



YPI CHARTER SCHOOLS *EXECUTIVE DIRECTOR'S REPORT*

November 18, 2019

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

State:

From School Services of California –

“Top Legislative Issues for 2019—Final Actions”

Bills Signed by the Governor

Assembly Bill (AB) 5 (Chapter 296/2019)—Worker Status: Employees and Independent

Contractors. This bill codifies the recent *Dynamex* decision, requiring that employers prove that their workers can meet a three-part (ABC) test in order to be lawfully classified as independent contractors.

AB 9 (Chapter 709/2019)—Employment Discrimination: Limitation of Actions. This bill extends the statute of limitations from one year to three years for all employment-related discrimination, harassment, and retaliation claims filed with the Department of Fair Employment and Housing.

AB 34 (Chapter 282/2019)—Pupils: Bullying and Harassment Prevention Information. This bill requires local educational agencies (LEAs), beginning with the 2020—21 school year, to provide specified bullying and harassment prevention information in a prominent location on their existing Internet website. Such information includes:

- The LEA’s policy on pupil suicide prevention
- The definition of discrimination and harassment based on sex and the LEA’s written policy on sexual harassment
- Title IX information
- The LEA’s policy, if it exists, on preventing and responding to hate violence
- The LEA’s anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies
- The LEA’s anti-cyber bullying procedures

AB 48 (Chapter 530/2019)—Public Preschool, K—12, and College Health and Safety Bond Act of 2020. AB 48 places a \$15 billion statewide bond on the March 2020 ballot for consideration by California voters to fund new and renovate existing preschool through college facilities. The bond would provide \$9 billion for K-12 LEAs and \$2 billion each for community colleges, the California State University (CSU), and University of California (UC) systems.

AB 114 (Chapter 413/2019)—Education Finance: Education Omnibus Budget Trailer Bill. This is the education budget trailer clean-up bill. The bill is designed to address education issues in the 2019—20 State Budget that were not quite settled by the bills passed in June or to address new issues that have since arisen. This bill provides clarifications to the handling based on preschoolers with disabilities and extends the deadlines for the Ethnic Studies Model Curriculum, and makes several other changes.

SSC Comment: Since this is a budget trailer bill, the provisions went into effect immediately upon signature from Governor Newsom.

AB 218 (Chapter 861/2019)—Damages: Childhood Sexual Assault: Statute of Limitations. Among other things, this bill extends the time for commencement of actions for childhood sexual assault to forty years of age or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims would be revived.

AB 378 (Chapter 385/2019)—Family Child Care: Collective Bargaining. This bill authorizes family child care providers to form, join, and participate in organized representation and to bargain on matters relating to subsidized child care programs. The bill defines the scope of bargaining, including, but not limited to, the recruitment, retention, and training of the workforce along reimbursement rates. The 2019 Budget Act included an appropriation to support the collection of family child care provider data.

AB 605 (Chapter 228/2019)—Special Education: Assistive Technology Devices. This bill requires an LEA to provide an individual with exceptional needs who requires the use of an assistive technology device with continuous access to that device while the individual is enrolled in that LEA. The bill also requires an LEA to be responsible for providing this individual with continued access to that device, or to a comparable device when that individual, due to enrollment in another LEA, ceases to be enrolled in that LEA. The responsibility will be in force until alternative arrangements can be made or until two months have elapsed from the date that the individual ceased to be enrolled in that LEA, whichever occurs first.

AE 1172 (Chapter 454/2019)—Special Education: Nonpublic, Nonsectarian Schools or Agencies. Beginning with the 2020—21 school year, this bill requires an LEA that enters into a master contract with a nonpublic, nonsectarian school to conduct at least both of the following:

- An on-site visit to the school before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- At least one on-site monitoring visit during each school year to the school at which the LEA has a pupil attending and with which it maintains a master contract

The monitoring visit shall include the review of services provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program (IEP), a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan (if applicable), an observation of the pupil during instruction, and a walk through of the facility. The LEA shall report the findings resulting from the monitoring visit to the California Department of Education (CDE) within sixty calendar days of the on-site visit.

The bill also places new documentation requirements on nonpublic schools (NPS) related to their administrators and staff trainings and places notification requirement on an NPS for any pupil-involved incident involving law enforcement. Recent amendments clarify that the NPS selects and provides the staff training and that the training is consistent with existing law regarding the use of seclusion and restraint.

AB 1240 (Chapter 783/2019)—School Accountability: LCAP Plans: State Priorities: Pupil Achievement. This bill revises the definition of the pupil achievement state priority for purposes of school district, county office of education (COE), and charter school Local Control and Accountability Plans (LCAPs) to include the percentage of pupils who have successfully completed courses that satisfy the requirements for: 1) entrance to the UC and CSU, 2) career technical education sequences, and, 3) both 1) and 2).

AB 1303 (Chapter 541/2019)—Facilities: Civic Center Act. This bill extends, until January 1, 2025, the authorization under the Civic Center Act for the governing board of a school district to charge an entity a fee for the use of a school’s facilities or grounds for its proportional share of the costs associated with operating, maintaining, repairing, restoring, and refurbishing the school facilities or grounds.

AB 1353 (Chapter 542/2019)—Classified Employees: Probationary Period. AB 1353 reduces the probationary period for school district classified employees from one year to six months in nonmerit school districts.

AB 1505 (Chapter 486/2019)—Charter Schools: Petitions and Renewals. AB 1505 makes significant changes to the charter school authorization, renewal, and appeal process. The bill also clarifies the teacher credentialing requirements of charter school teachers, and places a two-year moratorium on the establishment of nonclassroom-based charter schools.

AB 1507 (Chapter 487/2019)—Charter Schools: Location: Resource Center. This bill eliminates the authorization for a charter school to be located outside the boundaries of its authorized and allows a charter school to establish resource centers within the jurisdiction of the school district where the charter school is located, if explicitly approved by the charter authorized.

Senate Bill (SB) 26 (Chapter 3/2019)—Charter Schools. This bill requires charter school governing boards to comply with a variety of the same open meeting, conflict-of-interest, and disclosure laws as traditional school district governing boards.

SB 276 (Chapter 278/2019)—Immunizations: Medical Exemptions. SB 276 requires the California Department of Public Health (CDPH) to develop a standardized medical exemption certification form to be used by licensed physicians, which, beginning January 1, 2021, will be the only documentation of a medical exemption that is acceptable. The bill also requires the CDPH to review all medical exemptions from schools or institutions with an immunization rate of less than 95%, physicians who have submitted five or more medical exemptions in a calendar year, and schools or institutions that do not provide reports of vaccination rates to the CDPH.

SB 328 (Chapter 868/2019)—Pupil Attendance: School Start Time. This bill requires the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date in which a district’s collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later. The measure further specifies that “school day” has the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance in order to compute any

apportionments of state funding. This start time restriction would not apply to rural school districts, which are not defined in the bill.

SE 390 (Chapter 475/2019)—School Safety: School Security Officers and Security Guards. This bill requires school security officers and security guards employed by a school or community college district, commencing July 1, 2021, to complete a training course developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs regardless of the number of hours worked per week. The bill would also require school districts, charter schools, COEs, and community college districts to provide the training required for their employees during regular work hours, except in certain circumstances.

SB 419 (Chapter 279/2019)—Pupil Discipline: Suspensions: Willful Defiance. Commencing July 1, 2020, this bill prohibits the suspension of a pupil enrolled in a school district or charter school in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. The bill, from July 1, 2020, until July 1, 2025, prohibits the suspension of a pupil enrolled in a school district or charter school in any of grades 6 to 8, inclusive, for those acts.

SB 541 (Chapter 786/2019)—School Safety: Lockdown Drills and Multi-Option Response Drills: Report. The bill requires the CDE to collect, and LEAs to provide, data pertaining to lockdown or multi-option response drills conducted at school sites within school districts, COEs, and charter schools. The bill also requires the CDE to conduct, or contract to conduct, a study that identifies, among other things, best practices for age-appropriate drills. The bill requires the data and the study to be submitted to the Governor and relevant policy committees of the Legislature on or before November 1, 2021.

SB 714 (Chapter 281/2019)—Immunizations. SB 714 is a companion bill to SB 276 that aims to prevent fraudulent medical exemptions for mandatory vaccinations. This specific bill makes further amendments to medical exemption requirements including the following:

- Allows a child with a medical exemption as of January 1, 2020, to continue to enroll in any public or private school, child care center, family day care home, or developmental center within the state until the child enrolls in the next grade span, which are:
 - o Birth to preschool
 - o Grades 1—6 (including transitional kindergarten)
 - o Grades 7—12
- Prohibits medical exemptions issued prior to January 1, 2020, from being revoked unless it was issued by a physician who has been subject to disciplinary action by a licensing board
- Removes the penalty of perjury provision of SB 276 for physicians signing medical exemption forms

Bills Vetoed by the Governor

AB 197 (Weber, D-San Diego)—Full-Day Kindergarten. This bill would have required schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement at least one full-day kindergarten program. The minimum school day for full-day kindergarten would have had to equal the number of minutes offered to students in the 1st grade.

The Governor's veto message states in part:

Enrollment in full-day kindergarten has grown for more than a decade. Some school districts opt for part-day programs due to facilities constraints. In order to address this limitation, the 2019 Budget Act includes \$300 million one-time non-Proposition 98 General Fund specifically for facilities construction designed to expand full-day kindergarten offerings. While I support increased access to full-day kindergarten, I cannot sign this bill as it would impose new costs outside the budget.

AB 346 (Cooper, D-Ella Grove)—Wonders' Compensation: Leaves of Absence. This bill would have added police officers employed by a school district, COE, or community college district to the list of police officers eligible for fully paid leaves of absences for up to one year due to occupational injury.

The Governor's veto message states in part:

While I appreciate the legislature's intent, and do not take lightly the important public service provided by police officers in education settings, this bill would significantly expand 4850 benefits that can be negotiated locally through the collective bargaining process. Many local school districts face financial stress, and the addition of a well-intentioned but costly benefit should be left to local entities are struggling to balance their priorities.

AB 354 (Quirk-Silva, D-Fullerton)—School Meals: Free or Reduced-Price Meals. This bill would have required LEAs that do not participate in the federal National School Lunch Program and the federal School Breakfast Program to provide adequate space for children to consume those meals.

The Governor's veto message states in part:

Current law already requires school districts and county offices of education to provide each student in need one nutritionally adequate free or reduced-priced meal during the school day. AB 1871 (Chapter 480, Statutes of 2018), required charter schools to provide each student in need with a nutritionally adequate free or reduced-price meal each school day. I have not seen evidence of widespread disregard for these requirements that warrants such a prescriptive approach. This bill would impose substantial ongoing costs, a matter that should be considered within the state budget process, where the Administration and Legislature can balance the competing demands with limited resources. I have directed my Department of Finance to develop options to expand access to free and reduced-price meal programs. I look forward to working with you in next year's budget to improve this important program.

AB 500 (Gonzalez, D-San Diego)—School and Community College Employees: Paid Maternity Leave. AB 500 would have required school districts, charter schools, and community colleges to provide at least six weeks of full pay for pregnancy-related leaves of absence taken by certificated, academic, and classified employees.

The Governor's veto message states in part:

Providing every California worker with paid family leave is a noble goal and a priority for my administration. However, this bill will likely result in annual costs of tens of millions of dollars that should be considered as part of the annual budget process and as part of local collective bargaining. Moreover, this proposal should be considered within the broader context of the Paid Family Leave Task Force, which is assessing increased paid family leave for all of California's workers.

AB 751 (O'Donnell, D-Long Beach)—Pupil Assessments: Pathways to College Act. This bill would have required the State Superintendent of Public Instruction (SPI) to approve one or more nationally recognized high school assessments, such as the SAT or ACT, that LEAs and charter schools may, at their own discretion, administer in lieu of the grade 11 Smarter Balanced Summative Assessment, commencing with the 2021—22 school year.

The Governor 's veto message states in part.

Encouraging student access to college and reducing the student testing burden in high school are laudable goals. However, I am concerned that replacing the state's high school assessment with the Scholastic Aptitude Test (SAT) or American College Test (ACT) will have the opposite effect. Specifically, their use exacerbates the inequities for' underrepresented students, given that performance on these tests is highly correlated with race and parental income, and is not the best predictor for college success. It is important to remember that over the last several years California has made great strides towards establishing a coherent accountability system. Measuring how students throughout the state perform on our state's assessments, including the grade 11 assessment, provides critical information to students, families, educators, and our state. Finally, our K-12 system and public universities continue to discuss the potential for using of California's grade 11 state assessment for college admissions or eligibility purposes in the future. This would be a better approach to improving access to college for underrepresented students and reducing 'testing fatigue.'

AB 773 (Gonzalez)—Voter- Education: High School Pupils. This bill would have required the Secretary of State, in coordination with the SPI, to develop educational programming for pupils in grade 12 on voting registration and participation, and would have required each public high school to implement the educational programming for students in grade 12 at each high school during a presentation or assembly at the school campus.

The Governor 's veto message states in part:

The State has already made a significant investment to increase turnout among young voters, and there is evidence that these efforts are working. The Secretary of State's Office reported that in 2018 there was a significant increase in turnout for voters ages 18-22. Rather than imposing a prescriptive requirement that imposes a one-size-fits-all requirement on each high school, I would prefer that the Secretary of State and the Superintendent of Public Instruction continue their coordination to help register and preregister young people to vote.

AB 967 (Smith, D-Santa Clarita)—Local Control and Accountability Plans. This bill would have required a charter school to submit its LCAP to its charter authorized for review and approval. It also requires charter schools to comply with various other' LCAP requirements that currently apply to school districts and COFs.

The Governor 's veto message states in part:

This year's education budget trailer bill included several provisions that increase transparency around charter school LCAPs. These reforms will be in effect for the first time as charter schools develop their LCAPs this spring. This bill imposes additional requirements on charter schools beyond what was rejected in the final 2019-2020 budget and other measures signed into law this year. I believe the recently enacted changes should be given a chance to work before these additional requirements should be considered.

AB 1085 (McCarty, D-Sacramento)—After School Programs: Substance Use Prevention: Funding: Cannabis Revenue. This bill would have authorized the Department of Health Care Services to consider afterschool programs in allocating funds generated from Proposition 64 cannabis tax revenue for youth education, prevention, and treatment efforts.

The Governor's veto message states in part:

I support increased access to after-school programs, which is why I worked with the Legislature to provide an additional \$50 million to support these programs. This bill, however, attempts to change the funding allocation process specified by Proposition 64, which does not authorize the Legislature to modify the fund collocation process prior to July 1, 2028.

AB 1184 (Gloria, D-San Diego)—Retention of Public Written Records Transmitted Electronically. This bill would have required public agencies, for the purposes of the California Public Records Act, to retain and preserve for at least two year's every public record transmitted by electronic mail.

This bill does not strike the appropriate balance between the benefits of greater transparency through the public's access to public records, and the burdens of a dramatic increase in records-retention requirements, including associated personnel and data-management costs to taxpayer.

AB 1233 (Smith)—Advanced Placement Examinations: Fees. This bill would have established a five- year grant program to award grants to school districts, charter schools, and COEs to cover the costs of Advanced Placement (AP) exam fees for low-income and foster youth students.

The Governor's veto message states in part:

While I understand the legislature's intent to promote AP testing opportunities for eligible low-income high school students or foster youth high school students, local educational agencies already have the ability to subsidize AP examination fees Using their local control funding formula funds.

SB 5 (Beall, D-San Jose)—Affordable Housing und Community Development Investment Program. This bill would have established the Affordable Housing and Community Development Investment Program, which would allow local agencies to reduce contributions of local proper tax revenue to schools, called the Educational Revenue Augmentation Funds to build affordable housing and related infrastructure.

The Governor's veto message states in part:

California is in a housing crisis, and I have consistently maintained we need to use all the tools in our toolbox to address it. However, this bill would increase costs by \$2 billion annually once fully implemented, Legislation with such a Significant fiscal impact needs to be part of budget deliberations so that it can be considered in light of other priorities. I will continue to work collaboratively with the Legislature next year to continue to support increased housing production at all income levels across our state.

SB 268 (Weiner, D-San Francisco)—Local Tax or Bond Measures. This bill would have authorized a local jurisdiction, including school districts and community college districts, proposing a local tax or bond initiative to include specified estimates relating to the tax or bond either in the ballot label or, through a required statement provided to all voters, direct voters to "See voter guide for tax rate information."

The Governor 's veto message states in part:

I am concerned that this bill as crafted will reduce transparency for local tax and bond measures.

SB 695 (Portantino, D-La Cañada Flintridge)—Special Education: Individualized Education Programs: Translation Services. This bill would have required an LEA, upon a parent's request, to translate:

- The pupil's completed IEP and any revisions to the pupil's IEP
- Any evaluation, assessment, or progress data used to determine eligibility or to develop the IEP that is discussed at an IEP team meeting

For a parent whose native language is one of the eight most commonly spoken languages, excluding English, the LEA would have thirty calendar days of the IEP team meeting, or within thirty calendar days of a later request by the parent, to provide the translation.

The Governor 's veto message states in part:

Current law already requires that non-English speaking parents and guardians understand their' child's IEP, and LEAs must take any action needed to ensure that pupil's non-English speaking parent understands the IEP process and LEAs must also provide any materials used to assess or place a student with exceptional needs in the parent's native language. By establishing more prescriptive requirements, particularly specifying a 30-day timeline within which those documents must be translated, the bill would exceed the requirements of federal law (the Individuals with Disabilities Act), thereby creating a costly reimbursable state mandate that will reduce funding available to support broader' educational programs for these students. If a California school district's practices of providing translation services are inadequate, avenues already exists to remedy these problems.

“Special Education Costs: Local Contributions Exceed 65% of Total Funding in 2017—18”

For decades, local educational agencies (LEAs) have been trying to help state legislators understand that funding adequacy is not the same thing as funding equity. While allowing much needed local control with the change to the Local Control Funding Formula (LCFF) was a generous move in the right direction—and LEAs below the statewide target rate for funding will receive additional dollars in 2019—20—the LCFF funding model still falls short of ensuring LEAs have sufficient funds to provide high-quality programs and services to students with disabilities (SWDs).

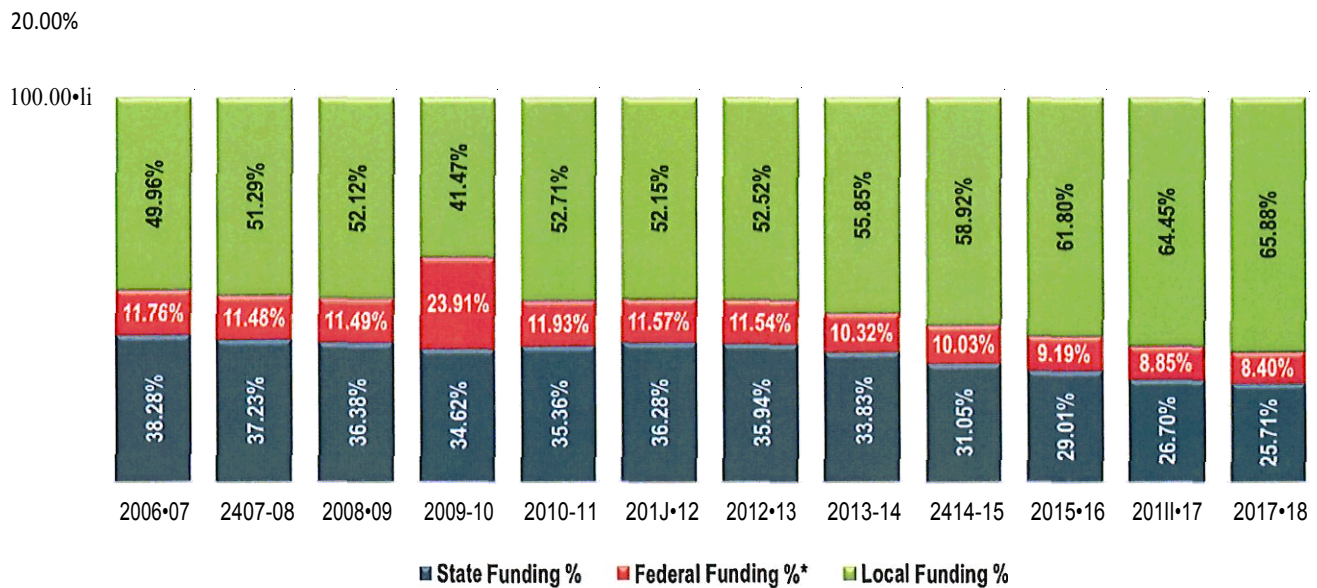
It is important that LEAs recognize that the first funding to support all students comes from the LCFF, and it applies in the same manner as the primary funding source for SWDs. Supplementary funding for SWDs is provided through both federal and state funding sources, but the combined funding doesn't adequately address the requirements of state and federal mandates to provide services.

Special education expenditures continue to rise as LEA operational costs increase. Salaries and benefits, step and column, and the rates of both the California Public Employees' Retirement System and the California State Teachers' Retirement System affect special education expenditures in the same manner they affect the unrestricted General Fund programs. The funding for special education continues to be deficiated each year until after the recalculations occur. 2014—15 was the first year that the deficit to special education remained when the final funding calculations were completed, and it is projected that the deficit will continue for the foreseeable future. The deficits are not large or comparable to the large

funding deficits that occurred on General Funds during the Great Recession; however, in an already chronically underfunded program, the loss of every penny on the dollar is an additional strain on LCFF dollars to maintain compliant programs. LEAs may not be fully aware that they are receiving only about 97 cents of every dollar intended for services to students with disabilities. Even with the additional funding to provide dollars to lower funded Special Education Local Plan Areas in 2019=20, the chronic deficit was not addressed.

The chart below shows the growing contributions from LEAs' unrestricted General Funds that were needed to backfill special education expenditures in the last twelve years. In 2017—18, the state contributed 25.71% of funding; federal funds accounted for only 8.40% of funding, and local funds (including the LCFF) accounted for 65.88% of the total funds expended

***2009-10 includes Federal Americans Recovery and Reinvestment Act Funds**



Source: SELPA Special Education JOE Reports

“2019 CAASPP Results Show Modest Growth”

The 2019 results for the California Assessment of Student Performance and Progress (CAASPP) were released on Wednesday, October 9, 2019. The CAASPP results serve as the foundation for the academic indicators in the California School Dashboard.

Statewide, the percentage of students meeting or exceeding standards for English-language arts (ELA) and math increased by roughly 1% from the prior year. Over a three-year period, the percentage increased by nearly 3% on both assessments.

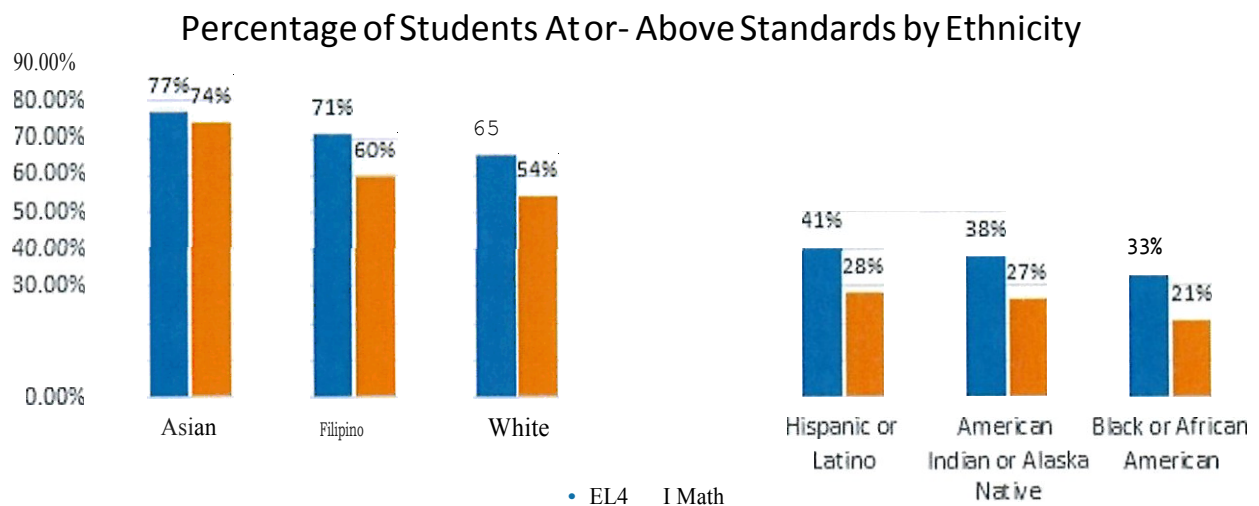
2018-2019 Students Meeting/Exceeding Standards			
	2018-19	Increase From Prior Year	Increase from 2016
ELA	50.87%	0.99%	2.87%
Math	39.73%	1.08%	2.73%

While students as a whole are showing modest progress across the state, the results are very different when reviewed by student group. The number of economically disadvantaged students achieving or exceeding the standards in ELA increased by 1.27% from the prior year. The growth for this group in math was similar at 1.24%.

However, the percentage of students not classified as economically disadvantaged remained relatively flat, with less than half a percent increase in math proficiency and a 0.2% increase in ELA proficiency.

2018-19 Students Meeting/Exceeding Standards by Economic Disadvantage			
	2018-19	Increase From Prior Year	Increase from 2016
ELA			
Economically Disadvantaged	38.96%	1.27%	3.86%
Not Economically Disadvantaged	69.48%	0.20%	0.45%
Math			
Economically Disadvantaged	27.48%	1.24%	3.48%
Not Economically Disadvantaged	58.88%	0.45%	0.88%

State Superintendent of Public Instruction (SPI) Tony Thurmond expressed concern over the performance disparities among white and Asian students compared to other students of color. Students of color consistently scored below the statewide average for proficiency in both ELA and math. Only 28% of Hispanic students were proficient in math compared to nearly three-quarter's of their Asian peers. For ELA, only one-third of African-American students met the standards compared to nearly two-thii'ds of white students.



SPI Thurmond indicated an intent to work with data experts to evaluate what might be causing such a dramatic difference between student groups; noting, “All students should have an equal opportunity to succeed academically and enter the workforce prepared with the needed skills to compete in the industries that drive our state forward.”

The CAASPP results are an excellent resource for K-12 school agencies to measure student progress and assist in monitoring the needs of students. In addition, examining comparative data from districts that share similar student demographics can also provide critical insight on student progress and in the development of the instructional planning process. If you are interested in learning more about the comparative and summative student assessment data reports available at School Services of California Inc., please contact us for more information.

District

The Administrative Amendment request to remove the YPI from Sole Membership of YPICS, Inc is being considered by the Charter School Division for approval. We have argued that it is an administrative change and as such change does not change the number of trustees, nor the process by which trustees are added to the board, we believe the change should be administrative only. We are awaiting a decision as to whether or not we would need to go back before the LAUSD Board for a Material Amendment.

BCCHS:

Congratulations to the BCCH Team for the successful Charter Petition Renewal on September 24, 2019. Additionally, the High school completed a successful WASC Accreditation visit in October. We are proud of the work and successes that high school team continues to accomplish! We also want to celebrate that we already have 12 high school seniors accepted to Grand Canyon University.

YPICS

November 4th, YPICS held a district-wide Total Professional Development, which focused on YPICS hallmarks and Get Better Faster (GBF) Strategies. GBF is not another focus, it ensures that cohesive strong teacher practices are in place consistently at all schools. We welcome you to visit the YPICS Total Professional Development website channel at the following link: tpd.ypics.org. All trainings are aligned to support the Academic Success Plans of each school.

Youth Truth Survey: This year YPICS moved the Youth Truth Experience Survey for all stakeholders, parents, students, staff, and administration to the fall. The survey window closed on November 8th. We are awaiting analysis from the Youth Truth Consultants. We will use this data to see if the changes that we implemented in August are making an impact system wide. It will also give us to an opportunity to strategically adjust practices and systems during the year in which we received the survey results. Youth Truth Results and analysis will be made available to the Board at the December 9, 2019 meeting.

