



**MEETING MINUTES
CAPITAL CITY PUBLIC CHARTER SCHOOL BOARD**

November 19th, 2020

This meeting took place via Zoom due to the Pandemic.

Attendance:

Trustees in Attendance: Alison Arnold, John Campbell, Sarah Dillard, Quameice Harris, Anne Herr, Rochanda Hiligh-Thomas, Mizmun Kusairi, Galo Pazmino, Hiram Puig-Lugo, Xiomara Santos, Nitika Tolani

Trustees Absent: NA

CCPCS Staff in Attendance: Dominique Coote, Laina Cox, Karen Dresden, Samantha Gaffney, Michelle Johnson, Pam McKinney, Belicia Reaves, Jonathan Weinstein

Meeting called to order at 6:33pm

Welcome

Karen Dresden, Head of School, and Alison Arnold, Board Chair, welcomed trustees, Capital City staff and guests to the second meeting of the 2020-2021 school year. A video was shared highlighting the annual “March to the Mailbox” celebrating CCPCS seniors. The tradition was virtual this year with a theme “I Hit Submit.”

Meeting Agenda

The Board unanimously approved the meeting agenda.

Consent Agenda

The Board unanimously accepted the Consent Agenda that included the November School Report, September Meeting Minutes, Development Dashboard, Development Committee Meeting Minutes (9/29 and 11/11), Finance Committee Meeting Minutes (11/9), Quarterly Financial Presentation and Dashboard and Governance Committee Meeting Minutes (11/12)

Finance: FY19-20 Audit/990

Galo Pazmino, Finance Committee Chair, provided a status report on Capital City's 2019-20 year-end audited financial statement and our 2019 Form 990 tax filing. Capital City received a clean audit, with no findings of significant nor material weaknesses reported. The audited financial statements will be submitted to DCPCSB. We filed an extension for the 990 to give time for trustees to review, but will be submitted next week, shortly after the original November 15h deadline. Capital City's financial data from the audit will be used by DCPCSB to generate our FAR (Financial Audit Review) Report. The draft FAR is usually issued in early January and Capital City will have a chance to review the draft before it is finalized by the DCPCSB. Staff will share the draft FAR with the Finance Committee when it becomes available.

The Board unanimously accepted the FY19-20 Audit.

School Performance: Understanding Distance Learning -- Data Overview

Karen Dresden shared a presentation to give an overview of student data that has been collected from distance learning this school year. She shared that we are carefully monitoring data to track student engagement and assess the impact of our distance learning program. We use both quantitative data including attendance and academic assessment data; and qualitative data from classroom observations, surveys, and discussions with families, teachers, and students.

The following are key trends found in the data:

- Fall In-Seat Attendance (ISA) rates are comparable to SY1920 in most grades, with the exception of Pre-K and Kindergarten, which are slightly lower. Strong attendance is attributable to the work teachers have done to engage students, efforts to provide technology and resources, and strong communication with families.
- Upper Elementary (3rd-4th), Middle School (5th-8th), and High School students performed at similar levels to last year on MAP Reading; however, math performance was more variable.
- "COVID Slide" differences between special population subgroups were not as stark as we had feared. In fact, students with disabilities and English Learners in Middle and High school grades experienced less slide than their non-disabled and non-EL peers. Lower school EL students experienced greater slide as did at-risk students.

Based on the data, we are looking closely at the time allotted to virtual math instruction; improving early literacy instruction, intervention, and support; providing rich language opportunities for our English Learners; and ensuring equity for our At-Risk students.

School Performance: Understanding Distance Learning -- Learning from Students, Teachers, and Parents

To better understand how students, teachers, and parents are experiencing distance learning; Samantha Gaffney, Special Projects Coordinator, moderated a panel made up of two Capital City teachers (Angie Zara and Jonathan Hogue), two Capital City students (Michael, 8th grade and Chasity, 12th Grade) and two Capital City parents (Kristen Soto and Quameice Harris). The

panelists shared their perspectives, successes, and challenges with distance learning and answered questions from trustees.

Re-Entry/Recovery: Overview of Planning and Priorities

Karen Dresden shared that we have remained confident in our decision to continue with distance learning through the end of the second quarter (January 28). This decision was made using the same criteria that we used in deciding to begin the year remotely: prioritizing health and safety, maximizing student learning, and considering the needs of faculty and staff.

Karen shared that our immediate priorities this month have been:

1. Reviewing data to assess the impact of distance learning and the pandemic.
2. Identify which students or groups of students have been struggling more during this period.
3. Monitor health metrics and relevant health research and remain up to date on DOH and CDC recommendations and requirements.
4. Learn from schools (locally, nationally, internationally) that have been bringing students back to school in person.

She shared that our next steps in the coming weeks include:

1. Developing a phased re-entry plan that identifies health metrics for phased approach and priority groups for in-person instruction.
2. Researching and outlining possible models for instruction while social distancing is still required and identifying staffing needs and technology/operational requirements.
3. Establishing a Re-entry and Recovery Planning Team that includes stakeholders.
4. Conducting a third survey/pulse check of staff and families in December to inform planning.
5. Readyng our facility and establishing operational and health procedures for re-entry.
6. Continuing to monitor distance learning data and make adjustments as needed.

Development: SY20-21 Goals and Board Support

Quameice Harris and John Campbell, members of the Development Committee, shared a new board commitment form for the SY20-21. They also shared that they are looking for trustees who are interested in connecting with former trustees to help re-engage them with the school. Trustees were asked to complete and submit commitment forms by December 3.

The meeting was adjourned by unanimous consent at 8:28pm