this point. Let me pause there and see if anyone has any questions about the school's updates from the board. All right, let's move on then to item number 12.

**Andy:** Diane, just quickly not a question, just thank you for sharing all of that. It's really well laid out. Having seen across a number of different district schools and charter schools, also hearing back from nearly 80% of our students during this time, 79% response rate just from the start is really fantastic. I'm sure there are other schools in the region and across the state who would love to hear what you all did to even engage students in that very first piece. I know our hometown district is looking at significantly lower response rates from students, from families. So kudos on reaching out, on having folks so engaged and then sharing all that feedback, thanks.

**Blake:** I did have a real quick question. Are we seeing, from an academic progress, academic success standpoint, any deviation or variance from what we would normally expect? I mean, obviously it's a more challenging opportunity, like not being able to meet mentors in person and things of that nature, but is there anything that you would come out of the data that we should be encouraged by, concerned, aware of?

**Diane:** Yeah, I mean, I would say perhaps the big surprise Blake is that there are some encouraging things coming out of the data and the experience. And I say that very carefully because, I don't know, it feels, in some ways, disrespectful to even note that something positive could come from something so horrible as the pandemic we're experiencing. I do think that there are a number of interesting things that have happened, one of the most powerful is the real demonstration and clarity that our students really are developing the skills to be self-directed learners. And that is so clear now when they're having to self-direct in so many ways, and I would say not only having to, but enjoying that role and wanting that role and really advocating for what's best for them and taking control of their learning.

So I would point to a whole set of things that are really positive and affirming both on that front and then just also the fact that our model is designed to be centered on relationship and connection has been so incredibly important during the pandemic.

It's not the same and everyone wants to be back in person and everyone misses each other. I should not say everyone, there's a small percentage of kids who actually prefer virtual school and have told us that. It's not the majority and it's a small group but let me be respectful of their perspective and not say everyone. So most want to be in person and they also still are able to lean on those relationships and those connections, even in the virtual world, which has been really critical and a really hard, hard year for everyone.

I would just say finally, it's a really hard year as you and everyone knows, and we are certainly not immune to that, and our students aren't immune to that. So I think we're all experiencing the challenges of living through an unprecedented pandemic and so yes, that's what we're seeing.

Thank you all for that, let's move to agenda item number twelve, and this is an action item. Staff is recommending that the board adopt the LCFF budget overview for parents and so I would love to hear if we have a motion.

**Steven:** So moved.

**Blake:** Second.

**Diane:** Thank you, Steve. Thank you, Blake for the second. Is there any discussion?

**Robert:** Can you just provide a little color to this? I mean, I read the information, is this a new requirement or a changed requirement.

**Diane:** It is Bob and so let me see if we can turn to Kate for that explanation.

**Kate:** Absolutely, thank you so much. It's great to be here with you all this morning. So as the memo highlights, the budget overview for parents is something that typically is produced with the LCAP and part of that process. This year as a reminder, that whole process changed as the result of the pandemic and the state bifurcated the LCAP process into a learning continuity and attendance plan, which the board adopted with our parent input and stakeholder engagement back in September and then later the adoption of the budget overview for parents by December 15<sup>th</sup>. So this budget overview for parents reflects budget information at the time available the first interim budget reports.

**Robert:** Do these go to all the parents?

**Kate:** Yes, they're posted publicly on our website and disseminated through the schools, typically through our school newsletter process as well.

**Diane:** Thank you, Kate. Any other conversation or discussion on this item? All right, hearing none. I will call for the vote then. Andy?

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** Dr. Munshi?

**Dr. Munshi:** Aye.

**Diane:** Excellent and the motion carries, thank you so much. Let's move next to item number 13, which is an informational item on the student residents update and so Nnanna, would you like to just give us a quick voiceover on this information?

**Nnanna:** Sure, sure. So as you know, we operate several schools throughout the Bay Area. Typically we've had the central location for our board meetings at the home office. One of the new changes in law has been to require that the board meet in the County in which the greatest number of students reside, and I want to clarify that the greatest number of students reside, not the greatest number of students are enrolled. So we had our data team pull together a survey to figure out based on the enrollment reports, where our students are currently living, just to provide the board with some information so they can get a sense of our students and it turns out that San Mateo is presently the top County of residents with approximately 1200 students followed by Santa Clara and Contra Costa. But for additional information, we have students that reside and I think the total was about 10 different counties who attend our schools. So we just wanted to share the information with the boards so they can in a sense in compliance with the Brown Act, but also just for informational purposes of student residents.

**Diane:** Thank you, Nnanna, I appreciate that. Does the board have any questions for Nnanna on this information? Okay, great. Let's move on to item number 14 then. Item

14 is a recommendation for action to delegate authority to the chief executive officer to respond to the notice of cure. You have a memo fully detailing this in the packet. Do I have a motion?

**Robert:** So moved.

**Diane:** Thank you, Bob and do I have a second?

**Blake:** Second.

**Diane:** Thank you, Blake. Does anyone have any discussion or questions? Okay, let me call for the vote then. Andy?

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** Dr. Munshi.

**Dr. Munshi:** Aye.

**Diane:** Okay. Thank you and the motion carries. Alright, moving on to item number 15. This is also a recommendation for action. Specifically to ratify the Summit Public Schools, conflict of interest code. Again, you have a memo in the packet explaining the process for updating this code and then get gaining approval from the FPPC, which we received in October and so I believe October and so now asking the board to affirm this. Do I have a motion?

**Blake:** So moved.

**Diane:** Thank you, Blake and a second?

**Robert:** I second.

**Diane:** Thank you, Bob. Any questions or discussion? Okay, let me take the roll call vote then.

**Nnanna:** Sorry, Diane. Just to add a clarification, once the board approves this, my next step will be to get the FPPC to stamp, to certify that it is in fact final. So just to clarify that there is one additional procedural step before the new conflict of interest code goes into effect. But for all intents and purposes, we would recommend that the board operate under this conflict of interest code.

**Diane:** Thank you for that clarification, Nnanna, appreciate that. Any other discussion or questions before I call for the roll call vote? Okay, great, Andy?

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Did I hear you, Blake. Did we hear you? Yep. I don't know. Maybe I just, sorry. Thank you, Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** Dr. Munshi.

**Dr. Munshi:** Aye.

**Diane:** Great. Okay. Moving to item number 16, this is a recommended action to approve amended and restated bylaws. Nnanna, would you like to just spend a couple of minutes sharing with the board the significant changes that have been made here?

**Nnanna:** Sure, sure. So first just as in starting context, our bylaws were in use of an update just for general housekeeping and just to ensure that the language is clear to everyone who reads it. And doing an analysis of the bylaws, one of the things I found is that in some areas of the non-profit corporation, we are subject to the corporation's code and as a school operator, we are subject to some provisions of the government code and education code. So combining all of those together sometimes does not appear as seamless as we would intend. So we took a fresh look at the bylaws to ensure that we can minimize confusion where possible. For example, in articles five and six, where we talk about contracts with directors and non-directors, the prior language tracks the corporation's code but as a school entity that triggered a little bit of confusion. So we decided to take the approach of just referencing the corporation's code and political reform act government code to acknowledge that board is subject to the compliance with each of those portions of state law.

In addition, we wanted to clean up some language around where the board is required to meet. So we've incorporated tracking the Brown Act and I'd say for the most part, anything that the board was doing yesterday, the compliance requirement is still the same. The board is still required to comply with the corporation's code, applicable

provisions of the government code, and education code. We did make one tweak and that is with bylaw amendments based on recent board practices where bylaws are generally recommended to be two-thirds of the board rather than a majority including by Robert's rules of order. We aligned with that requirement with the understanding that bylaws are intended to be a relatively static guiding document and not necessarily subject to the whims of any particular board members. So for the most part, what you're seeing reflects cleanup changes, but also in effort to clarify where applicable law applies to the board.

**Diane:** Thank you for that summary and overview, Nnanna, I appreciate it. Does anyone from the board have any questions or discussion?

**Steven:** It seemed like they were all legal compliance regulatory. I always like to look at this with the lens of, is it anything that affects the kids and ability to deliver the best services to kids and make the best decisions? It seemed like there was nothing particularly at odds or even particularly affecting it. Is that a correct interpretation from your perspective?

**Nnanna:** That's correct. I mean, embedded within the bylaws are things such as the authority to delegate powers to the CEO or any particular officer and so within that delegation of authority, the board has the ability to direct, make directions or not make directions or provide a broad or specific guidance. So the bylaws are intended to be relatively static guiding document for the board.

**Steven:** Nnanna, if I understand correctly, the only two-thirds vote is really to change the bylaws, the rest of the votes seem to be majority.

**Nnanna:** Correct.

**Steven:** Yeah. Okay. I get it, makes sense.

**Diane:** Any other conversation from the board or questions? Okay, Valeria, remind me, I think that I've already taken a motion and a second on this, but I can't exactly remember we've done a number of those this morning already.

**Valeria:** And I believe we haven't yet asked.

**Diane:** We have not yet, excellent. All right.

**Robert:** So moved.

**Diane:** Thank you, Bob and a second.

**Steven:** Second.

**Diane:** Thank you, Steve. Any further discussion or comment?

**Steven:** Yes, sorry for jumping in discussion before we had.

**Diane:** Oh, no, it's fine, it's fine. All right, let me call the roll then. Andy.

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** I

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** And Dr. Munshi.

**Dr. Munshi:** Aye.

**Diane:** Thank you, that motion carries. All right. We are going to move on to item number 17, our CFO report, which includes our October financial update. So for that we'll welcome, Joyce. Welcome Joyce, you're still on mute.

**Joyce:** Thank you, good morning. It's nice to be here with all of you, and it's nice to meet you, Dr. Munshi. I have two items on the agenda today. The first one is an informational item, which is the October financial update. The memo that's included, summarizes the larger variances and issues surrounding the financials. Currently, the financials are tracking very close to our revised budgets. We are seeing a slightly better than expected variances in some areas, specifically surrounding building closure, where we're saving on utilities and some repairs and maintenance due to the buildings that are actually not being occupied. Overall, we watched the budgets very carefully, we have for the Marshall Street and school support programs, we've recognized about a million dollars of the grants that have been received. There's an additional 4.4 in deferred revenues that we will be recognizing as we update those grants.

A number of our grants were delayed because of COVID and at this point most of them have been extended so we need to reallocate some of the funding. Schools are tracking very closely to the budgets. The learning loss mitigation funds have been received, and we are spending them according to the requirements of those funds. The Washington schools, there hasn't been much change in their operations and so they are currently operating the same way that they were last year and are on track. The foundation which supports our teacher residency program has very little variance and part of that is just the timing of some of the payments of items that we do with the budgets. Expenses are tracking close to budget. We have a slightly favorable variance in compensation due to the timing of hiring different positions. And there's nothing of note in those budgets at this point. That's pretty much the overall summary highlight. I'm happy to answer any questions.

**Blake:** Joyce, just to maybe clarify for the board, because this is a question I had asked you in our prior meeting was that the Marshall Street stuff, just so there's no confusion is that we raised a bunch of money a year ago we couldn't deploy because of COVID. So all those programs and plans and hiring and things of that, it just got pushed. So the 4.4 was what we raised last year that rolled into this year. So you do the math and there's about 1.2 million that was still to be raised as of the end of I think, October. So we typically have benefactors come in late in the year for charitable giving and tax planning purposes and things of that nature. So the gap is only 1.2 million for the Marshall Street portion of the budget that we need to close and Diana you may know better than me, and Joyce, but I would assume that that would be closed in pretty short order.

**Diane:** I think it's closed. I know for certain, we received a million dollar donation yesterday and there may have been other things come in since the October, Joyce would know better.

**Joyce:** Yes. I mean, the million dollar is as of yesterday, I haven't looked recently to see what else has come in, but I expect that that gap is closed.

**Diane:** Thank you for that clarification Blake, I appreciate it. Any other questions or conversation from the board for Joyce on the CFO report?

**Blake:** Joyce, were you going to talk about the, or is this the next agenda item, is the audit and the 990 comingled on number 18?

**Joyce:** No, just the audit is, the audit requires board action and 990 does not.

**Blake:** Okay. Thank you.

**Diane:** Well, Blake, you seem to be leading us to item number 18, which is an action item.

**Blake:** [inaudible 01:59:36] today.

**Diane:** It's an action item. The recommendation is to approve Summit Public Schools, annual audit for the 2019-2020 year and I certainly would love to hear from the audit committee on this. So any thoughts from our audit committee?

**Diego:** Andy and I had a great conversation with our auditors. Thank you, Joyce and finance team for all of the hard work you've done there. It is yet again, a clean audit, which is really great and testament to the work that the team's been doing. Andy and I continue to push in these audit committee meetings to ensure that we are truly not just getting clean audits, but trying to ensure that we are doing everything in our power to mitigate risk. So we always ask what might some of the risks be? And the primary piece that we heard back from the auditor is deferrals will come along. We are unsure how state budgets will shift in future years and so we just need to make sure that we've got cash to cover deferrals as they come. There was nothing beyond that, Andy, unless there was something; oh, the only other piece he mentioned was ensuring that any federal money that came in was spent on time. It seems like we are progressing towards that, spending it in all the right ways, tracking, but there's a whole host of things to happen there. So a really clean audit, great work by the team but some things for us to continue to look at to ensure that we're mitigating risk in the future. Andy, anything you'd add?

**Andy:** No, I think what you just described is very accurate. And we should, as a board, recognize the exceptional work that the team that Joyce leads has done in not only, it's not just the clean audit, they are very well constructed, and the auditor is extremely happy with the work the school is doing to ensure full compliance with all of the relevant standards. So we should commend you for that.

**Diane:** Thank you. Let me call for a motion for approval and then certainly we can have more discussion. Is there a motion to approve the annual audit?

**Andy:** So moved.

**Diego:** Second.

**Diane:** Thank you, Andy. And then thank you for the second Diego. Would the board liked to discuss or ask any further questions of the audit committee or Joyce?

**Diego:** It should be associated with Mr. Thompson's remarks regarding the efforts of the team. Those of us who have been on a lot of committees and variety of environments over the years, it's just a thrill when you get one like this, I wish every place I'd ever been they were like this, nice job, thank you.

**Diane:** Thank you. Okay. Let me call for the vote then, Andy.

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Robert:** Aye.

**Diane:** Diego.

**Diego:** Aye.

**Diane:** Steve.

**Steven:** Aye.

**Diane:** And Dr. Munshi.

**Dr. Munshi:** Aye.

**Diane:** Excellent and that motion carries which brings us to item number 19 which is the adjournment of the meeting. I believe that we have concluded all of our agenda items and so at this point we can conclude, I wish everyone a safe, healthy, happy holiday season. I look forward to seeing you all in the New Year. I think everyone is hoping that

2021 is indeed a new year that brings some hope and breath of fresh air and so I will look forward to seeing everyone then and officially conclude our meeting at 10:08 AM. Thank you everyone.