

Summit Public Schools California Special Board Meeting - May 27, 2021

Open Session Transcript (Audio length: 42 minutes 12 seconds)

Diane: Thanks. All right, I'm gonna move us to item number four on the agenda, which is a presentation on the one-time funding due to COVID 19 and the pandemic. I want to just open by sharing that I am very, very grateful today that we are joined our two of our school, executive directors. Katie Ching is the Executive Director of Summit Prep. And Jonathan is the Director of Tahoma. Jonathan Stewart is the Director of Tahoma.

I just wanna first acknowledge that this time of year is incredibly busy in the schools and both of these leaders are working tirelessly right now on behalf of their community. So I really appreciate them coming to be with us today. And I also want to acknowledge that I know Jonathan, you have been in contact with your community over the last 24 hours after a really tragic event in San Jose, and I know that's having an impact, so thank you for being here. We are thinking about you and everyone who has been impacted by that tragic shooting.

So again, I'm grateful to both of them for being here today, but also for leading in this process of really taking a values-based approach to how we consider the one-time funding that is being made available to our schools in order to support our students. And I'm excited to have them walk us through the process that we have gone through and that ultimately has enabled the development of the plans that are before you today that we are recommending for approval. And so with that Katie and Jonathan, I'm gonna turn it over to both of you and thank you for being here.

Johnathan: Thank you, Diane, and thank you members of the board. It's a pleasure to join you this afternoon. Yeah, from what we know, no one was...in our school community was directly impacted by the mass shooting that happened in downtown San Jose yesterday, but of course violence like that in our community affects all of us. I'll give a brief introduction of myself and then Katie will go next. I joined Summit Tahoma six years ago as the assistant director and now the executive director for the last four years. I've loved the innovation and the collaboration at Summit. And what I love about my school, Summit Tahoma is that it's a very nice cross section of students, of young people in San Jose.

I'll also share a quick mission moment, kind of a tradition we have of sharing a moment from when we

know we're meeting our mission. And just a few days ago there's a young man graduating, senior who told his mentor that back in ninth grade college was not an option for him. Wasn't on the table. He wasn't interested, not something his family did. But of course, after four years at Summit we shaped his thinking a little bit. He grew, he expanded his horizons and now he's headed to one of our Cal States this fall. So that's a mission moment appropriate for this time of school year. Katie, would you like to introduce yourself next?

Katie: Yeah. Thank you, Jonathan. So as Diane said, I'm the executive director at Summit Prep. I am headed into my ninth year with the school. I've been a teacher, I've been a mentor, I've been a school leader. Originally I'm from Hawaii but I found my California community here, really just due to the shared values. I think the familial values of the organization really match my home community. Just this week, I've met with a number of students who have had barriers to attending and engaging in virtual school but are super hopeful about the summer and the fall and so dedicated to their mastery and their growth. Each conversation has been truly uplifting and encouraging, and I'm really excited to be here today to share our plans in support of our students. So with that, I'll pass it back to Jonathan.

Johnathan: All right. So our purpose today is to share how our schools are planning for the Expanded Learning Opportunities Grant and to seek the board's approval of the plan. And let me preview our presentation. First we'll start with background, including some budget numbers. Then we'll review our approach to planning for these grants, touching on our values and input processes. Katie will take us a little deeper into the outline of the plan and we'll take questions from the board at the end but welcome questions along the way from the board also.

All right, we go to the next slide and then to the slide after that, and we'll get right into the background here. Thank you. This week our schools have continued operating both virtually and in person, we've had students on campus taking AP exams, and we're planning for graduation and other end of year events; some virtual, some in person. But let's remember where we were a year ago last spring. The voicemail that I recorded in March of 2020 on Friday, the 13th said we were closing our campus and we'd reopen after spring break. But the pandemic hit our society much harder than we initially thought it would. Our community shut down for months. And within Summit, we were focused on how to demonstrate our values and show empathy for our students and their families.

We further personalize instruction. We further personalize student supports to help students and their parents choose personalized pathways for how to complete the school year last year. At the same

time, our nation and local communities began to grapple with the reality of 'flattening the curve,' which would mean keeping schools and businesses closed or operating in socially distance ways for months longer. State and federal policy makers took action to infuse money into the economy. Specifically, they directed funding to schools to make sure that students could be connected through technology and to keep people employed. Of course, Summit met those two objectives very well.

The first round of one-time money that Summit Public Schools received a year ago was intended to support schools in navigating the unexpected costs associated with moving to remote instruction. Among other things, we used these funds to help students connect from home, namely through internet and hotspots. Now, here we are. A year later, we have learned so much together about what we value, what is most important for our students, and we've been planning for how we can best assist students in this moment as we progress toward a full onsite reopening.

The state governments have again allocated one-time resources to schools. This time, the emphasis is different. It is with an acknowledgement that our students have experienced something different this year. And for some that has meant incredible challenge.

Here's a snapshot of the various sources of one-time COVID related funding that schools are receiving, all stay high level, but Joyce Montgomery, our CFO can answer any detailed questions. Some of these funds came in last year and were used on things like hotspots, micro grants to our families and for HVAC modifications, room air filters, PPE etcetera. Other funds that were allocated late this spring were dedicated to reopening our school buildings.

I can't fully express to you the joy that I felt welcoming students back onsite at Tahoma this spring. We've been able to accommodate every student who's requested to learn onsite. Especially during April, I would frequently welcome back a student who was reentering the world for the first time in more than a year. And to see them bright eyed, mask on, eager to reconnect was so fulfilling. And I've gotta share a few photos from that first week of school. Okay. We go to the next slide. Here they are, first week one of them's got his brown bag lunch in hand and they've given us a lot of joy. Next slide please.

So today we look at our Expanded Learning Opportunity Grant funds, which will help us advance our students current needs. The grant of course is also referred to as the ELOG. Next slide please. All right. Here's where we are in the budget. The SPS school budgets that will come before the board in June will reflect our annual revenue from the sustained recurring state and local and federal funding

sources. These are effectively our baseline operations budgets for the upcoming 2021/2022 school year. As the e-log plan template from the state alludes, The one-time funds must be carefully considered in conjunction with each other and our local annual operating budgets. Each of these funds have different requirements and allowable uses as well as different spending periods. Our approach is to consider our students needs because of the COVID 19 pandemic and how to direct funds to best support these needs. So that's the background information. Now we'll take a look at our approach, our plan and take final questions. Next slide please.

So our approach. In a nutshell, the word is collaborative. We are individual schools but with the strength of the Summit network. So we come together to solve big problems. We hold each other accountable to our values and to keeping students at the center of what we do. We engage in a structured, collaborative design making process with our school communities, where we work through tough issues, tap into specific expertise of site leaders and network leaders, generate alternatives, get input and feedback from our communities, and make decisions. Katie's now going to take you through our problem values and input process.

Katie: Next slide, please. There you go. So as Jonathan said, Summit Public Schools' leadership first starts by looking at data and coming to a shared understanding of the problem. We center our values in each conversation that we have, and we engage with as many community members as possible. This process isn't new to us. So as the COVID-19 public health emergency continued, we continue to take a values-based approach to operating our schools and meeting the needs of our students, families, and staff.

When I talk about the leadership, I mean, network leadership we come together. With what we call the red team, which are the site leaders of every school. So our deans of culture and instruction, our deans of operations, our executive directors. In order to plan for the use of the one-time funding available through the ELOG or the Expanded Learning Opportunities Grant, we utilize a process designed to achieve deep engagement from various stakeholders. Our approach has been rooted in among other things, understanding the discrete challenges that students face because of COVID 19 pandemic, the possible ways we can begin to support our students in overcoming those challenges and through collaboration we develop alternatives that can apply in different school site specific context. Next slide please.

So when we came together to really examine the problem we were approaching, we first just talked about what are we experiencing as a community? Through surveys and interviews and check-ins we

saw that some of our students have experienced conditions that are just not conducive to them being engaged, focused, and online throughout the school days. Specifically, we saw our English language learners not immersed in a language rich in-person environment. They weren't able to rely on visual cues and contextual cues that weren't accessible to them virtually. And they were missing so many natural supports from peers and teachers that were just afforded to them naturally in the in-person context.

Additionally, not having Summit Reads and Summit Solves virtually meant that they haven't had access to key supports and designated instruction. Summit Reads and Summit Solves had been a designated time in their schedule that was targeted and leveled in our pre pandemic schedule where students received literacy and numeracy support. And similarly, we saw this with our diverse learners. They were missing supports and cues that existed in an in-person environment that were really critical to their learning.

Many students also shared with us that they felt isolated, lonely, disconnected. Pandemic, and building closures caused them to feel emotionally unwell. And they were missing elements of the in-person experience that really fostered authentic connection, trust, love, and support that ultimately was helping to drive their motivation to attend, engage, learn, and grow at school. So we saw the isolation of the pandemic bring on or exacerbate, depression and anxiety in some of our students. And so with all this anecdotal data in mind, we knew our solutions moving forward had to really center around the whole child in a comprehensive plan. Next slide, please.

When we dug into our network-wide data, we identified several high priority needs that are aligned to the conversations that we had with our community. We saw that 27% of our students have not mastered all grade level skills and concepts. And 31% of our students will likely not master all grade level content by the time this year is up. And within both of those top two buckets, we saw our English language learners and diverse learners having less mastery than they have had in years past. We also looked at engagement. We defined engagement as skill scores less than 70% and one or fewer content assessments completed for the year. And we saw that 14% of our students had little or no meaningful engagement in at least one core course. And so these metrics collectively indicated high priority needs for us as a network. Next slide please.

So after looking into the data deep dives and the anecdotal conversations that we had had, and the input we gathered from the community, we took a step back and really considered the following things:

- We wanted to think about what do our students right now need in order to attend, engage and learn.
- How do we invest in their long term gains in mastery of skills and concepts?
- How do we ensure that students are able to keep moving to forward through school in a way that centers, the whole child?
- And we know that we must develop solutions that think about students both short term and longer term as they ramp back to our schools.

So centered in our values we gathered as various groups; as faculties, as Summit Public School leadership teams, as with family focus groups. And in a lot of different ways that are represented on the slide through surveys and ad hoc structure conversations. We filled in the following statement 'due to COVID, our students have a short term need for (blank). We considered this prompt and ultimately we came up with a plan that incorporated all the various input that we were receiving.

Next slide please. All right, so our plan. Some of the things that I personally love about our plan is that it centers around school culture and community. It has opportunities for connection and resonance to really have a strong sense of belonging as students return to school. And academically we we're thinking about learning through acceleration versus purely as remediation. I think that our plan empowers our students to take ownership over what their needs are and incorporates many of the things that our community flagged and identified as needs.

And so what you'll see in the next couple slides that I'll present is that it provides students opportunities for unfinished learning to happen in grade level context. And in doing so, it doesn't close any doors for our students in the future. Beginning with summer programming in 2021 and as we enter school year 2022, we'll thoughtfully integrate unfinished learning into the curriculum and use mastery-based grading to give students as much time as possible to learn and to grow.

So on this slide, you can see some of the key components of our plan might be thinking to yourself, okay, Katie, that sounds great. How are we gonna get there? We've identified a menu of options that will enable each school site to appropriately prioritize the more exact needs of the local community that they serve. We have integrated options that will expand learning opportunities for students where COVID 19 has created new challenges.

So if you look at the list, one of the first thing, summer programming options, that includes an option for a bridge program. Something I'm really excited about that could really focus on connection and

community for both incoming and returning students who have only been in high school virtually thus far in direct response to community input. The second bullet point are on curriculum development and professional development to support accelerated learning. Summit Public Schools is uniquely positioned to both accelerate and do credit recovery at the same time. We can do this because we're a mastery based program and we have 36 different interdisciplinary and vertically aligned cognitive skills. And this means that by us thoughtfully taking the time to align our projects and our curriculums students can actually demonstrate mastery of skills assessed in the previous year at their current grade level to clear missing scores.

A lot of our students the data isn't showing us that they're behind grade level, but we don't have enough data to determine because they were unable to attend and engage. And so this will allow us to really meet them where they are in a personalized way. Our plan also includes things like improved multi-tiered systems of supports, focused out of school time supports, additional SAT testing for seniors in the fall for our seniors who have miss that, and really need that opportunity or want that opportunity and then teacher resources to personalize instruction.

So we've prepared our grant applications for extended learning opportunities grant to reflect allowable uses of the grants that are consistent with our priorities for our schools. And most importantly are really reflective of our values and centered around what's best for students. Each school site application includes a budget plan against these priorities that can and will be revised. And consistent with CDE guidance we will revise and update these plans to reflect actual expenditures as allowed. So I'm now gonna pass it back to Jonathan to wrap up our presentation.

Johnathan: Thanks Katie. Next slide please. So we just wanna thank you for your dedication to our students and the work we're doing. And while we've highlighted a number of the challenges our students have faced this year knowing that we have strategies, strong strategies to move forward, we wanna close our presentation by highlighting some of the amazing ways our students are ending school year 2021. So this photo here is of Tahoma's College Signing Day, a few weeks ago, where one of our seniors in the middle their level, he stayed in the meeting after all the other students had left, just to share this appreciation with us, which of course is gold for an educator's heart.

Our graduates are attending 42 different colleges, including my alma mater, UC Berkeley, and also places like USC and Johns Hopkins University. Without a doubt this year has been hard, but our Summit students and faculty have demonstrated our core characteristics, compassion persistence, and resilience in remarkable ways and we're so proud of them. That concludes the presentation part.

And I'll now share the podium with Diane, Joyce, Adam, and Kate who can answer any of the questions that you might have.

Diane: Jonathan and Katie. Thank you so much. I really appreciate you being here and sharing with us today, more importantly, we really appreciate your leadership. So thank you. I'm going to you, I think I'll technically move us to item number five, on our agenda which is discussion and recommended approval. And I will open that section with our board, just an invitation to our board members for any questions you all might have of case Katie or Jonathan or any of us and what we might be able to answer.

Steven: Yeah, just a question. You started out with sort of three indicators that were indicating that something needed to be done, the core course levelly engagement. Of the actions you've got do you have a sense of how effective they'll be to address those indicators, closing the gaps and of course, timeline to do that?

Diane: Great question, Steve Jonathan and Katie, let me just start with you both and I'm happy to fill in. Where I'll start, Steve is we have a lot of data and we actually have ways of measuring these things. So the good news is we'll be able to track the progress we're making and what is working. It is a comprehensive plan. So we do anticipate multiple factors needing to feed into moving those measures. Jonathan, Katie, anything you'd like to add there?

Johnathan: So I think you're referring to the percentage of students who haven't mastered grade level cognitive skills yet the percentage of students, especially English learners and diverse learners, as well as students who have been under engaged in the school year.

Steven: Yes.

Johnathan: Yeah. So the summer program that we're designing should tackle all three of those things head on. And of course the big benefit we're taking advantage of is that that's gonna be in person. And you know, as I've touched on, watching our students come back to campus has been a bit of coming back to life for us and for them. And just from their personal interactions they're able to have we're seeing some of our students who've come back on site really become motivated and engaged. And so I think our summer program will be an expansion of that.

Steven: And the reason I ask is we all know there's been so many impacts across so many factors. And part of helping the kids feel better will be having them feel that something's being done about it

and someone's acknowledging it. And we know we won't be able to address all of it. They'll feeling still very a drift and challenged in a lot of ways. So at least being able to show them some progress on some metrics. We're doing some things, here's how it's helped. We are looking for more things to do. I think it'll be pretty important to communicate about progress on those metrics. We know we won't be able to help everybody across all the boards, but the most we can to give 'em a feeling that they're making progress and having help. That's what I wanted to be sure, they're connected and that there will be a closed loop process with the families.

Johnathan: Yeah. That's a very good point. You've already got me thinking about updates I want to share with my family as school year closes.

Steven: Okay. Thank you.

Blake: Should we think about this being either a one-time catch up versus incorporating it into our, you know, programs on a perpetual basis. Once these budget dollars run out, what does the summer of 2022 look like? Does it revert back to what summer of 2019 was and thereafter, like, how should we think, because you know, it dawn's on me that we're always gonna have students that the need extra help. In this case it's much more pervasive cause of the pandemic, but how might we think about incorporating this, for lack of a better term, sprint to make it more of a marathon?

Diane: I think that's a great question, Blake. Let me give a couple thoughts and then maybe Katie, I can turn to you just a little bit about the design of the program and how I think we do think that that might be a more forward thinking incorporated way of approaching it. Blake, we have historically offered some summer programming. The funds actually available to us for impacts of COVID will be available for multiple summers. So we will have those one-times funds for multiple summers to capture sort of this exacerbated need. But I wanna turn to Katie because I do think that we have, and the team has been really reconceptualizing use of summer. Historically people think about it as remediation. And I think we've really been inspired to think about it as acceleration. I think that's the long living part. And so, Katie, I don't know if you wanna talk about what that actually looks like a little bit.

Katie: Yeah. I can give an example, so it can be really concrete. And this is one of the pieces that teachers have been most excited for, especially our diverse learner teachers and our teachers who work really closely with English language learners. We've done things like this in one off extenuated circumstances in the past, but now there are so many students who have the need that this is why

we're like, let's really codify it and make it scalable and really use it to support all students who need it. So the work will really take like curriculum alignment.

So for example, if I'm a student right now in ninth grade and I haven't passed a skill or just, I haven't even done an essay yet, right? Like I didn't show mastery of writing a thesis or explaining a claim. Those same skills will be assessed in 10th grade English. But they're vertically gonna be moved up on a rubric that demonstrates that is equivalent to mastery of grade level at 10th grade. And so what summer will look like is teachers sitting down with students and coaching them through, doing workshops, teaching them how to write a thesis, and then making sure that they can show mastery on the 10th grade range of the rubric. And that will like backfill 9th grade. We won't need them to go back and show us that they can do it at the 9th grade level if they're already performing at the 10th grade level. And so that part of the program, I think makes sense and is best for students, whether there's a pandemic or not. And we hope to like, use those same practices as we move forward and ramp back out of the pandemic over the next few years. And summers. Did I answer the question?

Diane: Yeah, I think that's great, Katie. And I think what you're illustrating is the design of our personalized model has always allowed for the this and we've done it in more targeted cases and what we're now doing is just more at a scaled, but we actually haven't had to change the design or model. We're just expanding into it and leveraging it in ways that we haven't previously, which I think is positive across the board.

Anisha: Diane, I had a question.

Diane: Great.

Anisha: First of all Jonathan and Katie, thank you for for presenting. And thank you for the work that you're doing. I can imagine the joy you felt when you saw students back on campus. And I also understand how challenging this year has been. So my question is, again, it's more along the lines for what we are doing to fill that gap for English language learners. When we presented the school site plans a few months ago, I think I had expressed my concern even at that time at the significantly high percent of English language learners that are, that need additional support. And in looking at the data, once again, the 27%, 31%, it's again, the English language learners that, that will need that additional support.

So in addition to the summer programs, I was also wondering in the plan I saw that there is some funding set aside for training for staff and it's training for the SEL piece, which is huge. If students are

not feeling emotionally, well they're not going to learn. We all know that. But then there's also the added piece of what additional training are we going to provide to staff, not only for the SEL piece but also to meet the needs of ELOP. And this is, again, going back to even when we presented the site plans. I had asked what are we doing to train our staff so they can meet the needs of our English language learners?

Diane: I'm happy to take that, having been working with Caitlin on this plan, but I don't know Jonathan and Katie, if either of you want to jump in there?

Katie: You can start and then I can supplement.

Diane: Okay, great. So I think it's a great question, Anisha, and just a little bit of context in history. We as an organization have used continuous improvement for a number of years to really understand what works well with our English learners in the context of Summit and have developed a set of best practices and have corresponding professional development on those practices. We will continue to develop our teachers along those lines. One of the things that we hear from our teachers is that they are pressed to implement the....there are essentially five key strategies that work incredibly well, and they're supported by the research and also our own experience and data. And they're struggling to implement them with English language learners. Really struggling in the virtual space, but even otherwise in the in-person space.

And so a couple of things we're doing. One devoting more time, more energy, more professional development, and coaching around those particular strategies to ensure that every teacher really is capable of implementing them. And two reconfiguring. the time of the day that we call Summit Reads and Summit Solves in a really focused, concentrated way. So those are the strategies that are being implemented in very dedicated spaces and ways with English language learners in that particular time of the day. And so I think that is the big shift in terms of use of time and focused energy. Again, we know and many of our teachers know what to do with the learners in our particular context. We just now need everyone to be doing those things consistently and with fidelity. So that's where I would start at the high level. Katie, Jonathan, anything you'd like to add there?

Johnathan: Yeah, I'll add that. I'm also excited about the shift to the Summit Reads and Summit Solves block next year. And although it's called Summit Reads, it's really a literacy block. And having that for the students who need it. The small group instruction during that block with the focus on their developmental needs and literacy, I think will be very important for our learners. Our teachers are

ready for it. Our instructional team is ready to on it. So I think we're ready to going on that next year.

Katie: I don't think I have anything generative just around like the professional development that is included in that line item, I think is really critical like Diane said. And we know our teachers and sort of like what I think we can, just site by site, figure out what is it that our team needs and that each teacher needs and what type of supports there are, and have money to support that.

Anisha: Thank you. I'm glad to see that you shifting strategy. We're not gonna see different results unless we shift something. So glad to hear that. Thank you.

Diego: Johnathan, Katie, thank you for being here today, really, really appreciate that with the year closing out. Good to see you both and just appreciate the time. Diane, it was awesome to have principals here sort of like doing this. So the more we can actually do that the better because I just think it both like grounds and personalizes the work. So really appreciate, y'all making time to do that. I also really appreciate the process you guys went on. Those stems I think were a really powerful way to sort of pull out from people where have things been strong and where do we have some gaps, and then pairing that with the data was really helpful. I have one question for, maybe it's you two, maybe it's Diane or team around the 14%. And then I have a whole separate question around data.

On the 14% thing. And it's a two parter, so I guess I have three questions. Let's go on the 14% one. First, can you just tell us again what that 14% represents? And then the second part is, I think it was 14% who did this for at least one class. Do we know what percent was just one class or if it was true in one class? Did we actually see that it was just a lack of engagement sort of across the board?

Diane: Yeah. Great question. Katie, Jonathan, do either of you want to speak to that or would you like me to go for it?

Katie: I can answer the first part. I don't have like the data on top of my mind for the second question or if like Adam's here. But yeah, the 14% was defined as cognitive skills or concept scores. So like in your core classes, history, English science, and then concept scores for math less than 70%. And then also only completed one or zero power focus areas for that course. And the power focus areas are the 10 question, multiple choice content assessments that are for each course. Yeah, and it was in at least one core course. Anecdotally, like many of those students were overlapping in different courses, but I don't know the exact data point or if anyone else on the call does.

Johnathan: Yeah, I would just agree with what Katie said anecdotally, if we think of that number,

14% of students who lacked engagement in at least or sorry, in one course I would say for some students that was just one course that because they lacked interest or because it was at the wrong time of day for their household schedule or because of some lack of spark with the teacher, it was harder for them to engage and be motivated in that course. And then for some students, we saw that across all of their courses and we've had some success at this point in the year with re-engaging some of those students through a very personalized and very one-to-one engagement process. And that is accelerating at this point in the school year and the summer program should provide more opportunities for that too.

Diego: Cool. And then, so my second question, really, my third question is more to you, Diane. I'm just wondering, and it's a question that's paired with a wondering going forward for the board. It was so great to ground in that data. I remember a few years ago we had the, gosh, what did we call it? We had a separate subcommittee that wasn't like one of our standing committees that was just digging in a little bit more at some data that looked like this . And I'm sure you all are looking at this as red team, as blue team and across. I think it'd be great for us to be able to look in and sort of see, because seeing that 14%, I'm sure is not news to you all.

Diane: Great. Thanks Diego. You wanna continue?

Diego: Yeah. I'll try and get my train of thought back there, which is great to see that data. Thank you. It'd be great if we could see it on a more regular basis just so that the same thinking you all are doing, we can just sort of engage in. And I know in the past we have had venues to do that. It'd be cool to find venues again for us to do that.

Diane: Great.

Diego: Because I think the conversations we heard you guys diving into today, some the conversations that other board members have already began to push on, I think, just show us the thinking you all are doing and allow us to stay engaged. So would love to do that going forward.

Diane: Great.

Diego: Cool.

Diane: Thank you, Diego. I'm wondering at this point we are in item number five, if someone would like to make a motion based on the recommendation?

Diego: So moved.

Diane: Thank you, Diego. Is there a second.

Blake: Second.

Diane: Thank you, Blake. Any more discussion?

Blake: I did have a question just on the dollar amount by school. Is that based on some formula that's in the, was codified in law, or like what's the...how is that calculated? What are the foundational elements to it because they're very specific numbers.

Diane: Joyce, do you wanna take the first stab at that one?

Joyce: Hi. Hi Blake. Yes, because of the menu approach that we have to these different areas, we allocated percentages of the available dollars, basically based on where we thought the emphasis would be. We clearly know that each school is going to identify and then need to act on the needs of their own students. And so we understand that things will also change. So it's an estimate it's a budget, but we know actuals will be slightly different.

Diane: And specifically Blake this particular program outlines a series of possible uses that you see there in the budget. And so we are just estimating in those particular usage areas, how much we think will be used there, but as Joyce says, the plans will finalize and firm up and then unfold and we'll revise as we go. All right. Other discussion? Okay. I think I am going to call for the vote then on our motion that we have on the floor. And so I will start with the motion is to approve some at public schools' Expanded Learning Opportunity Grant plans. Let me begin with Andy.

Andy: Aye.

Diane: Thank you, Anisha?

Anisha: Aye.

Diane: Blake?

Blake: Aye.

Diane: Bob?

Robert: Aye.

Diane: Diego?

Diego: Aye.

Diane: And Steve?

Steven: Aye.

Diane: Excellent. And our motion carries unanimously. All right with that that is our last item of business for today. And so I wanna just thank all of you and appreciate you, and I think we will adjourn if there are no other business. So it is 12:46 and we will officially adjourn. Thank you so much.

Steven: Thank you.

Katie: Thanks, bye everyone.