

# Summit Public Schools California Board Meeting - June 17, 2021

## Open Session (Transcript Audio length: 2 hour 44 minutes 23 seconds)

**Diane:** Hello, everyone. Welcome back. We will get started in just a moment. We're just waiting for a board member, Andy Thompson to re-join and then we'll get going. Perfect. We are returning from closed session to open session, uh, at 1:16 PM. Let me just turn to the chairperson, Bob, to report out on any action taken during the closed session.

**Bob:** No action was taken during the closed session.

**Diane:** Thank you, Bob. Let's move on to agenda number item number eight, which is the second public comment section on the agenda. This is a section focused on non-closed session agenda items. Valeria, do we have any requests for public comments?

**Valeria:** We currently don't have any requests for public comment.

**Diane:** Thank you so much, I appreciate that. Let's move on then to agenda item number nine, which is the consent agenda. I am happy to take a motion to approve the consent agenda.

**Bob:** So moved.

**Diane:** Thank you, Bob. And a second?

**Blake:** Second.

**Diane:** Thank you, Blake. Any discussion? I will call the vote, Anisha.

**Anisha:** Aye.

**Diane:** Andy.

**Andy:** Aye

**Diane:** Blake.

**Blake:** aye

**Diane:** And, Bob.

**Bob:** Aye

**Diane:** That motion carries unanimously with the members present. Let's move on to agenda item number 10, which is the school's report. This is a big month and meeting and time of under the school's report. We will spend most of our time here today on the local control accountability plans and the hearings, discussion, and recommended approval for those plans, as well as the information on the state dashboard. Just quickly before we jump into that, I just wanted to share two updates more globally. First of all, here's one of our adorable kids right there, school has wrapped up for the school year.

Our California schools concluded last Friday, our Washington schools wrapped up this Tuesday. This school year is officially over. I'm not alone in saying this is the most challenging year by far ever in my personal experience and 25 plus years in education, that was true for many people. A lot of people are a bit relieved and happy that the year is over and hopeful about the future and what is to come. As always our teams and our schools really made the most out of it, had incredibly inspiring, and touching and personal, graduation events and promotional events. They ranged from virtual experiences to distanced experiences, and some in-person experiences. Each of them was reflective of the community they're in and the local school is very joyful.

I'm excited for next year when we'll be in a place where, we can once again, invite the board to join, those graduation experiences and promotion experiences because they really do bring together all the values and the hard work. We'll have more data later in the summer and at the start of next year, but our students do continue to apply to, get accepted to, and enrol in an incredibly impressive and large range of schools across the country, um, and move towards continually driving towards our mission. Despite all of the challenges still a strong year, and we're looking forward to regrouping and getting ready for the next one. That is what's happening in the schools.

A lot of people are taking a big breath this week. The second thing I want to just share is, as you all might remember last spring because of the pandemic requirements to administer the federal accountability system and the state testing system were suspended. Folks didn't take those assessments last spring, you might be aware that there was much conversation and discussion this year about what would happen. Ultimately, from a federal accountability perspective, the feds really expected that states would have some assessment system this spring.

California, I don't even know what the right terminology is, they applied for a waiver, but then there wasn't a waiver. There was just sort of a negotiation if you will, that would enable some flexibility in California. Essentially, local school districts and networks of schools were given the option of either administer and the state assessments or selecting another local assessment that meets five or four criteria, in order to qualify but one of those things has to be done. I'm happy to report that Summit has in place an assessment system, as you all know that, we have built into the Summit model and Summit learning with incredible partners at Stanford and at scale who actually built the California assessment system, also built our own local assessment system.

Therefore, we have chosen to use that assessment system this spring. We felt really pleased with the opportunity and the choice. This mean that our teachers and our students could stay a hundred percent focused on just learning, doing their projects, demonstrating their skills and their knowledge that way and that we could use those results in those outcomes, for our public accountability. That feels like a huge opportunity to demonstrate, the power of an aligned school model that has been designed in the way that it is and it was what was in the best interest of students and teachers. The idea of taking these assessments this spring, given that many of our students were still learning at home, some were just returning to the building, et cetera, was not in their best interests.

We were really pleased with that choice. We will look forward to reporting out on, not only the results, but all the implications of that opportunity. I'm grateful that Linda Darling-Hammond who leads our state board is really a leader in this area and insightful. We are very long-term relationship with her, and her appreciation for our model and our approach and her encouragement for us to take this path. Those are my two reports; at this point I would love to turn it over to Kate, to take us into our public hearing for the L-CAP. Explain that process a bit and with that Kate, I will turn it over to you.

**Kate:** Thank you so much. It's now been a full year since I got to talk with you all about L-CAP, since we missed that last year, but this year I just want to talk you through a little bit of the collaborative process that we went through, in developing these as a new L-CAP cycle. We reflected on our annual I progress, and we developed our new L-CAP goals and set our priorities accordingly. We had a really great, robust collaborative process to inform the ELCAP development this year. Our schools gathered input from our many stakeholders in so many different ways with surveys, with meetings. We increased access to give input directly through some shared resources on our website that were new this year. In this virtual world, we are just trying to figure out every way we could reach out.

The stakeholder feedback that we go through really inform several revisions cycles as the individual

school teams are incorporating input and prioritizing the needs, and weighing those needs against the resources as they're working through budget development at the same time. Importantly since we're a network of schools with a common approach and some shared services through our home office, we do use a cross-network collaborative process on these L-CAP. That was one thing that we found in this year of zooming, is that we've become really adept at actually having these large leadership meetings with all of our school leaders, the executive directors, and our network leaders, to be able to truly dig in on some important issues, and have those meetings altogether where everyone can actually be present in ways that maybe were a little more challenging when we were all at our physical sites.

As the leaders of their schools, the executive directors led in the direct engagement with their unique school communities. Minimally each school had a virtual family meeting where the goals and activities were discussed and their input was recorded and all put into some collective discussion. They received input and recommendations from staff during all-staff meetings, dedicated to the L-CAP input, and then in individual meetings as well, recorded that input, and they engaged in direct outreach through the multiple means that I mentioned earlier, through surveys, through phone calls, through Robo texts, really trying to reach out and encourage participation that way. Our entire process is just really designed to reflect that engagement is the schools math their resources, and align their actions and services with L-CAP goals. We have new goals this year, and I should have mentioned at the outset that my colleague Adam is here in the meeting as well.

He and his team, the information team, are incredibly instrumental in developing these all gases, they're the ones who are really able to provide that analysis of our data in the year over year. They are looking at how we can line up those actions and services appropriately. We all came together looking at this input over time and through these iterative cycles, and also wanting to make sure that we're encompassing the actions and services from that 2017 to 2020 period, that we thought were effective and actually driving success for our unduplicated students. That included the LCP process of last year as well. I'll just run through our new goals because it's good for everyone to hear all of this is of course, in the packet and posted online.

It's been up there for about a week, but our first goal is that all students develop the cognitive skills, content, knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful of contributing members of society. Our second goal is that all students are on track to graduate while completing a rigorous common core aligned curriculum. Our third goal

is that Summit maintains a safe, welcoming school environment for developing community engaging students, and making families partners in their students' learning. The fourth goal and this is a new goal, is about which we received so much input. We wanted to emphasize this that Summit provides supports that enable English language learners to develop English proficiency and graduate college-ready. We've also added a new action this year that goes across each of our goals.

That's reflecting an organization-wide commitment to our anti-biased and anti-racist practices and programming, and reflecting that commitment in our equity and teaching and mentoring practices. We're also revisiting our math and literacy interventions in this year's L-CAP to better integrate their content and learning strategies with authentic project work that happens in the academic classes. Then finally, the experience and challenges of virtual school have proven that a number of the supports that we provided for students remotely during the pandemic that we're focused on fostering connection among our school communities and supporting families and the whole child we're really important to continue. These are essential parts of enabling student success in the classroom and so that has seen throughout these L-CAP as well. Just go back a little bit to the English language learner goal, we're really renewing our efforts to address the disparities that we've seen in academic performance between our English learners and their English proficient peers, and that's reflected in these plans, and the number of actions and services that increase our investment in these supports. That's the summary that I'd like to share, we're happy Adam and I both to answer any questions.

**Diane:** Thank you so much, Kate. Before we move to the recommendation for action, I'm happy to open it up to our board members for questions and conversation.

**Bob:** I have a question, what's your early thinking of how you're going to blend what you've learned from remote learning and in-person learning? It sounds like there are some benefits to the remote meetings that might want to keep, and some you're going to get rid of what are your early thoughts on that?

**Diane:** You want me to take a stab at it Kate?

**Kate:** Sure.

**Diane:** I'm happy to. Let me speak to two parts, both the learning experience, Bob, and then also maybe just the way that we run the organization and work together. On the learning front, it's interesting, some of the things that we want to continue to carry through it are, it was a huge advantage that we have our platform, and our curriculum and everything that we do online when we

moved to the virtual world. One of the things that happened when we moved to the virtual world is, we had to use many of those things with a higher degree of fidelity than we do when we're in person, because when you're in person, you can make up for some things and whatnot.

There's a level of commitment and fidelity that I think we want to carry through. I'll give you one example, that's a little bit technical, but I think illuminates us having the platform with our curriculum totally transparent to students, to their families, to teachers, to mentors is a powerful tool when you're trying to all collaborate in support of a student. Sometimes when you're in-person learning as a teacher, you can think, well, you end up doing things in the classroom that you don't include on the platform, or you end up changing things or modifying, and you don't include it there. The transparency to the parents or the mentor, things is not as evident or, in the case of our diverse learners to their education specialists. It just became really clear, um, how valuable that is to have maintained that discipline of making everything accessible to everyone.

That's like one example that we will continue to do. A second interesting one is what we learned around our college support. Our college team ended up doing essentially webinars if you will, with our seniors in the context of community time when they're in their mentor groups. What we found is this was significantly more efficient than what had been happening before, which is they would train the mentor and the mentor would then turn key sort of that training with their group of mentees. Instead this time, the mentor and the mentees were both engaged in the webinar experience and then the mentor was just facilitating the ongoing activity afterwards. This saved time for the mentor of doing sort of that double training. It allowed for greater connection and expertise to be shared.

Some things like that are going to continue that worked really well. There's a number of examples, on the way that we operate as an organization, as we all know prior to the pandemic, we were zoom people before people even knew what zoom was. We have it setups on every school site, we meet across our pretty wide geographies regularly. We've just gotten so much better at that because we were doing it nonstop and we're bringing a significantly increased level of skill back into how we leverage those tools, and did before. That would be my highest level takeaway there and in this moment in time, but a lot of people are being much more discriminating about travel and when you go places, when you don't, when you need to and what you need to go for. There's going to be a lot of thoughtfulness around that, which will persist as we move forward. Those are my ideas, happy to have Adam, Kate and Nnanna, any of you jump in, and these are things we all talk about often.

**Bob:** That's really helpful.

**Adam:** Yeah, and you've covered it.

**Diane:** Thanks, any other questions?

**Adam:** Maybe the question will come and what you just discussed is important. Just the macro, we're in this world where digital technology and the use of these types of tools is definitely accelerating in workplaces, in schools, and in just everywhere. You just did something that was very thoughtful about what works in person, and what works perhaps remotely. It's really worth writing this stuff down because it's a really valuable component of a new way of designing a human system. If you write it down other people will find it very useful as a toolset, because it's not just the technical piece of this, it's the trust piece, and it's the transparency piece. There's a whole bunch of things that go into it that you are doing a very good job with, that are really worth recording.

**Diane:** Thanks for that, I appreciate that. And I'm processing. We write at the end of the year, your summary, and our team is working on that now. I wonder if that's a good place to include this documentation. Note to self, I will check in with that team on that. Any other thoughts our L-CAP the process, the outcomes.

I am going to move us then to item 10 C, which is our recommendation that the board takes action to approve the local control accountability plans for our schools. Do I have a motion?

**Blake:** So move

**Diane:** Thank you, Blake. How about a second?

**Andy:** Second.

**Diane:** Thank you, Andy. Any discussion? Let me call for the vote then. Let me start with Anisha.

**Anisha:** Aye.

**Diane:** Andy.

**Andy:** Aye

**Diane:** Blake.

**Blake:** aye

**Diane:** And, Bob.

**Bob:** Aye

**Diane:** Motion carries unanimously with all of those who are present.

**Bob:** Very good job, good work team.

**Diane:** Thanks, Bob. We should say to both Kate and Adam, their sense of teams, it's an incredible amount of work and all of our sites. So thank you to all of you.

**Blake:** Customize, right. It's really falling in the tension, the details.

**Diane:** I'm turning back to Kate for the information on the dashboard. Is that true?

**Kate:** Yes. Sorry, let me shuffle my papers unless Adam's going to take this, but I think I'm covered pretty well in the memo, but each year we update the California state dashboard with our local indicator information. In the past, this has always just been something that the schools do. There was a change in legislation that we now bring to the board to share, as an informed and what we have presented you with here.

**Diane:** Great.

**Kate:** It does not get uploaded until in the fall, September, or something.

**Blake:** That sounds great.

**Diane:** Any questions? Discussion. Well, thanks again for your work team on that. We appreciate it. We're running a little bit of head and let's make sure we're getting our next team in here for our next item.

**Kate:** We give them ping, sorry. I talking and I was supposed to be pinging them.

**Diane:** No problem. We'll just pause and sit in awe of the hundreds of pages here.

**Bob:** Does every school in the district, both charter and otherwise have to submit similar reports and documents and everything.

**Diane:** Yes.

**Kate:** Districts are able to just do one L-CAP, we do individual for each school.

**Diane:** Excellent, next stop. Joining us in just a moment, we'll have Joshua, who is our COO for a few more days. You all might want to take the opportunity to just thank him for his incredible service as this will be his last meeting with us and Claudia, who is one of our directors of HR. We have a couple of personnel, actions to take, in the appointment of our new CFO and COO. They join us, and then also a reminder, I know some of you have already engaged with Joyce directly, but this will be her last meeting with us as well. We'll hold for a second while they're coming on. Welcome Josh.

**Joshua:** Thanks Diane

**Diane:** Thanks for joining.

**Joshua:** Are you all ready for me?

**Diane:** Welcome and you're on.

**Joshua:** Wait, let me just pull up the memo. I apologize.

**Diane:** Not to worry. We're running early.

**Joshua:** Great to be here with you all today. I have it open in front of me. I'm here to present an item for action and specifically, the approval of the salaries for our CFO and COO. As a bit of background on this, we have our board approved the compensation for specific C-level roles, including these two. The ones that we are talking about this year are the COO and the CFO. The additional context here is that the salaries for both of these roles follow the same process as we use for other non-teaching positions. We align our compensations to market pay using some external compensation studies and we recalibrate these salary schedules every two years. This is one of those years where we did recalibrate them and we have a compensation committee that helps to determine where the candidate falls on that scale. We did update the scales for the CFO and COO this year, and we have included the compensation policy, as well as the details for those salaries, including the source for each of them, the scale, and the placement for both the CFO and COO.

**Diane:** Great, thank you, Josh. You are recommending that the board take action to approve the compensation for the CFO and the COO that is necessitated. The board needs to approve any changes to those specific roles in their compensation. Correct.

**Joshua:** Yes.

**Diane:** Great, let me call for motion, and then we'll do..

**Blake:** Do we approve them each individually or two votes, or can they be approved in one vote?

**Andy:** They can be approved in one vote.

**Bob:** I have not quite yet. I need to do something legally here, as required by the brown act before taking final action, the board will summarize staff recommendations for compensation of the incoming CFO and CO. The compensation to be approved for fiscal year 2021/2022 is \$221,349 for the chief financial officer and \$202,804 for the chief operations officer. Do we have a motion on this item?

**Diane:** Thank you, Bob. Andy moved and Blake seconded. Any discussion or questions on this item? Let me call the rule then, Anisha.

**Anisha:** Aye

**Diane:** Andy

**Andy:** Aye

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Bob:** Aye.

**Diane:** Excellent. Thank you so much. That motion carries unanimously with all those presents. Next up we have the actions of the employment appointing the chief financial officer and the chief operating officer. The context here is, we have been doing on boarding. I see Ed has joined us welcome Ed, we're so glad to have you on board. To do that appropriately, both Ed and Felix have been acting, I forget the exact terminology, under the direction of essentially of Josh and, and Joyce, but now we want to actually appoint them to their roles. There's Felix, welcome, Felix. Do I have a motion?

**Bob:** So moved.

**Diane:** Thank you, Bob. And a second?

**Andy:** Second.

**Diane:** Thanks, Andy. Great, Any discussion or comments?

**Blake:** Well, you both have big shoes to fill welcome aboard and Josh and Joyce...

**Diane:** That's quite a pep talk there Blake.

**Blake:** I know, I've been able to express my appreciation to Joyce separately and privately, but she's just done a marvellous job, and it's just been a joy to work with. Josh, we've had less direct interaction, but the team speaks so highly of you. I'm confident that the folks you've recruited in are going to be able to carry the torch.

**Diane:** Thank you, Blake. Any other comments or questions before we vote? We'll start with Anisha.

**Anisha:** Aye.

**Diane:** Andy.

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** And, Bob.

**Bob:** Aye.

**Diane:** That motion carries unanimously with those present. Ed and Felix, welcome, you are officially appointed to your roles. We are so...

**Nnanna:** Diane, sorry to interrupt. We actually split the appointment into separate agenda items. The first is CFO and we have to have a second.

**Diane:** Great, thank you for helping with that, Nnanna. Let's specify Bob, your motion was to approve CFO Ed Lee and now we need a second motion to approve Felix.

**Blake:** So move.

**Diane:** Thanks, Blake. And a second?

**Bob:** Second.

**Diane:** Thanks, Bob. Any discussion? Let me call the roll, Anisha.

**Anisha:** Aye

**Diane:** Andy

**Andy:** Aye

**Diane:** Blake.

**Blake:** aye

**Diane:** And, Bob.

**Bob:** Aye.

**Diane:** That second motion carries unanimously. Welcome officially to both of you, incredible gratitude to Josh and Joyce. I'm thrilled that we'll be able to celebrate you two in-person, this weekend, and ongoing. Thank you so much. I'm going to take us to item number 12 on our agenda, which is a facility action. We have a discussion and possible action to approve improvements to the Tahoma location. Joyce, thank you for joining.

**Joyce:** Yes, very exciting, and bittersweet day, but it's good to be here. This will be my last real estate project with Summit. I suspect, this project, as we talked about in the memo is about improving that to Tahoma campus. It is part of a negotiation that was done with these sides unified to expand and improve the modular campus that I believe is on into Independence High School. I believe that was correct.

**Diane:** Oak Grove High School

**Joyce:** Oak Grove high school, which includes doing a number of things, including adding a server, additional restrooms, a science and the stem lab, making sure the modular that we have are improved, painted, better than we've had them before. In order to do that, the project is about \$2.2

million, and while Tahoma has decent reserves, it doesn't have quite enough to manage this project completely. We are asking the board for flexibility in order to use either some other reserves that came from the Rainier campus or from home office reserves for a portion of the project at hand. The project has been approved by the department of schools construction is progressing as we speak. I'm happy to answer any questions about it. We've estimated that is it says in here we're going to need a certain amount of money to finish the project.

**Diane:** Great. Thank you, Joyce. Do we have any questions or discussions before I call for a motion? Okay. Well, let me call for a motion then.

**Blake:** So move.

**Diane:** Thank you, Blake.

**Bob:** Second.

**Diane:** Thank you, Bob. Any discussion? Let me call the role. Anisha.

**Anisha:** Aye.

**Diane:** Andy.

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Bob:** Aye.

**Diane:** The motion carries unanimously with those present. Thank you so much. Let's move on to item number 13, which is our program spotlight. I'm really grateful today to have Caitlin Herman, who our chief academic officer is joining us. For those of you, I know you haven't spent much time with Caitlin. Caitlin, give us a little bit of your background so everyone knows your history and longevity here and then, if you will walk us through concrete next steps. As a reminder to the board, in our last regular meeting, we had a conversation and it was Diego who suggested that, it might be really useful for us to walk through what we mean by concrete next step and what that is in terms of a

commencement level outcome. It is a little bit unique to Summit and we're grateful to have Caitlin here to share

**Bob:** This is the best part of the board package far and away. Thanks and congratulations to everybody.

**Caitlin:** I hope that compliment was because you get to hear from me and we'll see, can be determined, but thanks for having me here today. As Diane express, my name is Caitlin Herman. I've actually been at Summit for some time. This will be my 10th year, this year at Summit Public Schools, 15 years in education and spend time as a teacher in New York City before I moved out here and then opened Summit Shasta and with the principal at Summit Shasta for five years.

Before moving into a role of coaching and supporting our principals and now for the last two years, have been sitting in his position as our chief academic officer. This is a really good day to be presenting this because we are to actually make the connection between, what is concrete next step and the actual results. It's nice to be able to use this as a way to celebrate all of the work that the organization does and the incredible accomplishments of our schools, and our students. Valeria, the presentation can we get the presentation up so people can follow along. We're going to take a couple of minutes to just kind of walk through what a concrete next step is, then we'll get to celebrate and do some of that work. You also have an appendix in your packet, which is the full list of all of the colleges that our students have gotten into so far impressive and exciting. We'll have some time to answer any questions that you might have about this outcome. Going to the next slide.

The concrete next step is this commencement level outcome that Diane talked about that is unique to Summit and is a function of a lot of work that was done by the team that Adam Carter ran for a long time, which was the research and development that really kept off before that team ended up spinning to the work that he's doing at Marshall. One of the big, last projects that they did around How do we think about outcomes for students, not just around this idea of there being essential knowledge and skills that they have, but preparing them for what's next and fulfilling our mission. You're probably all familiar at this point when we think about our mission and vision, when we want to prepare students for what's coming next, it's important that we think about how do we help them think about their future?

That's what the concrete next step is about. It's about this taking the passions and the pursuits and what might be going on in a kid's head about what they're thinking about out there in their future, and

putting design behind it and thinking about how as an organization, we intentionally create the space and the opportunities for students to have exposure to the type of questioning and development that they would need in order to make really good decisions based on all of the factors that come into their life around how they're going to translate all stuff that they've been doing in high school and figure out what's next for them in the world. What does it look like? Concrete Next step is our goal. A hundred percent of seniors have actually decided what their concrete next step is by time they graduate.

They need to have a long-term plan. They need to be accepted into the best fit next step after high school and that can look different depending on what that student's particular goals are but because we are a college prep school that needs to include at least one acceptance to a four-year college, and we've actually defined criteria around what the best-fit college is. We'd like our kids to either be in a good fit, which is 50 to 69%, graduation rate of their seniors or make sure that they are not overburdened with depth. We do a lot of work to try and make sure that kids have good options and that even if college isn't the next step, they can make really good decisions around to why that doesn't work, because it's not like they've gotten into a school that wouldn't be a manageable option for them. Another key component of this concrete next step is thinking about all of the influences in a student's life and how those influences are important in supporting them in order to be able to get through. We pull together what's called the personal advisory board and have good conversations with students to make sure that they can, um, transition well when they leave Summit.

How do we get there? the research that we did as a community, when we went into this work really identified that even though it looks different for all students and how they get through these phases changes a little bit, depending on who that student is and what their passions are and what their life experience, they go through a somewhat similar trajectory. They start in this place where they start imagining what they want to be when they're older and this is typically what happens in middle school. Then they get into the part in which they start thinking about what do I want to do in planning? This is typically at the beginning of high school where they start thinking about things like their grades and how the experience that they're having in school starts influencing. What's going to be next after I finished my time in high school?

We think about the next part of that journey, which is like actually making a decision around where they want to go and at Summit, we really want to support them in this next part, which is how are they are going to transition? Do they have the skills? Have they actually talked to people about what it's going to look like? Do they have a plan and then making sure that they have all of the things that they

need, that we've equipped them to be able to not only get into college or get into that next part of their concrete next step but to be able to persist through it. That's the journey, as we think about how to actually get through that journey, we recognize that there is a couple of key influences that students have, and that is necessary for this.

They show up at different kinds of altitudes of different parts of that journey but this informs how we think about our program design things like family and support the family unit, guiding students through and through their journey is possibly the most powerful influence when it comes to future thinking and without clearly engaging our families and stakeholders in this process, we're not going to be able to help a student connect what's happening in their classroom and what's happening at Summit with what they potentially want to do after school. Students also need to feel a sense of belonging and engagement with school and this is something that we were trying to engineer into our program and think about like the relationships are so foundational to a student actually find identity in worth and recognizing that the things that they're doing in school have an impact on their future.

We also have to think about this idea of dreams and identity. A lot of the things that we do at Summit, try to help students access and think about and expand what that looks like. Giving the space to think about who they want to become and what it looks like for them after their time at Summit to really tap into that. We do that through a variety of different mechanisms, but making sure that they've had lots and lots of opportunities to not only get lots of experiences through things like our expeditions program, but also productively fail and think about, um, what does it look like to not like something as well as to like something and start identifying how those dreams and their identity are going to, to influence ultimately what they might want to do when they leave us. Finally, this idea of cost benefit students need to develop their interests in order to navigate the financial implications and long term goal setting involved in holistic decision making.

A big piece of this is that students need to weigh what is going to the cost benefits of going to college? What are the cost benefits of potentially taking a gap year or making a decision to go to this school versus that school? Giving students a lot of the structures and opportunities to ask those questions to themselves. Now getting a little bit tactical on the next slide, obviously, we do a lot of our work through all of the things we do with our classes, the quality of the classes, the access students have to upper-level AP courses, et cetera. I wanted to highlight a couple of other things that we might not be as familiar with and how those particular pieces of the program really help to develop students in their habit, identity needs more passion. Our mentoring program, as you probably are all familiar

with is where the consistent adult relationship comes in.

Our mentors really play that idea of the touch-tone and making sure that there is a connection between home and what's happening in school. Where we thread the needle in terms of the short, short term goals, and the long term aspirations. We also heard about last time you all met the expeditions program and the redesign work that's happening here and how absolutely important that is in terms of giving students lots of access to choice and, and developing their identity. The passion piece of that is incredibly exciting, but also one of the key pieces is all the work that we do around the Concrete Next step. Students in 11th grade have the opportunity to take a course where they can actually think about their future selves and envision them and get access to college information. We have a life after course, which is where that personal advisory board comes together.

They spend an entire year looking at the start, the options they're getting in terms of college acceptances navigating it and at the end of it, very powerfully sit in front of, a group of people that they have assembled and actually make a decision about where they're going to go next. A little vignette from this year, we had a kid from K2 who in the middle of his presentation with his family, got feedback, in which they asked him he had a really great acceptance why he didn't want to go to a four-year college and really put him through that questioning process. At the end of it, they as a family, with that student at a center made a decision that he was going to go to college next year. This is powerful in terms of how these experiences allow our students to examine and make good decisions with that in mind.

Finally this idea of expeditions, also is where all of our internships and independent study happen. Excitingly this year, even in the pandemic had 120 internships running and 350 free high school independent study projects going on, lots of great work there. The final piece of this being college readiness, we're in the process of redesigning college readiness but have a really expert group of people who are supporting our students to, and through the entire application process and navigating all of their discussion makings. Support our families too, in their own understanding of that process, because we know that not all of our families know what it's like to either apply and, or go through college themselves, so provide those resources to them.

**Diane:** Caitlin, do you just want to take a minute to share who our director of college readiness is?

**Caitlin:** We should highlight it because this is super exciting. You all might actually remember this person's name. Our director of college readiness actually sits on my team and is Aumerosis. I don't

know if you all remember her, but she was a graduate of our first-class at Summit prep. Ended up going to UC Merced, having a successful there, transitioned into a seat at Everest, where she was doing a lot of the recruiting work at Everest and just had a passion, through her own experience. I'm speaking for her a little bit, but she's shared this story publicly through her own experiences, around how important it was to have a really strong college program that supported students who might not have had that model in their own families. She now, this is year two for her in that seat.

The redesigns work that's happening really is her brainchild, and just amazing to see that a person who is an alum coming back and has spent so much time in our model is leading one of the most important programs in our schools. Thank you, for shouting crap, that's an important celebration. Let's get to the great stuff, going to the next couple of slides, I want to take a moment to celebrate this outcome. We've all read it, we've all experienced it this year was incredibly challenging, but not surprisingly...

**Diane:** One second, I'm so sorry. I just want to note that Diego has joined us while you were talking. Diego, we're welcome. We're thrilled that you're here, we did note at the top of this, we're running a little ahead of schedule that you had suggested this agenda item. You missed a little bit at the top, but we're glad you're here for it. Sorry to interrupt Caitlin. Sorry about that.

**Caitlin:** We're going to talk a little bit about our results. We have 759 Summits graduating, 600 in California, 96% and counting in California were accepted into 261 unique four-year colleges. Many of them being the most competitive colleges as measured by fun things like our news and world reports, but that's still important. A celebration here too, for two of our schools, you've probably seen Summit Shasta on this list before but Everest one of our schools was with our highest English language learner population with a hundred percent of their students getting into a four-year college this year. We have tons of incredible full ride scholarships that are happening for students. A number of posse scholars, Quest Bridge scholars, and lots and lots of merit-based scholarships, both coming from the community as well as from the schools that students have applied to.

As a final note, the students who are not planning to go on to four-year college next year, many of them have really strong concrete next step plans. This is one of the first years that we have a not insignificant number of students who have made a commitment to the military. We have kids who are going to trade schools. A number of students who've decided to take gap years or transition directly into the workforce, a number of students who are choosing the two-year college route and junior college route. One of which is a K2 is following in their parents' footsteps who use that as a way to get

a basketball scholarship. Lots of really good thoughtful plans around transitions after school. As a note, looking at this data, we can brag a little bit in the context of what's happening in the world of college acceptances.

It is definitely worth noting that this is a buck to the trend of what we're seeing in many of the comprehensive schools around us. Big shout out to our school leaders for this success.

**Bob:** What do you mean by that?

**Caitlin:** What we were seeing in a lot of the current data is that this year was really hard without standardized tests and a number of students were applying to schools and weren't getting in because the criteria weren't as clear as it was before. The additional data was also suggesting that kids aren't actually matriculating into college. A number of students either not feeling like that was the right next step to them, or just not having access in the way that they have in past. We've seen a number of articles and research coming out in the greater field in the trend in college is not the same as it used to be and it's becoming more difficult for some students to be able to even have access to that opportunity.

**Bob:** What strikes me is, so exciting and powerful about this is that for; the kids have a thoughtful plan, whether they're going into the military or whatever it is. It's something they that they've thought about and they want to do, that's just terrific.

**Blake:** They have choices.

**Bob:** Yeah, just terrific.

**Caitlin:** That's all I got, if you have any questions, I'm happy to hear them, but otherwise, it's a great end of the year.

**Bob:** Well, Diego, you set her up for the best part of the board meeting.

**Diego:** Glad to hear this, I'm especially glad to hear that all who I taught so many years ago is in that seat, what a wonderful way to come full circle and for her to drive so much of this, that's powerful. Years ago, I remember we were talking about; we wanted to ensure that every child had a chance to attend a four-year college and if they did to succeed. We weren't sure how to measure though when a kid just actively said, but that's not actually my plan. This feels like such a wonderful way for us to actually set them up to drive truly what they're doing, ensure that we're still giving them all the

choices, and at the end of the day have a way to measure our impact still. It's just beautiful, thanks for putting it in. I'd read everything, but it was great to catch the last little bit of it.

**Diane:** You just made a really important point that I'd love to amplify and in the process, thank Caitlin and the whole team and everyone who works on this every single day. That point being that, one of the reasons that many schools moved to a hundred percent college for all is both the sort of undeniable data of that suggests that a college degree still provides opportunities that without when people don't have, but two, because oftentimes when that's not the total focus, there's a real lowering of expectations. Even if it's not intentional, there ultimately is a lowering of expectations and when people talk about career technical pathways or other non-college pathways, it's really hard to hold and strike a balance of ensuring that we're not unintentionally or even intentionally sorting kids out of options and choices and that.

That's a tension we hold close and always have, and the work Caitlin and the team have done to really define not only what a best fit college is clearly not just any college, but what is a best-fit college and a right fit college. What does it mean like clear criteria for a thoughtful, intentional, good choice next step, if it's not college, balances that rigor of not watering it down for anyone, but at the same time, making sure that kids have full maximum choice and we're not in certainly pushing them into a college pathway that might not be the best fit for them. I just really appreciate the nuance of the work that the team has done over the years. It's a real model, for how to hold that balance of high expectations and supports for students and personalization, and opportunity and choice.

**Andy:** I just echo what you said here, Diane. What's important about what I understand that's being presented here is that Summit kids aren't going to college, they're going to fulfil a purpose and that's a very different thing. I do spend time with lots of kids let's say in their twenties, who have gone to college, but who are completely lost because there was just a social or some kind of expectation that, well, that's what you do and they're on a conveyor belt and they go to college and they don't know what to do next. This notion of the purposefulness of this and the introspection that you get these kids to go to, I think is fantastic. Really great.

**Diane:** Thank you, Andy. Any other questions or comments? Thank you so much, Caitlin. We really appreciate it. It's good to see you here.

**Bob:** Great.

**Diane:** We will move on to item 14 then, which is finance and we've got both a finance report and

then a recommendation for action. I will turn it over to Joyce on the finance report. I'm not sure if you have comments Joyce, or if you just want to open for questions.

**Joyce:** I would just a couple of brief comments on the budget to the actual report. It is a bit dated because it's, as of April 30th, we are now about 15 days from the end of the fiscal year. The timing of these meetings doesn't make it possible for us to be more current. We are better than we expected because we had planned that schools were reopened at the beginning of January. They did not, so there are some positive variances at this point, but most of the information, all the information is in the memo. I am happy to take questions on this part since it's not as current as we would like it to be.

**Diane:** Thank you, Joyce, Any questions for Joyce, on the finance report? Everyone's just eager to get to the budget, our favorite of the year, our budget approval. Would you like to lead us into that conversation, Joyce?

**Joyce:** Yes, of course, I would say if you're when you're going to leave, leave on top. I can't remember a harder budget to put together than the one we've done this year, with the radical uncertainty in education, the undulating changes that have been going through, and the one-time funds that we discussed at the end of May. It has been a challenge to actually weave all this together into a budget for 21, 22. this budget is a core budget, it does not include the expenditures or most of the one-time money that we discussed in May that's coming through because there were just too many variables that we weren't going to be able to actually nail down before this meeting. We have our core budget, which is our kind of standard school budget without these additional costs or funds.

It is a village that gets this budget done. There's not one person in this organization who doesn't touch this process in some way, either providing input, research, materials, gathering information, being responsible for student recruitment staffing, et cetera. What you see here is a culmination of six full months' worth of work, maybe a little less than six months that everyone has had a hand in. I hope you've read the memo and I'll go over the highlights in the presentation for the all-log budget. Valeria. Do you want to bring that up, please?

This is the 21, 22 operating budget for the organization. We have to approve a budget, the board must approve a budget by July one order for us to expend funds and to operate. That is what we're seeking approval here today is for this budget. It's May, the budget is based on certain assumptions that we'll discuss in a minute, and this will be the working budget from here until the fall where, when we have final enrollments or actual enrollments with students attending, we finish hiring, we have

more information. My understanding is, and I haven't confirmed this yet, while they are going the state legislature, while they're going to approve a budget before the end of the month, are still negotiating the budget. They're going to pass essentially a straw budget to get their paychecks by the end of the month. They're trailer language and negotiations. They're still going on in the governor's office, we do expect some actual legislative changes that will be coming through after this budget is approved. We will also capture and the revised budget, which happens in the fall, the one-time money, and the planned expenditures for those funds. Our actual results will vary. The timing and process, I mentioned a little bit of this, it's a completely copper comprehensive process that includes the school directors, various teams at the home office, members of most every team here, and Diane gets to see kind of the final result including of the line items and we're ready to go. We package and prepare for the board, which includes doing the balance sheets, the cash flow statements, and month-by-month cash flows. We have a comprehensive picture of what the budget's going to look like for the most part. Our process is this budget is conservative, and we do hope that perhaps the variances will be positive over the next few months.

The assumptions for the schools include revenue increases based on the governor's May revised budget, which was, uh, 5.7% increase. This increase includes 2.3%. They did not give us last year and also include an augmentation of about 1% percent, which was better than what they did in January. However, if you look at the next line, they also increased our contribution to the state teachers' retirement fund by point 92%, essentially they gave us the money to pay the contribution to the state teachers' retirement fund. Based on our compensation policy, the average increase across the organization in California is about 8.24%. We are having significantly good teacher retention, which is also calculated here in terms of the retention bonuses. We also have a number of teachers who are moving and getting there, I don't mean moving, but, changing their scale to adding more credits, having gone back to school and gotten a few more credits, and they move up into a different tier of the scale.

We have a number of teachers who've done that too. This budget does include full PPP loan forgiveness. We've applied for forgiveness, and we are in the process of continuing to provide more information as we're requested. We expect forgiveness, but we can't guarantee at this point that we will actually receive it. We've included all no grant payments for Marshall Street and the school support programs. A number of the programs for Marshall Street were delayed, due to the COVID 19 pandemic. There are negotiations underway right now for not only extending those grants but increasing the amounts of those grants and not all of that was captured in this budget. We're

expecting that it would be better than expected. We have some of the one-time funds for the SR two funds included here.

We have that and we have included support for Denali at in one in a quarter-million dollars. Their budget has some significant enrolment and other issues in it that we'll be working on this year, but this is estimated at this point, what we'll need to do. It doesn't include any one-time funding for in-person instruction, extended learning, or SR three funds. All budgets include risks that perhaps our enrolment is not necessarily accurate. We'll wait and see when school reopens in the fall, we assume certain levels of staffing and costs. We'll see who comes back in the fall and is finishing our hiring of staff that will also be a change. We don't know necessarily yet what the impact to our school sites might be for having everyone come back in person. That's not something we've been able to identify or monetize, but we will be keeping an eye on that. When we started preparing this budget legal and other legislative impacts that we thought might be coming through, which are now tabled, but there may be others coming through based on the budget trailer bill that we don't know yet. We have the wild card of the health and safety protocols from local health authorities as all schools reopen. Those are just a few identified risks.

This is the Summit all org budget, we have, uh, overall the organization is about a 87 million organization. We are supported a lot with public funding. We are supported by fundraising and our other sources include the PPP loan forgiveness hustle use of some of our existing reserves. We are expecting a 3.4 million surplus, which is mostly in the California school segment. We projected our balance sheet for the end of the year, we expect to have 34.3 million in cash available through the organization's sub-areas, which include, the CMO, California schools, Washington schools, and the California high school foundation. The reason we include that on this particular slide is that the foundation actually holds our facility assets, which are approximately 40, \$44 million. I wanted to give you a comprehensive picture of the balance sheet, where the fund balance for the end of next year will be close to 60 million.

This is our cash flows per month, it is conservative. Since the PPP loan forgiveness, the cash has already come, which is not impacting our cash flow. This is our best estimate based on the budget we have here. We will meet our loan covenants with the investors that invested in our bonds, and we will have significant days cash on hand and coverage ratios. We estimate to make that at the budget time, we estimate that mid-year, and we also estimated at the end of the fiscal year, when we do our audit. Full-time equivalence, this is to show you what we had at the 2021 revised budget in terms of

people working in the schools, as you can see, the CMO and schools are up 18.35%, 14 of those are actually school employees.

We have Tam, who is finishing there, final year, in maturing with a graduating class next year. The Washington schools are also growing in enrollment, they're adding staff. There's basically four staff for the CMO, which are actually, two from school support that are moving into the CMO the school CMO roles. Marshall Street has had some adjustments at essentially they are resizing. They had anticipated with their grants that they were going to need more people, they didn't hire them and so now they're right-sizing down to where they are right now without a lot of change.

These are Summit's revenue is, as you can see, 63% of our revenues are state aid then only. We have about 6% in federal revenues, 11% in fundraising, a few parent donations, and 10% from other state revenues. Our program breakout, California is 60% of our operations, we have Marshall Street, some schools support, the central office, and the Washington schools. Next slide. This is the entire package of all the school's detail. This is just summary-level information, I want to point out a couple of things, that have negative impacts, both Denali and Shasta became ineligible for are the SV 740 rep subsidy program. That's based on either the school's free and reduced-price meal percentage or their local attendance areas percentage. There was a significant change in their local communities from over 60% down to below 55% for those areas. Which ended up being a 1.2 million hit to the budget for this next year. I don't see any relief inside on that, so that was really an unfortunate shift. Next slide.

This is a summary of the enrollments, the general enforcements, average teacher salaries, went up almost \$6,000, FTE technology costs. You'll notice that the technology cost went down and I want to talk about that just a minute. One of the areas of review that we do every year is looking at what items we're budget and what we're not spent, because sometimes that can mean you are reserving resources that could be spent in other places. Technology has been an area where they have over-budgeted and under-spent. We work very closely with the technology team and since they do purchase most of their technology in the spring, March, and April, we were able to capture more are the actual numbers, not their projected numbers, which gives us small overall savings for California. That's more right-sized and we're hoping we'll release more resources to the school's facility surplus deficits. Revenue components for the school's expense components where we have 54% are compensation and benefits and our cash flows per month, and this is a typical pattern for schools. That's the presentation, I am happy to take questions on the budget.

**Diane:** Thank you, Joyce. I'm also happy to make a motion and to approve the budget first. If folks would like to do that and then open for discussion.

**Bob:** So move. Thank you, Bobs.

**Diego:** Second.

**Diane:** Thank you, Diego. Discussions on the proposed budget for school year 22.

**Blake:** Hey, Joyce, quick question, do we expect the reversion back to an ADA-based formula for attendance

**Joyce:** Yes.

**Blake:** Or state funding?

**Joyce:** Yes.

**Blake:** Is that a final determination by of the state or is that just what our expectation is in the budget?

**Joyce:** There's nothing in the legislative agenda that's showing that they would hold harmless again with the ADA that could change, but I haven't heard anything. Kate, have you heard anything?

**Kate:** No.

**Blake:** Do you expect that they would the calculation of ADA based on those students that you would choose to try and avail themselves of both opportunities?

**Joyce:** No.

**Diane:** They have let this have to be a hot topic of discussion, and it's fairly settled. California essentially has said to school schools across the state, if you want to have students doing remote learning next year, you have to use the existing independent study program, as the mechanism for that to happen. What's interesting is that the program is applied differently to charter schools and district schools. That the only mechanism for students to learn virtually or not is in buildings. As far as we can tell politically this question's fairly settled, we will be back to a normal revenue be based on ADA and if we have any virtual options, it would be an independent study.

**Blake:** Thus, the risk factor on enrollment and attendance and all caps

**Diane:** Yeah, the way that we're proceeding right now is focusing on fully reopening our schools for in-person learning and putting our energy completely there. We are listening very closely in our communities to see if that is going to present an issue with anyone, as you all might remember and know, we use most of our independent study eligibility in our expeditions program because we have such a robust internship independent study element to that. We don't have a lot of space from a policy perspective, to create a virtual program next year for our students, number one, and number two, we have some real questions about it, we don't have a design for that either. It was one thing when we had everyone in a virtual design, and in the spring, when we moved essentially into students on-site, still working in the virtual design. We don't have a design that we would feel good about or confident in. We are not moving in that direction, we're listening really closely to see if this is going to have an impact on particular schools or students or families, then we'll be responsive accordingly, but that's how we're proceeding right now. Other thoughts, questions, discussions on the proposed budget.

**Diego:** I had another enrollment question. It feels like a different take on this though. Anecdotally, I've heard that some other charters are struggling with some of the traditional metrics we might use to feel confident about what enrollment in the fall will look like no longer work. As I looked at some of the numbers, Joyce, it seems comforting that some of those numbers are there. To what extent do we feel confident in the number of applications in the door, how quickly some of those acceptances are turning around and saying, yes?

**Joyce:** This is one in one area where we are constantly checking in with the executive directors of the schools and saying, okay, this is what you've proposed in your budget. In February, it's now March, how are you feeling? It's April, it's almost the last thing we finally check on and say, this is what you need to live with. Otherwise, there'll be adjustments, and we feel confident that the school leaders feel confident in the numbers that we presented for the budget.

**Diane:** Diego, we have a similar process is quite data driven and we're collecting data points all along. It's not just their feeling, it's driven by the data that is supporting that. We're pretty rigorous in the way that we look at that data in order to develop our confidence in those numbers. I feel very good about all of that, and it's a crazy year, no one has any time to deal with what's going to happen. Nothing that we can see, but who knows.

**Diego:** All of us should be eyes wide open and that is so many, Diane. I sit on the CSU board, we are facing the same exact question of some of the metrics of applications in the door, acceptances that

have that turn into students who actually show up. We're just unsure and I would imagine we're going to be facing the same thing here. A second piece, Joyce, that's a tough hit on SB 740 for two of our schools and wildly out of our control considering that's shifts in the community. I noticed that facilities costs were down, is that because SB 740 is seen as revenue. I was having a tough time sort of equating those two.....

**Joyce:** Yes, SB 740 is considered revenue, and it's carried in the revenue lines. The reason the facilities cost went down is that we paid down 5 million of the bond for Shasta, and that reduced the rent by about \$300,000.

**Diego:** Great, super helpful thanks.

**Diane:** Diego, just a moment on the SV 740 situation because, that is the local community and driven by the completion of the free and reduced lunch federal form in the elementary districts, as you noted, we have no control over that. It's a big question mark for us if those community populations actually change out dramatically in a year, or what we think is probably a more likely scenario is there was not a reason or a motivation for families to complete those forms this year because the funding came in and everyone was receiving food support, no matter what, even if you didn't fill out the form and we were virtual and districts as a result, probably weren't as motivated and didn't have the resources to collect the form. We're crossing fingers that, well let's say we have to say all of this appropriately. It's never great for families to be living in these, and if they are living in these conditions, we are hopeful that that reporting actually happens so that we have the resources to support them. That remains a big question, mark, what's actually driving that shift in data. Other questions or discussion. Are we ready to vote? Let's do it. I'm going to start with Anisha.

**Anisha:** Aye

**Diane:** Andy.

**Bob:** You're muted, Andy.

**Andy:** Sorry, I'm trying to remember, aye.

**Diane:** Blake.

**Blake:** Aye

**Diane:** Bob.

**Bob:** Aye

**Diane:** And Diego

**Diego:** Aye.

**Diane:** Excellent. Thank you so much. That motion carries unanimously. Thank you to Joyce and welcome to Ed. The budget is an ongoing experience. We will continue to work on it. Thank you so much.

**Bob:** Bye Joyce.

**Joyce:** Bye, thank you all.

**Blake:** Thank you, Joyce.

**Diego:** Bye, Joyce.

**Joyce:** Bye-bye.

**Diane:** A quick personal story yesterday was the first day I returned to the home office in 15 months, physically in person. When I arrived, Ed and Joyce were there working on the budget. I must say I wasn't anticipating the rush of emotion. I burst into tears seeing Joyce in person for the first time in 15 months. It was quite emotional and good news. The home office is still there, still standing. The air conditioning is not working. However, one of the many challenges I'm sure we'll face is we try to bring buildings back on to line after not using them for so long. We're almost there, we're on item number 15, its board governance and we've got three things to discuss here. The first is just a quick report out on our Adhoc nominating committee work. We have a recommendation to renew a term and looking at our board dates for next year. Let me just start with that Adhoc nominating committee. Diego, I don't know if you have any thoughts you'd like to share on where we are and certainly, Kate could jump in as well, if that's helpful.

**Diego:** I'm happy to kick it over to you, Kate and I can add any pieces.

**Kate:** I apologize, Diego and I are a little out of sync. I was at the bottom of the grand canyon last week, and I'm a little out of sync on my emails but, effectively know where we've been working with

the nominating committee and we're still in the information gathering stage as we're working on our candidate profile. The input from our parents are, we've all been reviewing it through the surveys that we have had in the field are showing that we're on the right track with the process that we've laid out. We ended up extending the run time for those surveys. We were just has come up a number of times in this meeting this year was challenging in so many ways and in engagement and we really wanted to make sure we were doing everything possible to get, the returns on those.

We came close to our target of getting 40% of our surveys returned with about a 36% response rate from families. We got a ton of good, strong feedback. We're analyzing all of that information now. One of the top line pieces that we were quickly able to pull out of that is that overwhelmingly, our families are trusting the decision making process as it's applied to their schools. That emphasizes that as we continue to go through a process and communicate about that more on the right track, 95% of the families that responded, did note that the schools are using their feedback when making decisions. That was good feedback to hear.

Those challenges that we were having in engagement and really trying to get the survey responses, couple that with, our packed community meetings, our plan was to incorporate some feedback sessions into our regularly scheduled community meetings at the schools. The best practice that had helped us identify. Those meetings were real packed with LCAPs and virtual graduations and a number of things. Um, and so we've put together with the nominating committee, a couple of different options about having those feedback sessions, the listening sessions that we definitely want to have as that next step in gathering input from our families towards developing this profile. We're looking at potentially scheduling a couple of zoom meetings over the summer. Not sure what the response will look like there from families.

I'm sure you all have your own stories but are everyone I know is really ready to not be doing zooms and take a little break from that but we can try that, as well as really focus our energy on the start of the school year meetings, when families are coming back when engagement's picking back, it's going to be a ton of energy coming back into the buildings. We anticipate families being really closely engaged with their schools at that moment in time, and building listening sessions on governance as part of those back-to-school nights in August. That would generate some strong part participation.

**Diego:** The only thing I'll add for the board is, Stephen and I had laid out a couple of meetings ago that we wanted to first listen to the community teachers, students, family, to build a profile of the ideal board member to join alongside us in doing this work and in getting back 36%, which felt Herculean at

this moment in time. It made us realize that doing it at this moment would have just been to check a box and that's certainly, not the approach we wanted, rather. We wanted to make sure we actually gave authentic opportunities, that's what we'll try over the summer. We'll plan to certainly do stuff to do some of these sessions during the beginning of the year. We still think this keeps us on our timeline of building out that profile with the input from the community and allowing us to go recruit and then bring back, do some interviews and then bring back recommendations to the full board. Thanks for the support on all of this, Kate.

**Kate:** No, thank you.

**Diane:** Thanks to both of you for the work on this. Any questions or conversations from the board on this work?

**Anisha:** Thank both of you, for this work. I have a couple of questions, comments. The 36%, I'm glad to hear Diego about the authentic feedback and, input from the community and the effort to go out again and try to recruit and engage more community members. I really appreciate that. One of the things I was thinking about is what time are these meetings scheduled? Because I know often just in looking at our own lives, it's hard to get away from work and some of us are able to get away and engage. Did we schedule them at different times of the day? Can you provide a little bit more information about that?

**Diego:** The 36% was in reference to a survey that was the end of the year bay. That felt like a good indicator of, if we held these meetings right now, we don't even think we'd get to 36% of folks showing up. When we get to holding events, we're going to want to make sure that we have listening sessions at a variety of times, places for folks to engage and some of that's going to be morning, afternoon, evening, it's going to be on a campus, it's going to be on zoom and we'll just try and find all the ways to make it as accessible as possible for folks to make sure their voice is heard.

**Anisha:** Thank you. I really appreciate that.

**Diane:** I can add just a little bit of contact with Anisha because of the meetings that the expeditions redesign has been attending, that are regularly scheduled at the sites, and those regular schedules. Most of them are in the evening, and that's when they occur. Certain directors at certain schools have found success with capturing some parents in the morning, right after the beginning of school. Those are generally the two times that the meetings we're talking about are occurring on the sites. Even with those times, we saw the sites were seen a dramatic drop off this spring and engagement. The

sentiment being people are just done, but that's similar in the fall, well, we say the fall, but it's really August when we return back to school. The existing meetings, the back-to-school meetings with families are in the evening general rolling. That's what if the nominating committee tags onto those meetings, that's when they generally will be held.

**Anisha:** Thank you.

**Diane:** Any other questions or conversations here? Awesome. Well, thanks for the reports and the work we deeply appreciate it. Next up 15B is, we are recommending a term renewal for Blake. We appreciate so much his expertise and service for so many years and are grateful that he is willing to renew his term with the board. I bring that to the board as a recommendation. Blake we will have you sit this vote out, thought is okay. Makes sense. I'm assuming, that's right. Do we have a motion?

**Bob:** So moved

**Diane:** Bob has moved to Diego has seconded, any discussion?

**Bob:** I've got so many, one-liners there just be to share, but I will resist the temptation and say Blake's been doing a great job and hardly endorses renewal.

**Diane:** Thanks, Bob. Any other discussion? Okay, let me call the roll on the motion.

**Diane:** Anisha.

**Anisha:** Aye.

**Diane:** Andy

**Blake:** Aye.

**Diane:** Bob.

**Bob:** Aye.

**Diane:** Diego

**Diego:** Aye,

**Diane:** And Blake, I'll call you as and, I guess you're....

**Blake:** I abstain.

**Diane:** Yeah, excellent. That motion carries. We appreciate your service so much.

**Bob:** Thank you, everybody. Good collaborative board.

Our last aspect today is, Valeria has been working to propose a set of board dates for the next fiscal year. We are asking the board approve a resolution to confirm those dates, as our regular meeting scheduled for the next year.

**Diego:** I know it's hard to litigate dates over zoom with a whole bunch of people. I had written back that December 9th, I am unavoidably detained. It's our first time back together as a full team at work.

**Diane:** I appreciate that. I'm going to turn to Kate and Valerie and see that these dates were a balancing act and we did our very best to find something that worked for our goal is to get a hundred percent, but at a very minimum the most or the quorum, but let me turn to you on, see if there's any possibility of going back to the drawing board on that date,

**Kate:** Referring to Valeria, but I think that what you've summarized Diane is accurate. This is our best Tetris.

**Diego:** They're all recorded and they're on the website. I will do that for the beginning of today's, once that's up there too. I'm happy to do that, just wanted to make sure that I read this too.

**Valeria:** We recognize that the December meeting is especially a tough one to get , because there are many things happening in December. This one, due to financial deadlines that we had to meet, and other important deadlines that meet. It had to be closer to the first weeks of December, and this was the date where right now we do have quorum for this meeting. We shall see when December comes by.

**Blake:** Do we start, are we anticipating that, we will revert to in-person board meetings, come the fall?

We do anticipate that right now. Blake, what we're anticipating is that will happen in September. That's what we anticipate. We might be virtual one more time in August, but then in October we will likely be in, that's our best guess.

**Diego:** I appreciate all the consideration, I'm happy to make a motion to approve these dates as they're written.

**Diane:** Thank you so much, Diego. And thank you for the second, Bob. Any other discussion?

**Bob:** In-person meetings a lot will depend on, the government's choices regarding his emergency powers.

**Diane:** It will, any other discussion? Let me call for the vote. We'll start with Anisha.

**Diane:** Anisha.

**Anisha:** Aye.

**Diane:** Andy, Bob is going to yell at you again.

**Andy:** Aye.

**Diane:** Blake.

**Blake:** Aye.

**Diane:** Bob.

**Bob:** Aye.

**Diane:** Diego

**Diego:** Aye.

**Diane:** That motion carries unanimously with all those presents. I believe that is our last agenda item for this meeting, if there's nothing else, I will call for us to adjourn at 2:58 PM celebration.

**Blake:** Perfect

**Bob:** Thank you, everybody.

**Diane:** Thank you everyone.

**Valeria:** Thank everyone.

**Andy:** Thank you, everybody.

**Diego:** Thanks.

**Blake:** Have a good summer.

**Kate:** Bye.