

Summit Public Schools California Board Meeting - August 19, 2021

Open Session Transcript (Audio length: 2 hour 53 minutes 18 seconds)

Bob: Where is everybody? Yeah.

Blake: Sorry, I'm a minute late.

Diane: Thanks, everyone for joining today, we'll get started in just a moment. We are waiting for a couple more board members to log off. Alright, welcome everyone. It is 12:04 PM and we will now call the regular board meeting of the summit public schools board of directors to order. I am going to ask Valeria if she will call the roll.

Valeria: Absolutely, Andy Thompson.

Andy: Yeah

Valeria: Anisha Munshi

Nation: Present

Valeria: Blake Boarder

Blake: Here

Valeria: Bob Auster.

Bob: Here.

Valeria: Nnanna Ogbu

Nnanna Ogbu: Here.

Valeria: And Stephen Humphrey is not present.

Diane: We spoke with Stephen earlier today and he said an urgent family situation came up, but He

assured us that everything's okay, but it needed his attention. He sends his apologies for not being with us today. Item number two on our agenda is the approval of the agenda. Do I have a motion to approve the agenda?

Blake: So move.

Diane: Thank you, Blake. Is there a second? `

Bob: Second.

Diane: Thank you, Bob. Any discussion? Let's do a roll call. Andy.

Andy: Aye.

Diane: Anisha.

Anisha: Aye.

Diane: Blake.

Blake: Aye.

Diane: Bob.

Bob: Aye.

Diane: Diego

Diego: Aye

Diane: That motion carries unanimously. The third item on our agenda for today is the approval of the June 17th, 2021 Summit Public Schools board of directors meeting minutes. Do I have a motion for approval?

Anisha: So move

Diane: Thank you and Anisha. And a second?

Bob: Second

Diane: Thank you, Bob. Any discussion? Let's call the roll, Andy.

Andy: Aye.

Diane: Anisha.

Anisha: Aye.

Diane: Blake.

Blake: Aye.

Diane: Bob.

Bob: Aye.

Diane: Diego

Diego: Aye

Diane: That motion carries unanimously as well. Item number four on our agenda for today is the public comment on closed session agenda items. 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. As listed on the agenda, the board will consider an update to our independent policy leader in the meeting. Members of the public who prefer to provide their input on that policy during that portion of the meeting will have an opportunity to do so, as well as all of the other items that are open. This is for a closed session. Members of the public who wish to speak should submit a virtual public comment card and identify the number of the agenda item on which you wish to speak. The link to provide this comment has been dropped in the chat, Valeria. Do we have any members of the public who would like to provide comments on closed session items?

Valeria: At the moment, we do not have any members of the public who wish to provide public comment.

Diane: our fifth agenda item for today is closed session. The board will convene into a closed session. We will be anticipating a return of approximately 1:15 PM, that is what we are aiming for and anticipating before we adjourned to that closed session. Valeria, let me just check one more time to see if anyone has submitted a card for comment on closed session items.

Valeria: We do not have any public comments, speaker cards at the moment.

Diane: Thank you for that, I appreciate that. The board will please adjourned to our closed session link and as I said, we will be anticipating our 1:15 pm return.

[No sound until 1:16:55]

Diane: Kate, are you there?

Kate: yes

Diane: The board would like me to let everyone know that they are running a little behind. They are imagining 10-15 minutes than what they had predicted, having a thoughtful conversation, don't want to cut that short, just wanted to let everyone know.

Kate: Great, thank you.

[No sound until 1:46:41]

Diane: Welcome back everyone. I'd like to reconvene the board from closed session, into open session and turn to the chair, Bob, to report out if any action was taken by the board in close.

Bob: No actions were taken by the board in closed session.

Diane: Thank you, Bob. I'm going to move to agenda item number seven, which includes, public comments on non-closed session items. At this point the board would like to hear from members of the public on the remainder of the agenda for today. As listed on the agenda, the board will consider an update to our independent study policy later in the meeting. Members of the public who prefer to provide input on the independent study policy during that portion of the meeting will have the opportunity to do so. Those members who would like to speak should submit a virtual public comment card. You should identify the number of the agenda item to which you wish to speak. The link to this is provided in the comment or the chat section. Valeria, do we have any members of the public who have requested an opportunity to speak?

Valeria: At the Moment? We do not have any members of the public who have requested to speak.

Diane: Okay, Thank you for that. Let's move on to agenda item number eight then. Agenda item number eight is the consent agenda. Do I have a motion to approve the consent agenda?

Bob: So move.

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

Diego: Second.

Diane: Okay, it's consent. I'm not going to call for discussion. We will the roll call, let's start with Andy.

Andy: Aye.

Diane: Thank you, Anisha.

Anisha: Aye.

Diane: Blake.

Blake: Aye

Diane: Bob.

Bob: Aye

Diego: Aye

Diane: That motion carries unanimously. Next up we have our school's report and on this, we have one item for action and this is the independent study policy. I would just like to open this, what will ultimately be a public hearing, and then potentially action by sharing a little bit of background information with the board.

You have the memo and so much was summarized there but specifically, what I want to share is that summit has always had an independent study program. It's primarily used in our expeditions program to enable students to engage in internships and in-depth learning experiences that push beyond the boundaries of arch additional school walls. Over the years we have had students who for medical or other reasons have gone on independent study for periods of time. None of that is changing in this coming year and this policy is not coming to you to change any of that. The policy's coming to you at this point because recently California passed a law that makes changes to independent study in the state and legally requires that summit update our policy to be compliant with that new law.

Our team has done a thorough review of the law and the existing policy, and they are sharing and, offering the board today is an updated policy for your consideration that is legally compliant with. The new law does maintain the integrity of our independent study as we have been fulfilling it throughout our existence and does not materially change that in any way. The new law does ask that the board consider in a public hearing the scope of its existing or perspective use of independent study the purposes in authorizing independent study and then, and factors bearing specifically on the maximum realistic links of assignments and an acceptable number of missed assignments. I have spoken to those first two pieces. Let me speak to that third piece.

The elements of the policy in front of you that speak to that are that the executive director of a school or their designee will check in with a student and parents whenever there is a reason to believe that independent study may not be working. Specifically, if an assignment is missed during a 10 day school period, or if there is an unsatisfactory performance. The maximum length of assignments will be the same as for students in person instruction unless the executive director approves a longer term for a project. Those specifications are part of this policy. I would add to the memo that you have before you and the policy that you have before you to consider. At this time I want to open the floor again to anyone who would like to speak on this agenda item. Let me turn to Valeria to see if we have anyone who would like to speak to this item. I've lost...

Valeria: at the moment we don't have anyone who has submitted a public speaker form to provide comment on this policy.

Diane: Okay, Thank you for Valeria, I appreciate it. Well with that, I will call for a motion to adopt the independent study policy.

Blake: I moved.

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

Anisha: Second.

Diane: Thank you, Anisha. Is there any discussion? Hearing a call for no discussion or no calls for discussion, let me take a roll call vote.

Andy: Aye

Diane: Thank you, Anisha.

Anisha: Aye

Diane: Blake.

Blake: Aye.

Diane: Bob.

Bob: Aye.

Diane: And Diego.

Diego: Aye.

Diane: The motion carries unanimously. Let's move on to item number 10 on our agenda today, which is the program spotlight. The best part of the meeting, because this is all about our schools and our actual programs. We're really fortunate today and I am deeply grateful to have a number that a number of folks from our team are joining us, especially given that it is the second day of school, and so thank you to all of you. joining in this section are Kelly Garcia, who is our chief of schools, Jimmy Zuniga, who's the executive director at Everest, Adam Black, who leads our information team, and really oversaw the development of the pathways to six us, report and study. That's where we are in terms of the team that is coming to us today. Kelly is going to really navigate us through this conversation. She would like to start with the group giving a bit of a presentation and then we'll open to conversation with the board. Kelly, I will turn it over to you.

Kelly: Awesome. Thanks, Diane. Just wait until it loads. Hi, everyone, my name is Kelly Garcia and I am so happy to be stepping into the role of chief of schools at the summit. It is really wonderful to see so many familiar and supportive faces who have been part of this organization for so long. I often tell people that summit is like a family and when I look around at some of the board members who I've known for years, it really feels like that today. Thank you to them, for being here. I've worn a number of hats since joining Diane and the founding team at the faculty at summit prep in 2003, and I must say that this role is one of the most challenging and exciting. As you can imagine it's quite an exciting time to be leading schools and supporting our school leaders.

One thing that I am specifically excited about is the work this year is that we are deeply focused on integrating our anti-biased anti-racist priorities into the DNA of our organization. We are really starting to see how that intentionality is playing out to serve all of our stakeholders. Our program spotlight

today, which Diane alluded to, is going to be featuring three things, which is, building, a strong school culture, then we're going to talk about our health and safety plans that support our students in the culture, and finally, a discussion about pathways to success, alumni study. We do have a lot of ground to cover. My hope is actually is that you can hold all questions till we get through all three presentations, and then I can facilitate those questions. I would appreciate that in advance, next slide.

As we start to have a conversation about how we are building and resetting culture at our schools, I want to really highlight the idea that culture is something that must be co-created with our stakeholders and specifically center our students of the global majority. A lot of the work that we have done with school leaders and are looking forward to continuing is focused on building their capacities to act at this moment in time where we are collectively transforming our culture. Moving into how you start the year strong, we all know that a strong start hinges on a strong culture, and we have an unbelievable opportunity before us. Our students and families have been out of our schools for nearly a year and a half, and what a gift it is to both reset, reimagine, and bring life to our vision for a strong culture.

Coming out of a pandemic, we have not been in physical community with each other for a long time, and it is imperative that we intentionally focus on culture and specifically bringing connection with our students and reassuring them that our schools are still the caring, attentive communities that they always have been. It will be best to hear about how we're doing this for the people who are on the ground leading this work. I would love to introduce Jimmy Zuniga, Who's one of our executive directors. Jimmy is the ED at Everest and he has been since 2018. Additionally, Jimmy has an incredible spot in all of our hearts because he's an alumni from the class of 2008. He's been with us since 2014, starting as an English teacher and I could go on and on about him. I know we have some time constraints, but what I will say is that it's one of my greatest joys to be leading this organization with him. I'm going to hand it over to him and he's going to highlight what's happening over at Everest.

Jimmy: Hi everyone, and thanks so much Kelly for the introduction, I'm really happy to be here. I'm going to talk a little bit about what's going on at our schools. To begin, I just want to share, one of our beliefs as an organization, and one that I hold close to my own heart is that learning occurs best when there's a strong purpose-driven culture. At summit, I'm really proud that we really devote ourselves to building strong relationships, connectedness. It's on that strong foundation that we are enabled, to meet our mission. Today, I'm going to talk a little bit about what we're doing to build a

strong foundation for the school year. One of the things that I really love about working in schools is that every year we get to sew new seeds for the culture that we want to build.

This year, in more ways than usual, we're thinking creatively about how to build that strong purpose-driven culture that we're constantly striving toward. I'm reminded of my time as a graduate student at Stanford. I remember our professors would tell us that if we had the chance, we should record the first day of classes at the schools where we were placed and their thinking was like, not only does the first day of school present special opportunities to set the tone for the year but when thoughtful educators and creative schools seize those opportunities can have a real, tremendous impact. I actually really think it can be magical. I think about this every year because it's not just the first day, but the first few weeks of school that are so important. I also think about this every year, because I always want to share the work that teachers at Everest are doing.

I'm going to give you a glimpse into the why and how we're setting a strong foundation, for school culture, at our campuses. Can we move to the next slide, please?

A little bit of background school leaders from across summit came together to think about our goals for orientation and exchange resources. One of our shared goals across summit schools was creating a space for students to, make friends, and reconnect after being apart for so long. As always, another goal was to think about how we could use the time to start building that inclusive and strong school culture. In order for us to hit the ground running on our academic goals, we actually need to start slow and build that intentional purpose driven culture and of course, at any summit school that culture is grounded in our mission statement; to prepare a diverse student population to be thoughtful, contributing members of society and for sex success a four-year college. Two stories I want to share today are, first we spend a lot of time thinking about how to set up for freshman orientation and all student orientation at Everest. There were a host of things we wanted to work on, we actually had the chance to collaborate with our student government leaders to think about, and how we could bring some of the work of DEI to our students. We have had some really awesome student leaders, who collaborated with us on thinking about how to do hate speech training.

We can start to kick-start some conversations about school and society. We've also been using a bunch of student leaders to lead tours for freshmen and run student panels, and a lot of things that might sound familiar to people in this room, the spiritual room. Secondly, we have a tradition that we brought back is the mentor group families. We try to pair mentor groups of different grade levels together to build cross-grade mentorship and have conversations about returning to school about,

things happening in the world, and also our goals for this upcoming year. I had forgotten how shy freshmen are.

I have the memories like I remember pre-pandemic going to school and saying, how's everyone doing? It's just like a quiet room. That hasn't changed, they're still pretty quiet but what's been really cool is we've been trying to have a lot of small group conversations were, not just freshmen, but everyone is more comfortable talking and, I've easily talked to like maybe 150 students. It's kind of funny because the same students will say, I'm both excited to be here and excited to make new friends and reconnect and I'm nervous about it. We've been having great conversations and that's been spurring new ideas for what we might do at the classroom level and the schoolwide level, to build a strong community and culture out of risk... In these pictures, in the slide, I'm just going to tell you a little bit about what we're looking at.

In the first picture is a faculty community-building event, inspired by some red team. For those who don't know, it is made up of all the school leaders across summit inspired by some red team PD that we did. I led a four-day vision boarding activity for the Everest faculty where each morning we spent some time thinking about how we want to think. We spent some time envisioning what our classrooms would look like and how we could make them more inclusive, engaging, and transformative for students, and so in this picture, you see teachers sharing their vision with one another and making commitments to support one another. If any of you ever played the yarn game, it's an old summit tradition, where we are throwing around the yarn to symbolize the connections, and promises to one another. We make friendship bracelets out of those yarn or that yarn.

In the second picture, you'll see a bunch of students in circles. On the first day of orientation for new students, we introduced all of our new snow leopards to their mentor groups in our back lot. In that picture, you can see students engaging in a name game breaking the ice, and we had a good time. The third picture is from summit Denali's orientation doing similar work in classrooms. I just have a couple of closing thoughts. Can you hear that announcement? We're doing an Intercom let's wait a second. If you can hear the Intercom announcement getting club leaders together to jumpstart our club there.

Now my closing thoughts, I think what's really fun about these days is that we know that all of these activities, small and big from the name game to sessions and workshops about school norms are really important to setting the tone for the year and achieving a strong start. As Kelly told you, I'm an alumnus from summit prep, the class of 2008. I can tell you I've really vivid memories of our name

games and our workshops on different things related to summit culture. I can tell you more than that as a former English teacher at Everest, and I taught all the grades at different points. My juniors loved to, would often write about their first days at Everest in their creative nonfiction projects, and my seniors would fill out their college applications and write about just like how those first few days at Everest were such a unique experience. In so many ways, I know that setting a strong working hard to start strong is really impactful, short term and long term, for our students in our community. It's really hard, to succinctly describe what makes summit schools unique but some of these pictures and some videos that we've taken, and these stories that our students write, sometimes do justice to what really makes it special. I just want to thank everyone, for the support of our schools, and that's it. Thanks.

Kelly: Thank you, Jimmy. We really appreciate not only, you being here, but for everything that you've done. Next Slide Valeria. I want to take a moment to just introduce, Felix Lee. Who's one of the newest members of our C team Felix hails to us from a high-performing charter network, uncommon schools that are based in the Northeast, and Felix has been an operations leader for over a decade. I personally could not be more ecstatic that he's on our team. He has more than jumped in right. In to what you can Ima imagine is a school operation, when it's a great time for school operations? I'm just glad Felix is my buddy in this.

Felix: Good afternoon, everybody. Thank you, Kelly, for the introduction. I'm absolutely thrilled to be joining the summit family. Since June, we've been working to answer and act on an essential question and that is how we keep our students and faculty healthy and safe. We took a collaborative, inclusive approach to answer this, and we've been planning for and creating the necessary conditions to start strong, build school culture, and ultimately achieve strong student outcomes. Our overarching goal is to one, keep our schools open so that our students have access to in-person learning and two mitigate the risk of transmission of COVID 19 within our school buildings. In a context of new variants and perpetually evolving information, our north star remains following state and local public health guidance. We continue to maintain a Swiss cheese strategy to health and safety that is grounded in the premise that no single layer of protection is 100% effective, 100% of the time.

Our strategy employs multiple layers of protection, inclusive of regress cleaning and disinfecting ventilation. The four cornerstones are our health and safety plan, universal masking tracking, encouraging vaccinations, screening, testing, and agile contact tracing paired with isolation or quarantine, as needed. Our first cornerstone is universal masking in accordance with federal and

California state guidance. We will be requiring both faculty and students to be fully masked at all times during the day when inside the school building, except when eating and drinking. Schools have ordered a minimum of one month supply of PPE to be readily available for students and faculty, and they will replenish as needed. Next slide, please.

We also know that vaccines are one of the most effective layers of protection as such, we have been collecting and tracking vaccination status for both our staff and students. We're using this data to make informed, targeted, and student-centered decisions when implementing our health and safety protocols. We're continuing to encourage vaccinations and sharing information in our school, and in all of our school communications. We're exploring ways to increase student access to vaccinations, whether by sharing community resources or inviting vaccination clinics to serve the community on school sites. A third cornerstone of protection that we're adding this year is screening testing across our schools. We are partnering with our state department of health to test 100% of our UN vaccinated staff and 25% of our UN vaccinated students on a weekly basis. Additionally, two types of tests will be available for our students and faculty.

One, we are using PCR testing for weekly screening testing, and two, we also have BinaxNow rapid antigen tests so that we can test students and staff who might develop symptoms during the day and get results in 15 to 30 minutes. Frequent testing of a critical mass of our student body will help us identify and manage against potential outbreaks within our schools as well as support our most vulnerable students who might not be able to receive a COVID vaccine. We are also excited to have invested in our testing infrastructure and systems so that we can support our students with onsite access to testing, as well as have the ability to quickly scale up, to respond to potential increases in community transmission.

Lastly, with the return of all our students to the building, we refined our contact tracing and isolation quarantine systems to be responsive at scale. In the event of a confirmed positive case. School leaders have been trained to investigate potential exposure huddles with strategic partners in both operations and HR, to determine next steps to necessary or quarantines and communicate to close contacts, families, and other affected parties before student dismissal. While the school year has just begun, we believe that we believe that we implement our health and safety plans and partnership with our students and our faculty, and our families. If we do that, we will be able to get through this challenging time together. Thank you. And now I'll pass it over to the wonderful Adam Black, our chief information officer.

Kelly: Before he starts, I just want to say, thank you, Felix. We really appreciate you and all your hard work. Let me introduce Adam Black, our fabulous CIO. Some of you have met Adam before because he's been with us for a few years, but what you probably don't know about Adam and makes him so great and truly an asset to our team. He's an educator at heart who began his career as a teacher. He's able to bring both the data lens and the teacher lens, to truly support all of our schools, in all of our communities. So with that, Adam.

Adam: Thanks, Kelly, And thanks, Felix. I am very excited to be with you all today, to share a little bit about the pathways to success report. Fundamentally pathways to success was about asking the question, what can summit alumni teach us? I have to start by acknowledging that we have a few summit alumni in the audience here today at our board meeting, which is very exciting. Our vision at Summit is that every student is equipped to lead a fulfilled life. One with purpose, financial independence, community, strong relationships, and health. That vision is really looking far into the future after our students leave us. The alumni pathway study was really about going and actually speaking with the summit alumni over the past many years and hearing from them. To what extent do they believe that they are leading fulfilled lives along the dimensions that we care about and that we know are important?

We also really wanted to hear from them, what element of Summit model and their experience at summit had the most impact on their life now, many years after leaving high school, and what barriers are still getting in the way. The things that we learned, was that 71.7% of the alumni that we heard from, reported high overall levels of wellbeing, 77.2% of them, uh, reported that they were fulfilled in at least four of the five dimensions of wellbeing that are outlined in the summit vision, 54.8% of those alumni have completed a bachelor's degree already, which is a rate it's almost two times the national average for adults over the age of 18 and 92.2% of the alumni in our survey group were either currently working or in school and you have to consider that that is during the COVID 19 pandemic. That statistic is really awesome. I'm going to dig into these findings a bit more and share some detail and also really focus on, the kind of methods that we use to understand the extent to which we really are reaching our vision at a summit.

The first tool that we use to understand the extent to which our alumni are experiencing fulfilment after they leave us, is something called the Denier satisfaction with life scale. It consists of the five questions that you see over there on the right. Using this scale, we found that 71.7% of our alumni believe that they agree with most are all of these statements. This scale comes from the

psychological literature, it's from some of the most advanced research on happiness and wellbeing. Ed Denier is a researcher who developed the scale and it's been used widely. 71.7%, there isn't a really great national or global comparison for that, but overall, that's far more than half of our students, it's the vast majority of our students. That's a fairly positive signal that some alumni are going on to experience fulfillment, which is a really, really great outcome.

The next tool that we use to understand fulfillment, which is, arguably the most important tool that we have found so far, is derived from the Gallup wellbeing index and which is, part of the inspiration behind the summit vision itself. It actually breaks wellbeing and fulfillment down into five different components; strong relationships, purpose, health, community, and financial independence. I mentioned before, 77.2% of our alumni report, it feeling fulfilled in at least four of the five dimensions within that Gallup index. It's completely even between those different dimensions. Our alumni were much more likely to report fulfillment in the area of strong relationships than they were to report it in the area of financial independence, which is something that we are definitely paying attention to and thinking about, as we think through how we're going to use this data going into the future. Which, I'm going to get to in a couple of slides. In addition to asking directly about fulfillment and wellbeing, we wanted to understand the overall pathways and experiences that our alumni are having after they leave us. One of the things we wanted to look at was, because we're looking at alumni that are a wide range of; they are our first graduating class graduated in 2007. From that group all the way through our class of 2016, they're at wide a wide range of different life stages, and we wanted to see what they were doing, and this is what we found. 51.9% of our alumni in that group were currently working, 27% were in school, 13.3% were both working and in school, and only 7.8% of our alumni were not either working or in school. through interviews, we learned that many of those students, either some of them had experienced job loss due to the pandemic, which was definitely a factor, others were in between some stages in their career, and a lot of them were also just staying at home, caring for family members, and had other obligations that were keeping them at home rather than in school or working.

We can go ahead and move on. The most actionable part of this study really came from our survey questions and interviews with alumni about, their experience at summit and the things that were the most impactful and also the barriers that they faced leaving high school and going into college and into the workforce. It was clear from our survey and from our conversations with alumni, that the absolute number one most influential part of the summit experience is mentoring and community time. Our alumni over and over again, repeated how deep of an impact, the strong relationships that

they built with their peers and their teachers had on their life, not just while they were, are at summit, but many, many years after. Jimmy already alluded to that earlier when he was speaking about how we launched right off the bat, on the first day of school, building those relationships. The evidence shows that is critically important, not just for the culture of the school, kind of on day wander while students are, are with us, but that impact lasts long, uh, long after students leave our doors, which is amazing.

The next most sort of powerful element of the summit model that expeditions and college readiness aspects of our program. we heard over and over again from students about their independent learning experiences that they were coached into by their mentors, and supported through with their mentors, going back to the independent learning item that we had earlier on the agenda today, and the incredible experiences to leave the classroom and do things that were outside of the traditional high school experience. Many students found jobs that became career starting opportunities after they left high school, or even after they left college and a lot of them got exposed to new fields that they wanted to go on and study in college that ended up blossoming into full purpose-driven careers, which is exactly what we want for every single one of our students. It was just amazing to hear from so many students that they had had that experience at summit and hear all of the new ones in detail of how that experience worked for them.

On the flip side, we know from the data that I just shared, that not all of our students are currently, reaching that goal of living a fulfilled life after they leave us. There's a variety of reasons why that happens and even for the students who do end up finding fulfilment there, many of them have to overcome significant barriers both while they're at summit and also after they leave us. We really wanted to hear from our alumni what those barriers were, and this is what we heard. Financial issues paralleling the finding that we had around the Gallup wellbeing survey. Money and financial issues really stood out as a powerful factor in a barrier that alumni were struggling to overcome.

We also heard a lot about alumni struggling with, both with managing stress, managing anxiety and also needing mentorship and guidance after they leave summit. These parallel aspects of our program now, and these are things that habits of success and concrete next step. Those are words that some of the alumni that we were speaking to would never have heard because, they're things that we've developed over the past few years to address exactly, these types of barriers. With that being said, we still did hear from many alumni that they, despite the lack of specificity about that they still did through the relationships that they had with mentors. With some of these barriers summit was

able to help them to overcome them. We've got one more slide about findings, and then I'm going to talk a little bit about our next steps. Our mission is that every student lives a fulfilled life on those dimensions of wellbeing and I just wanted to acknowledge the fact that we found some disproportionality in the alumni that we surveyed based on race, which is just one dimension, but it's an important one because of historical systemic racism and the barriers that that can pose for students.

We did see that there is disproportionality within the six-year college graduation rate for some of the alumni. There is also some disproportionality and some in reported sense of fulfillment. Although I think it's interesting to point out that the disproportionalities, the groups that experienced college graduation and that experience fulfillment, they don't a hundred percent line-up. There's a lot of nuance and variability here that I think we're in both further study. I think cautions us to really think hard about the role of college and how the various pathways that students can take to finding that sense of purpose, finding a concrete next step, and really going on to lead that fulfilled life. I think there's not a single pathway that works for everyone. This data helps highlight that.

To conclude this, first and foremost, this data for me is just helpful to reground in the purpose of what we do and the purpose of summit and of high school, of education writ large, it's a helpful, I'm excited to get into conversations to reflect on what this means and what we can learn. There are two big areas that we have already started to invest in that. What we've heard from alumni really reinforces, the first one is concrete next step. We heard over and over again from the alumni that we spoke with that expeditions and their experiences in internships, and exploring different career paths, help them to find a concrete next step.

They wouldn't have called it a concrete next step because that's a relatively new concept and our definition of that has gotten a lot more crisp, but we really heard the power of having a clear sense of purpose, getting to explore different options to find that sense of purpose, and then getting support through mentoring, and through a strong peer and teacher network at planning for that concrete next step, we heard the power of that over and over again from alumni.

We believe that the next step is to level that up and make sure that every single one of our students has the strongest possible experience, then everyone of them leaves summit equipped to overcome and even dismantle a lot of the barriers that the past alumni faced and make it so that they're even more likely to reach fulfillment in all five dimensions that are in our vision.

The second dimension that I think we really need to work on based on what we've heard from alumni is habits of success. We heard a ton from alumni about the powerful potential that mentorship has and the ability of those strong relationships to really break down barriers and create new mind-sets and habits that didn't exist before. We want to make sure that every student has that experience to the fullest possible extent, and that every mentor is equipped to be as strong as our absolute best mentors throughout the history of summit. We need to continue investing in mentoring to make sure that every student and every mentor has that incredible experience and that every student leaves us with all of the habits that they need to succeed in college, career, and life. I will leave it there, thank you.

Kelly: Thank you, Adam and I'm happy to take any questions and figure out who the best person to answer them is based on any of the three topics that we covered.

Andy: I'd like to ask the question. I just want to say thank you to everybody for making the presentations into the work you do but I had a question that related to culture, which is that it's my experience that one of the most powerful ways in which you communicate culture and get it spread is through storytelling. That storytelling often is best done if it's done by everybody in the human system, as opposed to just special people, important people. I'm just wondering about how you use storytelling and where the places are and times that you tell stories.

Kelly: Yeah, thanks for that, Mr. Thompson. I can maybe start us off and then Jimmy might still be around, as he could probably add some things that are very specific to what may be happening in his sight. Storytelling is something that we really we're able to go a little bit, I would say deeper into, during the pandemic and the way we were able to do that in terms of thinking about how we tell stories, is we really went in a little bit more intentional way over the course of the entire year. We then learned from that forth this year, but really focusing on both or why, some events that we were able to do, frankly, because we were virtual and we could have kids from schools in all places log in as well as a school site, specific events, but we did a lot of paneling last year. What I mean by that is like topically focused panels, whether they were racial, whether they were career-oriented, in different ways where community members were able to really tell stories about who they were, what they either wish they'd had, or what advice they were giving to our students and really were able to have our students see themselves in like future leaders.

That's definitely one aspect of where we did a lot of storytelling. On a much more granular level in school sites, our teachers, especially those mentors that Adam referenced. In building those personal

relationships, are so key and they do a lot of storytelling too, and they provide opportunities and activities for their students to tell their own stories. that key piece being their own stories, because we have kids coming from so many different places and representing so many different identities, truly being able to hear from each other, who they are and what their own stories are, is really building the schema for a lot of our students, around like more different cultures than their own. But the fact that we celebrate that is actually helping them see that that is the culture that we want to have. I'm not sure, I went high and low but if that answers your question I or Jimmy potentially could add something else.

Adam: It looks like Jimmy might not be there, but that was a great answer

Kelly: Yeah

Jimmy: I'm always here.

Kelly: Okay, good. Well

Adam: Oh he's there

Jimmy: I'm multitasking to be honest, since the school's right there, if you repeat the question, I'm happy to take a stab, but if you also feel satisfied injured Andrew then...

Andy: Yeah, obviously it's a good answer. I just ask the question in part, because it's such an important way in which cultures get communicated. You're obviously telling stories. You're doing things like, for example, using stories to communicate with families who might be considering coming to Summit. Storytelling is the way you show people what a culture looks like as opposed to telling them

Jimmy: Storytelling is a way how you show people what a culture is like instead of showing them.

Adam: So, yeah. Great, thank you.

Diego: Thanks to all three presenters. I have a question for Adam, but maybe for others as well, on the very last slide that showed us well before these very cute photos, you highlighted at those two needs. One of those two was a significant investment in ensuring all of our students have habits of success. It was so interesting to see that paired with how fondly and strong and impact mentors made. I find myself wondering whether mentors are stepping back sometimes to allow young people

to actually develop habits of success or actually stepping in just to solve it for four years while I've got you. I'm going to swamp you all up, make sure that you make it all the way through. In many ways, this model is what we've asked of teachers. these are the same humans doing the two roles, Whereas in the classroom, students have to be doing the heavy lifting and if they don't, then when they leave here, they don't know how to do it and aren't successful academically. Are those conversations happening in mentor training? Are you all thinking about that? In terms of just how important it is for mentors to truly take some steps back and elevate and build habits of success in young people.

Kelly: Adam, if you want to take a stab, you can. I actually feel like I have a pretty compelling response. So let me know. Many of you don't know that Diego and I taught together for years and what Diego is referencing is he and I, in parking lots lovingly holding students saying, come back to our rooms for office hours, we've got you, and that doesn't work, because we are pulling students to the graduation stage. When they're not having that level of continuous support, and they go off to college and we're not there to pull them back into the professor's office hours. They hadn't felt that built those skills and habits a hundred percent. That is why we have shifted our model, and with this keen eye to the types of habits that, unintentionally, we weren't developing in students, we are very intentionally developing now? These habits are muscle, they have to be worked regularly, they have to be coached around to your very specific question are we training mentors? Absolutely.

Apart from our training for new teachers and returning teachers was remembering what does a mentor check-in look like? Let's role play, let here's your agenda. This is asking students to be reflective on the status of their progress. Why is this going well, why is this not going well? And giving our teachers the language to help push students to realize that I've got to figure this out on my own. we're actually pretty intentional about language, we actually make sure our mentors know that we have a set of habits that we use, our building blocks and they referenced that vocabulary, where is your persistence? And being very intentional about making sure our students know because our mentors do know that, we are here to help you develop those muscles, in a really safe environment sometimes to fail. We are there to catch you, but we're no longer preventing you across the board from learning sometimes some painful lessons, which are how you develop those muscles. I'm very passionate about this because, I feel like this is where to Adam's point, this is the difference that we are making in a model that potentially we were not before. I don't think it's happening in many traditional places. I hope that answers your question.

Diego: It really does. I think my overriding feeling, I love that answer at Kelly, Thank you. I do remember how much we just like drag them across the finish line, not realizing we actually had the wrong finish line? High school graduation is not actually the finish line nor is college graduation. It is living a fulfilled life, I love that we as an organization are valuing that, measuring against that, and training toward that, and that's so amazing. I had the same emotional reaction to this data that I had; however many years ago, it was when we first started seeing four and six-year college graduation rates.

We could have been so proud for far outpacing the norm and instead we had a moment of reckoning of saying this actually isn't nearly good enough for our young people in seeing some of that data. I'm so deeply proud of how far we've come and helping young people lead a fulfilling life. It's really great to see and some of those little pieces, I know give me deep fire that we are doing the right work, around building habits. I hope that this is being shared broadly and I'm sure it is across the teams so that they build that deep conviction that when it gets hard because it will be hard and it's almost easier to just drag them and to make them do it. It will give them the conviction to keep doing the hard work, to build those habits. I'm just thankful you all pulled this together and thankful for that word's mentation.

Kelly: Thanks, Mr. Mrambla anybody else out there?

Diane: Yeah, I have a question.

Kelly: Sure.

Valeria: Hi, I'm going to go ahead and I believe that if we're talking about a member of the public. The time for public comment has eclipsed. This is a time for board members to ask questions of staff.

Diane: Okay.

Blake: I'm fine with that.

Valeria: Yeah, we can put his contact information in the chat. Thank you so much.

Diane: Thank you, this is my first time, so sorry.

Kelly: Can I send the question to Adam? How would that work?

Diane: Bye-bye.

Kelly: Anybody else? I don't have a good wait time, but I'm....

Blake: I'm just, my recollect....Hi Kelly,

Kelly: Hi Blake

Blake: My recollection is we've got a full working group that is revamping expeditions and I [inaudible 2:39:38] problem with getting old, I forget, but I want to say was like a 12 to 18 month process to completely revamp it. I presume that findings from this study are going to not only reinforce what's being done there, but it sure would add purpose to the work that's being done at the expedition. Could you comment on how you're starting to weave this into the revamp with expeditions?

Kelly: Absolutely, I'm going to pass that over to you D.T. Is that okay?

Diane: Yeah, or Adam

Kelly: Or Adam.

Diane: what do you want me to grab that one, Adam?

Adam: Go for it.

Diane: you're exactly right Blake, Here's the good news. The woman from Adam's team who really led the development of this study, her name is numb. She led the first year of the expedition's redesign that you are referencing. In fact, she was wrapping up and working on this study, doing the findings and then began to transition over to the redesign of expedition. I would say they are fully integrated that what you see in this study is a huge foundation on which we are building the redesign process for the expedition. The teams, both the student teams, as well as the faculty teams that have been working on the redesign were steeped in these findings as they were thinking about redesign. Very intentionally connected.

Kelly: Any other board members.

Diane: Kelly, Adam, and Jimmy, we greatly appreciate you being here. I know it's an incredibly busy time, thank you so much.

Kelly: And Felix.

Diane: And Felix, how could I forget Felix? I apologize, thanks to all of you. We appreciate the work that you are doing and everyone else with you, and with that, I'm going to shift us to, uh, agenda item number 11, which has our finance reports. I'm going to turn to Ed Lee for the finance report. Ed is a new member of our team, we're excited to have him joining us. He is officially in this role, at this point in time. Welcome Ed, we're excited to have you here with us. These are some of the months that are driest months. This is a lighter month for the finance update. Ed has provided you all with the report. Ed, I don't know if you have any opening comments. I know they're probably pretty slim and then we can just turn to board members if anyone has questions.

Ed: Yeah, I'll just provide maybe a quick high-level overview, but, just contextually during this time of year, we've wrapped up, we're sort of in between two worlds in many ways, we're working on audit activities for the prior school and fiscal year. At the same time, we're operating in the current school year, fiscal year, and working on the revise, as it relates to the junior board-approved mooning. There's a lot of different lenses for the board. What we have for the board here is just a snapshot, a teaser in some ways, because they're June unaudited actuals, as we are working on the audit activities at this time. I'll just share a couple of quick highlights, but generally tracking well on revenues to budget it on the expense side, some savings there. Due to a lot of the school closures that was hard to foresee at the time of the revise in October.

The board is aware, we successfully did the, early on, buy down to support Shasta, which was a \$5 million buyback in June, and continuing to work on a one-time COVID fund; planning and usage as an organization. I know state deferral was a big topic, but with the recent trailer bill law that has been passed, all those deferrals, which are three months, is planned to be paid down earlier than was planned. We should be receiving those of status said sometime in August, but we're expecting some delays and we may be in September. I just wanted to share that from a cash flow standpoint. That's three months' worth of apportionment. I'll stop there, I'm happy to field any questions.

Diane: Thanks so much, Ed. do any of our board members have questions? Alright, thank you all, Appreciate it. Thank you so much, Ed. We appreciate it. We will look forward to much more robust engagement in October, which is the big-budget meeting for certain. Let's move on to the agenda item. Did I get my numbers wrong all day? Is this 13 apologies? 13 board governance. I'm going to turn to Kate to lead us through this one. Diego might partner up with her here, so let me turn it over to both of you.

Kate: Wonderful, Thank you so much. I will start with a little staff update and then Diego, please feel

free to chime in. we discussed in our June board meeting, the Ad Hoc nominating committee for our board membership has been meeting and moving forward with our process. We've been gathering input to inform a board member profile over the last several months. The big update is that we started our community-based meetings.

We the nominating committee hosted a virtual listening session on July 26. We have publicized that really broadly as we could over the summer. We wanted to think about how we could reach as many people as possible and sent emails, we communicated through social media as well. We were really clear that this was not a one-and-done opportunity for members of our community to provide input into this process, but was really the start. The summertime we thought that this was just a good idea, and both Diego and Steven participated and hosted this meeting.

We had 61 registrants, which was actually pretty great, given the timing of summer, and had a handful of community members, parents, students, and employees who provided some input. we the committee is, they were thinking about this meeting thought that it would be most helpful if first, we shared some detail around the work of the summit board and the work that you all do, what those responsibilities are, what your charge is. We talked about how our tremendous board meets that charge for today and for the future. This responsibility to our stakeholders and to the institution that you provide a channel and forum for the interests, concerns, and aspirations of the communities and individuals that make up Summit public schools.

We have both of these stakeholder entities and in doing so that the board is really a steward of the interests of the community to help summit best serve all members in pursuit of our mission, and in service of our mission. Our wonderful board members are volunteers which we certainly appreciate that time commitment there and so we shared that as a staff presentation, leading into the community input, and then posed the open question for the committee to hear, what characteristics, the members of the public and our community most want to see in members of our board of directors so that you can best serve our community. We tried to focus on that single question and this is the same question that then now we're going to take into some of these community engagement meetings at the school sites.

Our next step here is to coordinate some listening sessions for the committee in conjunction with some of the back-to-school events that we have going on. we thought as you saw with Jerry, we're in the throes of a school opening right now but the schools have all put together the calendars of their community engagement events and tracking back to those great recommendations that we did hear

from the expeditions redesign of combining some of that work, knowing that that's where we're really going to be able to meet our parents, where they are. We're really excited to be able to have some of these conversations in these existing meetings that are going to be happening at school sites. Families are already showing up and being excited about engaging with their schools.

Just a timeline refresher and to close out my part here. we're working through this engagement in summer early fall, and the committee will be developing this perspective member board member profile in the fall, having a call for nominees in the late fall. The committee will be recommending nominees to the full board in December at the December 9th meeting. This is what we're tracking towards. I'm looking forward to building a strong onboarding process, to welcome new members in February. Diego; if you have anything to share?

Diego: You hit it all, you were very helpful in both setting up this session and helping to provide that overview. Stephen and I were so excited to be able to hear from parents, students, and members of the summit team, and look forward to hearing more, so that we can share back with a perspective of what we think that board members should look like based on what we're hearing from the community.

Diane: Thank you so much to both of you. Would any of the other board members like to ask questions or comment? There's no action here today. You all should at least say thank you to Diego.

Blake: I'll get you a Starbucks gift card.

Andy: Thank you Diego, Thank you Kate

Diane: That brings us to the conclusion of our agenda for today. I have a motion to adjourn?

Diego: So moved.

Diane: Thank you, Diego, and a second?

Blake: Second.

Diane: Thank you, Blake. So a motion to adjourn at 2:47. Let's do a quick roll call. we'll start with Andy.

Andy: Aye

Diane: Thank you, Anisha.

Anisha: Aye

Diane: Blake.

Blake: Aye

Diane: Bob.

Bob: Aye

Diane: And Diego

Diego: Aye

Diane: Motion carried, so we are adjourned. Thank you so much to everyone who joined us today. See you next time.