

Summit Public Schools California Board Meeting - April 15, 2021

Open Session Transcript (Audio length: 2 hour 32 minutes 32 seconds)

Diane: So welcome. It is 12:01 PM by my clock and we will now call this meeting to order of the Summit Public Schools, board of directors. Valeria, will you please call role for us in established quorum?

Valeria: Andy Thompson.

Andy: Here.

Valeria: Anisha Munshi.

Anisha: Here.

Valeria: Blake Warner.

Blake: Here.

Valeria: Bob Oster.

Robert: Here.

Valeria: Diego Arambula.

Diego: Here.

Valeria: Meg Whitman, not present. Stephen Humphreys.

Stephen: Present.

Valeria: With six directors present we have a quorum for this board meeting.

Diane: Thank you, Valeria. Let's start with, do I have a motion from a director to approve the agenda for the meeting.

Robert: So moved.

Diane: Bob, thank you. I think Diego, you were hopping in there. Would you like to take the second?

Diego: Second.

Diane: Thank you. I appreciate that. Is there any discussion? Okay. We will do roll call vote on that.
Andy

Andy: Aye.

Diane: Anisha.

Anisha: Aye.

Diane: Blake.

Blake: Aye.

Diane: Bob.

Robert: Aye.

Diane: Diego.

Diego: Aye.

Diane: And Steve.

Stephen: Yes.

Diane: Excellent. That motion carries unanimously. So armed with an agenda, we'll jump in and the next item up is a motion to approve the minutes from the February 18th board meeting. Do I have a motion?

Blake: So moved.

Robert: Second.

Diane: Thank you, Blake, for the motion and thank you Bob, for the second. Any discussion on the minutes? All right. Hearing none. We'll do a roll call, vote on that. Andy.

Andy: Aye.

Diane: Anisha.

Anisha: Aye.

Diane: Blake.

Blake: Aye.

Diane: Bob.

Robert: Aye.

Diane: Diego.

Diego: Aye.

Diane: And Steve.

Stephen: Yes.

Diane: That motion carries unanimously, thank you. All right. Next up, we have public comment. This is the first of two public comment sessions on the agenda. At this time the board would like to hear from members of the public. As a reminder, this section of the meeting is specifically to hear from the public on items on the closed session agenda. There is an opportunity to provide public comment on the remainder of the agenda items after the board returns from closed session. Members of the public, who wished to speak should submit a virtual public comment card, you should identify the number of the agenda item on which you wish to speak and the link to provide this comment has been dropped in the chat. Valeria, I do believe that we have two members of the public who would like to speak, is that true? Three. Great. Excellent. Well, Valeria, let me turn it to you to invite those members to speak.

Valeria: We have two members of the public who would like to provide public comment. They would like to provide public comment on agenda item number five, closed session. I will call the name of each person who is speaking one at a time. Members of the public will have three minutes to share their comment with the board. We do not have a visible timer in order for members of the public and the board to all remain visible to one another. However, I will signal when three minutes are up. As a

reminder, the board is not able to engage with public speakers during this meeting, but we'll take all comment under consideration. The first speaker, Justin Kim. Justin, are you here?

Justin: Yep. Hi.

Valeria: Hi. And you will have three minutes. I will be timing that. Please begin when you're ready.

Justin: Thank you so much for having me I'm here specifically to talk about 5A the labor negotiators with United Summit. I am part of the bargaining committee and just full transparency, this is also my first year as a part of Summit. I've had a great time working here but something really came to my attention early on and it was our English Language Learners. We created a committee where we were investigating with the teachers looking into the data to really dig into what's going on because we felt like our English Learners were not being as supported as they could.

So in looking to the data, we found that they're like 70% of our ELL students are not making progress with the English Language proficiency test, where as the regional average is around 60%. We find that our EL students are behind more than other at risk populations in all of our internal tracking data. ELL students are much more likely to not come back with our annual retention to our school and they're missing more school on average when we look at attendance and are much more likely to receive disciplinary consequences. When we look at the plan, we find that the plan is solid, but we don't see a lot of the plan being carried through into our schools and we've been trying to negotiate on this and we would just really, really encouraged that there was some movement in this because we feel like this is really what is best for the students.

That being said, we know that there are things, financial constraints and we know that there are things going on in the background that we don't always see, especially on our side as teachers. But we do strongly believe that this is very, very important and we would like to see some large movements being made, especially as we know with some of the grants that are being given, this provides maybe at least for the upcoming year, some opportunities to provide some extra supports for our English Language Learners. I know Eric Jones is going to be making public comment as well and he has been with Summit for a little bit longer and so I think he's coming up after me and I think I'm under time. All right. Thank you.

Valeria: Justin. The second speaker is Eric Jones. Eric, you will have three minutes, please begin when you are ready.

Eric: Wonderful. First of all, good afternoon, everyone. Thank you for being here, I'm Eric Jones, been teaching with Summit I think six or seven years now. All the K2 started in the middle school and moved over to the high school and I think I am here just to also really reiterate what Justin talked about. I joined the working group, excuse me earlier in the fall and I think one of the things that brought me to join that group was a sense of like Justin talks about us not, or as a teacher not being prepared, not being trained, not being supported to be able to work with students.

So I think that comes to me in terms of a couple of different ways in terms of we've had a increase in newcomers over the past two years and as a math teacher, I've really lacked the pedagogy or the expertise to really support these students leading to me, asking other students to teach key cork contents, leading to me to be able to try and to reach out to other teachers who also have busy case loads for supports. I think one of the things that when I look back on it is one of the things that I didn't notice at first was the challenges that I was having with students behaviorally. I think of two students, in particular, were either led to a lot of discipline issues in terms of me having to deal with them based upon behavioral needs and recognizing that this is probably coming from students ability of not being able to access the material that I was trying to give to them.

So I think again, just want to be able to re reiterate that I think this is something I think not only me as a teacher but I think all teachers or a lot of us really want to see done and then more collaborative a more open process to be able to get the supports that we need to students. And thank you. I appreciate you all.

Valeria: This concludes the comment from members of the public on agenda item number five.

Diane: Thank you, Valeria. I appreciate that. We'll now move to agenda item number five, which is closed session. The board will now convene into closed session. We anticipate returning from closed session at approximately 1:20 PM and so at this point board members, if you will exit this meeting and join the closed session meeting, we'll begin close session. Thank you.

Closed Session [10:23 - 01:19:23]

Diane: Okay. We are returning from closed session. Got a couple of more folks to sign on here in just a moment, I know that they will be joining. So we transition from closed to open session. Let me turn to item number seven, which is a report out on action taken during the closed session. Bob, can you report if the board took any action.

Robert: The board took no action during closed session.

Diane: Thank you for that. All right. Let's move on to item number eight, which is public comment on non-closed session agenda items. At this time the board would like to hear from members of the public on the remainder of the agenda. Members of the public who wish to speak should submit a virtual public comment card. You should identify the number of the agenda item on which you wish to speak and the link to provide this comment has been dropped in the chat. Valeria, do we have any members of public who would like to provide comment?

Valeria: No, we do not.

Diane: Excellent. Okay. Thank you. Valeria, do you mind monitoring that, and if something comes up through the meeting, letting us know.

Valeria: Yeah.

Diane: Great. Thank you so much. Okay, move to item number nine then, which is the consent agenda. Do I have a motion to approve the consent agenda?

Stephen: So moved.

Diane: Thank you, Steve. Do I have a second?

Robert: Second.

Diane: Thank you, Bob. Let me just make sure I've got everyone. Oh, okay.

Anisha: Diane, I had a question regarding one of the items on the consent agenda. Should I ask now or should I ask later?

Diane: No, no, please ask now.

Anisha: Okay. So I was looking at the SIPA for the ones that one of the SIPA that wasn't submitted last time and I had a question about the measurable outcomes part of it. As I was going through it, I noticed that for pupil achievement, we have the expected outcomes and we have the actual outcomes, a little bit further down, I think might be page, yeah, right there, 96. So how are the expected outcomes determined? And the reason I asked that question is because if you look at the expected outcomes for ELLs it's 25%, and then the actual is 15%, for special ed it's 44 and 34, and

then if you go down to math, it's the same for EL it's 25 and then the actual is 18. For disadvantaged students it's 31 and 23. So how are those determined because when you look at all the subgroups over here for Asian and white students, they're in the 85 range. So I was just trying to figure out how do we decide what the expected outcomes are going to be since there is such a difference?

Diane: I'm happy to start and Kate certainly, or would you like to start either way?

Kate: I think I've been really quick with the, just sort of the technical way that that's determined is looking over time because these are the snapshots for these two periods in time, but this is of course measured against; I mean, we're going, I think when those calculations are made, we look at the year passed and the year prior to that and try and look at the trends to see what the actual expectation would be.

Diane: I think the other thing that we can look at...

Anisha: I'm a little concerned about that then are we saying that we are actually expecting lower in, I mean, I don't know, I'm a little bit concerned about I mean, I understand that the actual outcomes may be lower, but I think what I'm struggling with is the expected outcomes to be so low. It's more a philosophical issue I think with us having the bar, are we setting the bar lower or maybe in our goals then or I would love to hear what are we doing do narrow this range.

Kate: Yes, I'm trying to, so a couple of things, maybe I'll answer short and then we can certainly have a longer discussion that's not on the consent agenda about this. If we want to have a philosophical conversation, I think that that might be right thing to do and we have the elk up coming up in June, so that might be an appropriate place to have that conversation. The other way we set expectations is we do have a full internal system of cognitive skills, which correlates nicely to SPAC and so we can actually look at the day-to-day performance of students and do some expectations around assessments particularly in some of those subgroups, as I'm sure you know, standardized tests like the SPACs are not, we don't think very good measures and not actually conducive to the way that those students would best show their skills. So they are a single measure that I think really needs to be taken with a bit of a grain of salt and so I think that's another piece that we'll be in the conversation.

Anisha: Yeah, absolutely and that's why I asked should I ask the question now **[inaudible 01:25:35]** I think because it's more, I'm just trying to understand, you know, again, what are those other measures, what are the other assessments that we are using to track students and I understand this

is just a snapshot, this is just one assessment. But I think I was just a little surprised by the numbers and that's why I asked the question, but in terms of, to move along, yes, I'm ready to vote.

Male Speaker: Is a question maybe even the title expected outcome versus historical trend or historical baseline? Because I think that the expected outcome is a hundred percent or the mission is a hundred percent. So maybe it's just a little more attention to what that far-right column means.

Kate: Well, and what this yeah, it here, this is certainly worthy of a conversation on multiple levels because there's a conversation about the kids and the learning, which we all care deeply about, and we should have that and then there's another conversation about sort of the accountability reality of some of these documents and how they're used and what they're used for, and the limitations of our ability to translate our actual work into them as well. So those are probably two really important conversations.

Anisha: Absolutely. And maybe just looking at the title also, because again, just by looking at expected outcomes, if somebody asked me what that means, it means that's where I expect the students to perform where just like I said, that is not where we expect our students to perform. We have much higher expectations. So maybe that's a discussion for another time.

Diane: Great. We will definitely schedule that. Any other discussion on this motion? Okay. Let me call the vote then. Andy, did we lose Andy?

Robert: No, he's muted.

Andy: I'm scrambling around to get my mute off. I.

Diane: Thanks Andy. Anisha.

Anisha: Aye.

Diane: Blake.

Blake: Aye.

Diane: Bob.

Robert: Aye.

Diane: Diego.

Diego: Aye.

Diane: And Steve. He's there too. Let's see, Steve, did we hear you? We didn't hear you.

Stephen: You didn't hear me?

Diane: No. Now we can.

Stephen: I again.

Diane: I again, second time. Great. So that motion carries unanimously. Thank you. Next up, we have the school's report and we are going to focus this school's report on our building re-opening and if that little picture doesn't catch your heart we've got a few more coming. We are really excited that our buildings have begun to reopen, we started reopening on April 1st and Valeria, you can move to the next slide.

A couple key elements of building reopening, first, it's been literally a year, a year and a couple of weeks since our buildings have been opened. The team, the entire organization has done really spectacular work about the building reopening and quite frankly throughout COVID to stay connected and stay learning and stay focused. We worked collaboratively across all the schools and across the organization to enable each school site to make a good decision about reopening their building based on the conditions in their particular region. As you know, we operate in multiple counties in two different states.

In the end, it turns out that all of the schools are reopening their buildings. The way things worked in each of the counties over the course of this month but each of those decisions were made locally. In strong collaboration with schools and family and all the employees who were engaged in that decision making process all of our families have been given the choice of if they want their children to return to buildings this spring or not, or if they want to stay virtual for the remainder of the spring and in which phase they would like to return. So under the guidelines, the reopening is phased, and so which phase they would like to return.

Additionally, our teachers have the opportunity to volunteer to return, and so we're matching up those needs and ensuring that we're able to meet the needs of our students, the remainder of our faculty and employees are returning and supporting, and many have been there throughout the pandemic. So we're deeply grateful to them for that. Of course, safety has been a number one top priority for the

community and that has been front and center in all of the plans that we make and indeed how we engage on a day-to-day basis.

So to that end, let's take a look at the next slide. One of the things we started work on fairly early was making sure that the HVAC systems in all of our buildings and campuses had new air filters, were meeting the recommended EPA guidelines to help stop the spread. We have used, it turns out it's quite expensive to operate in the era of COVID and so we feel grateful that we've had an infusion of support from the federal and state governments to support. For example, HEPA certified air purifiers in every one of our classrooms and deep cleanings and disinfecting of our campuses as well as we have in place a screener that is completed every single day that everyone who's coming to a site actually completes. We've had a couple of checks on that and this greener system is working and so we're feeling good about that. And that's just an example of the number of layers of safety protocols and precautions that have been put into place.

The key three being, masking, distancing, and hand washing and so those things do not change and we're focused on them. The result is we're bringing kids back to campus and if we take a look at the next slide is the overwriting emotion, despite the picture on the right is joy, there's a ton of excitement. It might be hard for us to remember that some of these students literally have never set foot on one of our school campuses. They're new to the school this year, and they've been virtual the whole year and so now they're actually joining us in person, and we can take a look on the next slide.

Some of the statements from our students and families and I'll just give you a minute to read through those because this is the feedback that we're getting from our families. So if there is an upside to COVID, I suppose it is the reflection and realization that students really do love their schools and want to be back, and maybe the eagerness of 4:00 AM wake up calls to make sure that they're on time.

We'll move to the next slide. And this is just an example of many, many, many, many, many emails we've received from parents and families letting us know what this is meaning for their child and for their family. And what I love about this email too, is it represents, and it's what we're hearing consistently sort of the shared values and approach this family's and all of our families are talking about how can we feel safe, how can we help other people will say, how can we be actively engaged and aware, and part of a community that really wants to be together and is on site and so is being mindful of how they're doing that. Then we've seen several of our schools so far.

Here's another good example of just our teams being very aware that families need regular communication and engagement and so just something we do at the start of every school year is a daily communication to our families to tell them what's happening. We do that everyday for the first two weeks and then after that, we do it weekly. And then we end up tapering to every other week, which is where we stay for the rest of the year.

But this one is an example of when we are reentering buildings, we're going back to that daily communication at first to let families know what's happening on sites so they can be engaged. So here's an example of that, and then the appreciation from a family for that. I think that is where we are a couple more pictures of what it looks like, exciting. Before we get to the personnel actions I just want to ask the board if they have any questions on our building reopening or comments on that.

Diego: I know how hard this work must have been for the whole team as a parent myself of a third and fifth grader, and my fifth grader today is her first day at school, she was also up early, had her new bag, it was all packed. So I had a good chuckle about that quote because it resonated. I also know that it's also hard on the teachers and the kids and being in space with others. So I'm sure that you're already thinking about ways that mentor groups can step in and just check in with individual kids and on groups and each other. But it's just wonderful to, to see them back together and so much appreciation to the teachers, to the families, to the kiddos, to all of you for the huge heavy lift to make this space for kids. Even just for a matter of weeks, but it's just going to be so impactful. So thanks.

Blake: I echo Diego's common, but I would still caution everybody as a parent of three teenagers, the bloom is officially off the rose and school is no longer cool to go back to. They're still teenagers, so embrace it while you got it, love every minute of it and they'll revert to being teenagers.

Diane: Good to know. All right. Well, thank you for that. We will see if we can keep that glow through the rest of the spring Blake and it seems like we might be able to finish this year strong with the level of excitement and enthusiasm, and most importantly the support for certainly a segment of our students who really, really, really need to be with us and in buildings in order to be successful. So we are grateful to be back together again. Let's move on to item number 11, which is personnel actions and we have Claudia joining us. I'm not sure if Josh is joining as well. Claudia, let me know. But I will just share with you; would you like to make any opening statements or would you just like to address questions, Claudia?

Claudia: Questions is fine and Josh was planning to come, but I think because we're a little bit ahead

of schedule, he might be tied up in another meeting.

Diane: Okay. Sounds great. Well as you all know, this agenda item is something we do annually in preparation. So we are deep in the process of preparing our budget for the next year. A significant portion of that budget obviously is compensation and so we are bringing to the board a recommended for action approval of a 2021/2022 school year teachers' salary schedule. So again, this has followed our consensus based compensation policy approach that we have used for many years at this point and following that protocol to determine if there is a change to the scale and in fact believe that there should be based on that protocol and so are offering this scale for board approval. So let me see if I have a motion.

Stephen: So moved.

Diane: Great. Thanks Steve. And a second.

Diego: Second.

Diane: Thank you, Diego. And I do see Josh's join. So are there any questions or any discussion about this? All right. I agree with you. They do excellent work. There's not a lot to wonder about, so thank you, Josh and Claudia, for the work that you have done. With that we will move to a roll call vote. Andy.

Andy: Aye.

Diane: Thank you. And Anisha.

Anisha: Aye.

Diane: Thank you, Blake.

Blake: Aye.

Diane: Bob.

Robert: Aye.

Diane: Diego.

Diego: Aye.

Diane: And Steve.

Stephen: Aye.

Diane: All right. That motion carries unanimously. Next up we have agenda item number 12, which is facility actions. So this item is being put forth by Joyce. Has Joyce joined us yet? I know we are a little bit ahead. All right, well, I'm sure she's coming. We'll see what we can get through. So essentially this is requesting approval of a contribution for bond redemption and again, this has been a planned part of our bond work. So bringing this to the board. Do I have a motion?

Blake: So moved.

Diane: Thank you, Blake. And a second.

Diego: Second.

Diane: Great.

Blake: Diane, would it be helpful just for me to just give a quick summary?

Diane: I think that would be great. Thanks Blake.

Blake: So here's the deal, when we did the bonds way back when, we did request an early call provision where we could bring some of the bonds back early, and at the time we had another board member, Bob O'Donnell and I were sort of nervous about, we knew we needed to make the investment in facilities, but it's a lot of debt. So now this call is on, so we have the opportunity to call these bonds and by doing so, not only do we lower the interest burden over the remainder of the life of the bonds, but it allows us to actually reduce the lease payments for Shasta. So takes it down from about \$900,000 a year to \$630,000, if memory serves me something around that range which really helps them with their budgets. So given where we are in the pandemic and COVID do we think, well, maybe we sit on some rainy day funds just in case, but after chatting with Joyce about kind of the capital adequacy of our reserves, we felt like it was the prudent thing to do to exercise this call and retain the portion of the bonds.

Diane: Thank you, Blake for that explanation and also your work on this for many years, we deeply appreciate it. Any other discussion or question? Okay, well hearing none, let's move to a vote on the motion. Andy.

Andy: Aye.

Diane: Thank you, Anisha.

Anisha: Aye.

Diane: Thank you, Blake.

Blake: Aye.

Diane: Thanks Bob.

Robert: Aye.

Diane: Diego.

Diego: Aye.

Diane: And Steve.

Stephen: Aye.

Diane: Excellent. And that motion carries unanimously. Next up is item number 13. Oh, goodness. I hope we have this team here. Yes, I see Adam. Great.

Adam: I think Annam is joining shortly if she's not already here.

Diane: Perfect. Well welcome. I know we're running a bit ahead of schedule, but thanks for joining us. So I'm excited to have a spotlight today on, a program spotlight specifically on the expeditions redesign project. So I will turn this over to Adam, who, if you have not met him yet is our Chief Information Officer and alum, who is our project lead on this project. I will leave it to them to share the work that is happening. I'm just going to make one connection so you can be thinking about this while they're talking.

Our next agenda item is a presentation by our Adhoc nominating committee and one of the elements of their recommendation, that committee's recommendation is an engagement across the organization and we think that what you're about to hear from Annam serve as a really interesting model for what some of that successful engagement looks like across the community. So just keep that in mind, the, the connection there and I will turn it over to two of you.

Annam: Thanks, Diane. So thank you all so much for having us here today. My name is Annam Ali Mohamed, and I work as a manager of research and special projects on the information team in the Summit home office. Along with me today, I have Adam Black, he's my direct supervisor, and also Summit's Chief Information Officer. I'm so excited to be here today to share a little bit with you about a continuous improvement effort that's currently underway across the Summit network called the expeditions redesign, and I do have a slide deck prepared. So I'm going to try to share that. Are you all able to see this?

Diane: We are.

Annam: Okay. Let me see if I can do like a presenter review. There we go. So in the presentation today, I'm going to be providing a brief overview of the project just to start us off and then, because community engagement is a key pillar of this work, I'm going to spend the majority of the time sharing the community engagement efforts that we've completed to date and provide some best practices that we've learned that I hope will help inform future community engagement efforts across Summit and I'll try to leave the last five minutes for questions from the group. So let's get into it, starting with a brief overview of the project itself. So as you may know, expeditions is what we call Summit's innovative electives program. It's a time of the day where students get to step outside of the core subject areas and take classes like art and music and cooking and wilderness that really help them discover their passions.

Our expeditions program is a real well-loved by students, but as a network, we initiated the expeditions redesign because we saw some opportunities to improve the program even more and make it even more impactful and meaningful for our students. What you may not be aware of is that not all schools in our network currently offer the same expeditions programming and the diagram on the slide shows some of those divisions. The lack of alignment between different schools across the network in terms of program structure may be leading to disparities and opportunity for students and that is one of the key challenges that we hope to address through the redesign. Additionally, our current expeditions and electives program lack really strong alignment to our recently incorporated outcome of concrete next step. We believe this is a huge missed opportunity since concrete next step is all about creating a plan for life after high school, that's really rooted in students, authentic passions and interests.

So expeditions is arguably the time of the school day where students really have the freedom to discover what those interests and passions are and move the needle to get closer to that outcome.

Lastly, another challenge of the current expeditions and electives programs is equity of experience and this relates a little bit back to the fact that our programming is different. So students based on where they live, or how much social capital they're entering school with may have more or less access to opportunity and this is not really in line with the mission and vision of Summit Public Schools.

So it's really these three key challenges that inspired the creation of the expeditions redesign project. Then the goal of the expeditions redesign is displayed on the slide. I won't read it word for word, but the gist of it is that our network wants to step back and take a look at our expeditions and electives programs because we really wanna ensure that every single one of our students who attends every Summit school has a high impact experience that prepares them for success after high school and then in order to achieve this ambitious goal, we've assembled a dedicated project team that's providing project management and oversight for the work.

This team includes me, I'm the project manager and then we also have an outside consultant, Jessica, who's an expert at community organizing. We've got the CIO of Summit, Adam who's with us here today and will be helping me with the Q&A session at the end and then we also have Iyeda who's a member of the government affairs and communications team, and she's helping to support with creating communications materials that appeal to diverse audiences. In terms of the project timeline the redesign is a multiyear continuous improvement effort that's being rolled out slowly over the next few school years.

Our hope is to have a pilot program in one or two school sites during the 2022/2023 school year, and then scale up to other sites from there. We're currently in phase two of the project so it's still a little bit early and we will be here for the next month or so. So at this point you might be thinking, this is all great, but it just sounds like a normal planning project. So what is it that makes the expeditions redesign project so special and unique that the board is receiving a presentation about it today.

So I wanted to share some of the defining features that I think really make this project unique and special. One is the fact that it is a multi-year planning effort and it's being rolled out really slowly. Next is that we are approaching this work intentionally with an antibiased and antiracist equity lens. We're thinking about who are the communities at Summit and in society at large that are repeatedly underserved and how can we ensure that their voices and needs are included in the design process and then finally the last defining feature and the thing that gonna be kind of talking about for the rest of the presentation is this project's focus on community engagement.

So as we were planning the redesign, we knew that having authentic and robust community engagement was really critical to the success of it and I think there's a lot of reasons why community engagement matters for this work. But two of the reasons that I kind of made my talking points are first that it enables us to leverage the talent and creativity of our entire community and not just our C level executives and our school leaders. Next community engagement, it helps build shared trust and buy-in for the program we're creating because we're creating it together and that will help with implementation down the line.

So for the rest of the presentation, I'm going to be describing the community engagement efforts that we've completed to date as part of the expeditions redesign. So our approach to community engagement for this project has been fairly simple. Essentially we defined our groups and then we came up with a little bit of strategy and hit the ground running. So for anyone who's doing similar work, I encourage you to keep this quote, which has been kind of my theory of action in mind. It's really hard to plan for every single part of community engagement before you've had the chance to really engage and get to know the community. So I would encourage you to just get started, have a little bit of strategy, but just start doing the work and kind of you'll start seeing the steps of the staircase as you go.

So today I'm going to be touching on strategies that we've used so far for four key stakeholder groups, faculty, students, caregivers, and leaders at Summit. So beginning with leaders and faculty, the primary way that we've engaged leadership in faculty in the expeditions redesign is through the creation of a dedicated working group. So the working group is really leading the design process in developing proposals on behalf of the entire Summit community.

This group is really cool because the individuals in it represent California and Washington schools, high schools, and middle schools, the expeditions and electives teams, as well as key home office teams that have a stake in current expeditions programming, including we've got the manager of concrete next step, and one of our directors of college readiness. So the working group was established through a transparent application process that was open to all faculty at Summit. So we started by creating a menu of roles that anyone at Summit could apply to take on and then we circulated that menu widely across the network. Through this process, we were able to recruit a really diverse team for the working group and at the same time recruit supporters to fill other roles that will be important in subsequent stages of the redesign.

So looking a little bit more specifically about how we engage leaders, our main approach here was to

try to embed individuals from each of the key leadership groups, network and school leaders into the teams that were running the redesign work. So we have our chief information officer on the project team, and then we have our chief academic officer as well as four school leaders who represent California, Washington, middle schools, and high schools on the working group. These team members are already present and have influence in all of the spaces where decisions are being made for Summit and can promote and advocate for the redesign project.

Students are another key stakeholder group that we wanted to engage as part of this work, probably the most important group, because we really want to develop a program that's centered around students' needs. So we've engaged students at Summit in two key ways in the project. First by conducting qualitative research like surveys and focus groups, collecting data directly from students, and then by forming a dedicated student group called the Student Design Crew. So the Student Design Crew, it's a group of students from schools across the network who engage in design work in parallel well to the working group and provide direct feedback and support to the working group as they develop proposals.

So you can think of it kind of as a student advisory panel for the working group and it just helps make sure that everything we're coming up with this always rooted in students needs. Our goal in building this group was really to get engagement from students whose voices were not always the first heard on their campus and we worked closely with school leaders and mentors to recruit individual students for this group.

We also wanted to engage parents and caregivers in the redesign process and we did this by using systems that they're already familiar with as a starting point to build communication. So we started by first announcing the redesign project in the Summit Foundation's newsletter back in January of this year and because parents and families from across the network subscribe to that newsletter that allowed us to reach a really broad audience. We've also since then coordinated with community engagement managers and leaders at each of the Summit schools to secure time on the agenda of parent group meetings.

So we used that time to introduce the expeditions redesign project and begin hearing ideas from parents. So far, we've visited eight schools engaging close to 70 caregivers and please note that I think this slide might be different from what's in the packet because we have had some additional outreach events since I made that presentation. We're actually using the input that we're gathering from caregivers during these meetings to build out our strategy for ongoing engagement throughout

the project. So we've asked caregivers, how do you like for us to stay in touch with you, and how do you like to receive information and that's helped us come up with ideas that we might not have thought of on our own. From a lot of our immigrant families, we've heard that they actually like having WhatsApp groups and receiving updates through WhatsApp groups and that's not something that I might have thought of on my own.

Continuing with caregiver engagement. This slide just shows some artifacts from some of our caregiver meetings that we've attended. And for me, it's really satisfying to see school leaders including information about the redesign in their communications to families without being explicitly asked to do so and it just demonstrates how leaders across the network are beginning to really buy into and support the redesign work.

So before getting into my closing slides, I wanted to include this slide, which has a summary of some of the things we've learned from caregivers and students so far about what they'd like to see from a redesigned expeditions program at Summit. So if you're interested in some of the key findings that have emerged so far, please read the slide. Then to summarize our community engagement efforts for each of the four stakeholder groups, we've essentially tried for each group to set up ongoing channels for engagement and periodic engagement channels and we're planning on continuing to use these same channels throughout each subsequent phase of the redesign work.

So I'm getting to my last couple of slides and I wanted to take a minute to summarize some of the key learnings and best practices that I've learned over the last few months working on this project and so these are kind of like the best practices I've learned for community engagement. The first is that personal relationships are key and personal relationships are really what get you in the door when you're trying to do community engagement. Next is to leverage partnerships to move the work forward. Third, work within existing processes and systems whenever possible, Summit is really cool because we already have good systems established for a lot of things.

So for me, it was just about figuring out what those systems are that I need to use to reach each individual group. Next is to be consistent and transparent with communication, especially once you've started communicating with the group, it's really important to keep in touch and the biggest lesson I've learned, and I think it connects to all of the previous best practices is that authentic engagement takes time. It takes time to build personal relationships, to build partnerships, to figure out what the systems are and to develop consistent communication. So as you embark on more community engagement work, just give yourself that time and space to really succeed at it.

So we're really happy and excited about the progress we've made so far in the expeditions redesign work and we plan to continue the work we're doing and transition the project over the next few from the high level planning that's happening in phase two to more detailed program planning that involves even more of our community in phase three. We can't wait to continue sharing updates with you as the project evolves and I have to do this plug since the expeditions redesign is all about community engagement. As a board member, if you're interested in learning more about the project or getting involved more deeply, please feel free to reach out to me and I will share my email in the chat when I'm done presenting. So that brings me to the end of my presentation, thank you so much for listening. Does anyone have any questions?

Blake: Yes, I've got a question. First, thank you for all the great work and especially the engagement of everybody in it. When you start out with a big project like this it often can change scope and dimensions a fair bit, especially when you start engaging leadership in all the constituencies you were talking about. How would you say it's evolved from the way you expected it to start out versus now and has that changed anything in terms of how you think it should be scoped, what some of the aspirations should be or what some of the process should be?

Annam: No, that's a really good question. For me, I don't think that the scope of the project hasn't changed, but what has changed for us is the timeline. So when I originally laid out my process, I didn't really know how much time each stage would take and I was a little bit ambitious and things have been taking longer than I thought they would, especially to really bring everyone along with me in the design process. So that's why I really emphasize that last bullet point of like authentic engagement takes time, because that has been my key learning from this, that like, hey, you need to plan more time if this is really what you want to do.

Blake: Yep. No, that's a very good observation and it's far better to take the time and get the right process and engagement, as you say, especially a process like this. So thank you again for that dedication to letting it expand as it needs to, to get the right outcome.

Annam: Thank you.

Andy: I just make a comment, which is that one of the things that I think has historically been a huge strength for Summit is this idea that every child is known and so being known is I think a huge, huge asset for the Summit community. What I love about what you're doing here is moving beyond just being known by others and pushing kids into authentic knowledge of themselves, which I would tell

you is something that I push tremendously heavily and discover that many kids who graduated college haven't achieved that. Just providing those skills and having the clarity that you just laid out about what it's about, which is deep, authentic, self-knowledge, that's fantastic. It's a really, really wonderful thing.

Annam: Thank you. And that's really a Testament to Diane and like all of the leadership at Summit for coming up with that framework that we can all. I've just kind of bought into the Summit vision and mission and I love that that's what our school system is about.

Stephen: So my understanding that it looks like for school year 2023, it seems like it's a little bit of a grand unveiling of a new expedition, but are there learnings along the way that can incrementally help between now and then to improve the experience and te like?

Annam: Yeah, for sure. So the advantage of having a working group that includes we have our current expeditions director as part of our working group. So even in her planning for this year, she was starting to integrate some of like, we started our design process with looking at student needs and so she's already starting to work some of that stuff into the design even for next year. So I don't think it will be as much of a grand unveiling, it'll be more of like a building on momentum that's already happening over the next couple of years. Then we're also planning to start prototyping smaller program elements in school next year as we can and so that will also help us make it so that what we're doing in school year 23 is not all new stuff. And Annam, do you want to add on that? Because you're kind of the king of the prototyping and stuff.

Adam: I think that was perfect. Thanks.

Blake: Another question. Are there any aspects of the limitations we've had for your team that affected the first phase there that as things open up and were getting people back together you might want to go iterate back and do that you weren't able to do, or do you feel like you were able to get, you're moving through the phases fine regardless of the physical and interaction limitations here, given that coalition building and everything else is so important in what you're doing?

Annam: Yeah. I do think that people coming together like in the same physical space really does help build community, but I think we've done the best that we can within the constraints of Corona world and I don't know if we would have to backtrack, but I think once things open up and we are able to meet each other physically, it'll just make the community come together even closer. I'm thinking especially about the student design crew, we've got students from, it would be cool if all of the

California students could get together in one place during those meetings and actually meet each other face to face. But I think we've done the best we can. Zoom and the virtual world has also created off opportunities that might have not been there before. So there are pros and cons.

Blake: Thank you.

Diego: I have three questions, I've been trying to sketch them out. I'll lay out just the concepts. I have a question about design, about scaling and then about concrete next steps. On the design side to what extent do you all feel like some of the constraints of how expeditions is currently designed two weeks at a time, it has to rotate between, are those on the table or are you designing sort within those constraints of what can we do within these? So I'm just wondering how open is that side of the design?

Annam: So the schedule is on the table and the main reason for that is because not all of our schools use the two week structure. So we do have some schools right now that have daily embedded electives. So we're kind of looking at all of the different program models that are happening across the network, plus best practices from like other school networks and stuff, and seeing what we can create together that really helps us achieve our goal.

Diego: That's great. On the scale side, it looks like, and I acknowledge that you then said, this is the first thing that got changed is we were just learning how much longer it takes to really design with folks instead of two folks or four folks and I think that's a wonderful learning and just powerful that we're driving in that way. It looked like on your original schedule that we wanted to sort of scale and roll out one consistent set of experiences in the '23, '24 school year, is that right?

Annam: Yeah, so we want to pilot in school year '23. So that's the year before that and then the rollout, I think, is going to be different than maybe a traditional rollout would be, because it's not going to go from one school to all schools. We really want to plan intentionally with each school site for implementation. So it might actually take multiple school years before every single school is running the program. Again, I think it's going to be a slow role and I think it also depends on momentum. If the pilot school has an amazing program and every other school wants it immediately in the second year, then it'll scale faster.

Diane: Diego knows a thing or two about that happening.

Diego: I sure do and it just goes really, really quickly. I think the rationale of my first two questions

and I'm sure that you're steeped in this, Adam, you are Diane, I know for sure you are, is that some of these rollout questions, if they're tied to constraints and school elements are going to actually force a full rollout, so piloting and getting smart quickly to then say, great, we're actually going to shift to everyone does two weeks or we're going to make budget shifts or whatever, those can sort of be slow rolled and so it's just, I guess, I ask all of these questions to say the '23, '24 school year seems exactly like the right thing. I might even encourage, but it sounds like you all are doing it testing this school year too, in the '21, '22 school year testing more broadly in '22, '23 for a '23, '24. Then my last question is actually I think Diane for you, I mean, I have this fire to talk more about concrete next steps. I think it's one of the coolest things we're doing that we just don't talk a ton about. I know that other schools around the country, Chicago Public Schools is working on Learn, Plan, Succeed. I'd love maybe to do a deep dive at some point on concrete next steps and that's that.

Diane: Great, happy to do that. In fact I think you're right. It might be the best kept secret going right now. Just one example, we have done some really excellent work on career pathway mapping that is now being used by a whole bunch of community colleges throughout the Bay Area and a whole suite of people and so that's just one little example. So maybe our next session, we should do a spotlight on concrete next step, that would be great. Awesome. Adam and Annam, thank you so much for the work that you're doing. We are appreciative, thanks for coming and joining us today, really exciting work. We appreciate it and thank you much and we will look forward to checking back in on the progress. Great. alright.

So next up, and my apologies Diego and Steve for making you follow Annam, sorry about that. But we've got our Adhoc nominating committee. So just as a reminder, in our previous board meeting, we actually formed an Adhoc nominating committee and I know Steve and Diego have been doing some work since then and with a little bit of staff support and are here to share the work you've done so far.

Diego: Great. A lot of what we talked about was there in the proposal. So Steve and I won't belabor the point too much except to say, as we approach this, we tried to do it with the values orientation aligned to the work that we see in our schools every day. So openness, transparency, really trying to ensure that we had an aligned set of values that our community had deep engagement in helping us shape before we even went out to go identify who might be some potential board members. So you will see that we've got a series of steps to engage the community, to think about what the profile is to then use that profile to identify potential candidates, to interview those candidates who would eventually come back to the full board and we are open to answering any questions engaging in any

conversation about this process or this timeline.

Stephen: And I think one of the things that we thought about it as Diego said, is embodying the values also using it as an opportunity for community engagement, the process is as important as the outcome it seems. We don't have so many opportunities for the board to actively reach in and connect with the community and all the stakeholders. So that's why if anything there's a tendency to be a little process heavy and engagement heavy because it is a rare opportunity to do that.

Diane: Thank you to your, both for the work that you've done on this. Let's open it up to the board to see if anyone has thoughts, questions, conversation.

Robert: What have you learned so far about this together? Because as soon as you start, I assume the experience is the more you talk about it, the more you realize there's a lot to thoughtfully include in the process, anything specific that's come up?

Diego: Not yet. When Steve and I first met, just a bit of background I'm engaged right now in a search for Fresno state's next president as our president has moved on to become the chancellor and so some of these steps mirror those. So Bob I'll answer a question for the process that we're in now and what we've learned is to ensure that we are not just extracting information from the community, there is sort of a constant cycle back. So we engaged the community to here, we then drafted a profile and then brought that back to folks who came you community meetings to say, does this appropriately capture what we heard? We're attempting to try and do those pieces, that's the biggest learning that I've seen sitting through that process but I think we're a bit too early on this side, as we've just sort of drafted what the process will look like to make sure that folks can give a thumbs up and think we're directionally right here.

Robert: It's really good to put this energy into the process before you start thinking about candidates. I mean, thinking about other search committees I've been on, this will pay off.

Diane: Bob, the thing I might add to that is after Steve and Diego drafted the process, we engaged some of the staff to do what Annam just recommended we do, which is tap into existing systems and look at what has been successful there most recently. So for example, Steve and Diego outlined we want engagement with parents at the various sites with the board members and so we're proposing and following on from what we've just seen as successful as rather than scheduling a separate, here's the board coming in to have a conversation with you actually tapping into the existing meetings and the existing parent community and joining their meetings with them has been very successful and

seems to be much more values aligned in how we want to approach this in doing this with the community, as opposed to to them. So things like that you'll find sort of fleshing out I think the proposal based on what we're we know in our learning as we go.

Andy: To that regard, Diane, one of the things I'm curious about is, because I really like this idea, you go to people, you don't make them come to you. Having said that one of the things that sometimes I observe is that people who are more engaged in school process are often the people who have issues or problems or things that they're very concerned about and there are many others who are perhaps not necessarily as engaged or as vocal who perhaps have different points of view, but they don't feel like they need to express them. So they are perhaps not always in those meetings and so one of the questions I might have is how do you make sure that you are meeting people, getting input from the very broadest sway of the population and not just the ones who feel like they've got an issue and therefore they're going to show up at the meeting?

Diane: Such a good question and the various sites have of very sophisticated strategies that are common, but also local given their communities and so they'll each vary. But I think at the high level, I would say one thing we do is we're actually quite good at being in communication and contact with all of our families. So Kate leads our effort and we use multiple channels and we regularly get feedback from every single family. So this is pretty rare, we don't just survey and get a 20% return rate. When we ask our families, please tell us what you want in terms of your child's placement this Spring, we hear from all of our families, literally every single one of them. So the first thing we want to do is use those existing channels to make sure every single family has voice in this, even if they don't show up to a meeting and we'll look at what they're saying across the board. Then I do think the pieces, when we do focus groups or deeper dives with people, we'll make sure that we are constantly checking back in that broad scope information to look for any gaps or holes. We seem to be missing this particular voice that it showed up when we were looking at everyone, how do we go and recruit those folks in?

But the other thing is the benefit of tacking on to what is happening in each community is our school leaders are deeply focused on making sure they're having engagement from all of their parents and caregivers. So they all already have an infrastructure where they brought those diverse voices in which is why I think it's so much better than us calling a board session with the community, but I'm instead tapping into to the groups that are already there. So those are my high level, but I'm happy to go and gather the specific tactics that each of the sites are using in their various communities

because they are different.

Andy: No, that's great. That's great. I mean, I think you have a pretty comprehensive answer to the question and it's just good question, but I think I don't think I need to go further.

Diane: I will say the other thing we often refer to. There are there have been some gifts of COVID and we have heard from a wide diverse group of families that being able to engage in school events via zoom has allowed for much more engagement. They can't manage to get to back to the school building in the evening, but they can jump on a zoom and so we've actually seen increase, I mean, counterintuitive but we've seen increased engagements in school conversations and meetings using zoom. So that's an interesting thing we'll need to take forward.

Andy: One of the things, I would just say having working on what I call the broad ideas around digital society, shall we say and I mean, maybe I do a lot of work with government in Estonia that is the most digital society in the world. These are tools that are massively empowering for people who would otherwise struggle to gain access and so that's an issue about which I feel very strongly and I think it's absolutely correct. You can bring forward an awful lot of people who would otherwise struggle to participate if you use mobile and digital technologies to enable engagement and I fully support that. It's a very good idea.

Diane: Thanks. Any other thoughts on the process? Blake?

Blake: Diane, you're fond of saying that there's a best fit college for every student. I think there's a best fit process for every board member evaluation process, because I just find when you go in with preconceived notions, you set yourself up for failure. So the whole listening piece on the front end is so extraordinarily valuable because it will shape what is the best fit process for our organization. I've seen dozens and dozens of board searches that they think they know what they want, they're trying to fit a role of something, a finance expert or whatever and it just, it fails. I mean, we're serving this community and it's culture, it's judgment, it's expertise, it's kindness. It's going to be so many different elements and it'll fit the organization when it comes about.

Stephen: And one of the things that that I learned in talking to Diego about the process they've been using too is if you put this upfront work in and you expose the candidates to all the work and community engagement that's gone with it, you end up with the candidates getting a better appreciation for the importance of what they're taking on, for the connection that it's much more than board seat and what the mission is and everything else and to the extent you do that upfront work

and the upfront work is done with the community and all the constituencies, it affects the candidates themselves as well as the process. So again, that's why it's a little bit process heavy, but a lot of Diego's learnings I think it put us in the right direction already.

Diane: Well based on the conversation, what I'm hearing is the nominating committee seems to have support from the board for the direction that they have outlined and we will I think move forward, we'll provide significant staff support to make sure that the logistics and execution of this can happen and we'll come back in June having made some good progress, I believe. Excellent. All right.

Female Speaker: Is there an opportunity to still provide public comment?

Diane: It's up to the board. Would you like to hear public comment?

Robert: Sure.

Diane: Great. Valeria, it sounds like we have a request for public comment.

Valeria: I will call the name of each person who is speaking one at a time and read the agenda item on which they all wish to speak. You'll have three minutes to share your comment with the board, we do not have a visible timer in order for members of the public and the board to all remain visible to one another. However, I will signal when the three minutes are up, the board is not able to engage with speakers during the meeting, but we'll take all comments under consideration. The first speaker is Onna Keller, you have speaking on item number 14, Adhoc nominating committee. Onna, you have three minutes, you can begin.

Onna: Thank you very much for giving me the opportunity to speak. I want to commend the board for talking about actually recruiting more people, but it was a little difficult to listen to this conversation and kind of people patting themselves on the back about the process when we are here at 2:30 in the afternoon and a time that is inaccessible for students, for teachers, for most working families and that all of your board meetings are scheduled in this way and are very infrequent.

You have members of your board such as Meg Whitman who has literally not been to a board meeting in years. So the way that the board has conducted itself in terms of engagement with the community and in listening to parents and students and families has really been lacking in your accessibility to the governance of this organization has also been lacking. Even when teachers have tried to reach out to you, for example, to discuss their serious concerns around the English Learner

Program, didn't receive a response from a single person and so I think there is some more self-reflection that this board can do about how they're actually going to authentically engage with the community, even by doing simple things like holding board hours at times or board meetings at hours that are actually convenient and accessible for people in your communities that you supposedly serve. Thank you.

Diane: Valeria, do we have any others?

Valeria: We do not have any others.

Diane: Great. Thank you. All right. Let's move to item number 15 on the agenda, which is the finance report. Joyce, welcome.

Joyce: Good afternoon. Thank you for having me here. I have presented in the board packet, the Summit financial report that is through February of 2021, which seems a bit dated now that we're in mid-April, but due to timing of closing our books each month, it's not possible to be more current than this. The report covers most of the variances favorable and unfavorable that we have in our record keeping, I would say that right now through February, we are in a status quo. Things were moving along quite systematically due to the schools continuing to be closed.

We now think that as at the end March, beginning of April, as we start to reopen the schools, we'll start seeing an uptick in some of the expenses that have been unspent in terms of utilities and some of the wear and tear on the buildings. So those expenses we're expecting to have an increase, but at this point we are managing our budgets very well. There are some surprises here and there, but school leaders have been able to manage those surprises and we've worked as a team to figure out how to cover those additional expenses. The report covers most of the items there, and I'm happy to answer any questions unless there's something specific you want me to discuss.

Diane: Thank you, Joyce. We don't have any action on this item but does anyone have questions or topics to discuss with Joyce? No, clear, okay. Clear and steady. We like it that way on the finance side of things. Great. I do not believe we have any other items of business on our agenda today and so unless I'm missing something, I am going to move us toward adjournment. Nope. All right. So it's 2:33 PM and we will officially adjourn.

