



SHINING STARS
MONTESSORI ACADEMY
— PUBLIC CHARTER SCHOOL —

BOARD OF TRUSTEES
Meeting Minutes
November 20, 2021 (Rescheduled)
9:00 a.m. – 10:45 a.m.

A virtual meeting of the Board of Trustees (hereafter the “**Board**”) of Shining Stars Montessori Academy Public Charter School (hereafter “**Shining Stars**” or “**School**”) was held on Saturday, November 20, 2021, at 9:02 a.m. to 10:45 a.m.

Call to Order

Mr. Anthony King (Board Chair), called the meeting to order. R. Rodriguez recorded the minutes.

Agenda

1. Introduction
 - a. Welcome to the public
 - i. The meeting was held virtually via Google Meet.
 - b. Roll Call/Attendance
 - i. Anthony King, Esq. (Chair)
 - ii. Aldel Brown
 - iii. Willa Golden
 - iv. Tatiana Laborde (Parent)
 - v. Teicha Harris (Parent)
 - vi. Regina Rodriguez-Garcia (ex-officio)
 - vii. Kamal Wright-Cunningham
 - c. Missing Board Members
 - i. Shawn Samuel
 - d. Establish Quorum
 - i. A quorum of directors was present, and the meeting, having been convened, proceeded with the business.
2. Old Business
 - a. Vote to approve – October 16, 2021, Board of Director Minutes
 - i. No comments from Board members
 - ii. Chair moved to accept and approve Board of Directors meeting minutes
 - iii. Motion to approve made by Aldel Brown
 - iv. Second by Tatiana Laborde
 - v. An I from Anthony King, Teicha Harris, Aldel Brown, Tatiana Laborde, Willa Golden, and Kamal Wright-Cunningham
 - vi. October 16, 2021 Board Meeting Minutes unanimously approved by the Board.

- b. Vote to approve - September 2021 Financial Statements
 - i. **Question from Board Member Aldel Brown:** I noticed there was a drop in enrollment of the forecast. Is there any additional comment, that you can provide, absent the reason being COVID, to the decrease?
 - ii. **Response from Regina Rodriguez:** Are there any other reasons for the decrease in enrollment other than COVID? I think COVID is the overarching reason that quite a few of our families left the District of Columbia. In our forecast, where we typically see a solid Pre-K3 or Pre-K4 new families and re-enrolling families, that is not happening in the District or nationally, and vaccine hesitancy. Just choosing not to return to school. There is also one more, commute, families choosing to attend schools closer to home for safety reasons.
 - iii. **Follow up question from Board Member Aldel Brown:** I also noticed the financials reported 245, is that severely going to impact our budget? Is there been an account yet?
 - iv. **Response from Regina Rodriguez:** If you remember we talked about that at the last Board meeting, yes it does. But because we ended the year with a fairly strong cash position, we will be able to absorb that but also making sure that we are really tightening our belt. And, we have spent quite a bit of time going back over the budget item by item and shifting funds or making decisions about where we will no longer expense. We have approximately 45 families we have missed in enrollments. Anthony has met a few times as well with EdOps to look at our margins and looking at our obligations that we have to our lender now that we have a mortgage.
 - v. **Question from Board Chair Anthony King:** Do we have a percentage count of drop off by grade? What percentage of our drop off was in the Pre-Ks versus the grades?
 - vi. **Response from Regina Rodriguez:** Yes, we have it. I would say it was probably about 30 percent, the highest.
 - vii. Chair moved to approve September 2021 financial statements
 - viii. Motion to approve by Tatiana Laborde
 - ix. Second by Willa Golden
 - x. An I from Anthony King, Teicha Harris, Aldel Brown, Tatiana Laborde, Willa Golden, and Kamal Wright-Cunningham
 - xi. September 2021 financial statements unanimously approved by the Board for submission and publication.
3. Public Comment
- a. This time is reserved for citizens, employees, and representatives of school groups to address the Board on items that are not on the agenda. By law, the Board cannot take action upon or discuss items that are not on the approved agenda, but welcomes your comments. Persons addressing the Board are asked to state their names and whether or not they are a resident of the District. The Board Chair reserves the right to limit comments from the public as well as the amount of time spent on any one topic.
 - i. The **November 20, 2021**, meeting of the Board was open to the public.

- ii. There were no members of the public present.
4. Executive Director's Monthly Summary Report

a. Academic

i. Accelerated Learning Program

1. The Accelerated Learning Program is bringing in 4 specialists in Math and 4 specialists in ELA, that will be working with our 3 through 6 grade students who are on or above grade level. The reason being is that those students who are above grade level are usually the last groups worked with and they are the hardest group to show growth and achievement.
2. We are calling the people we are bringing in accelerated learning guides. They will be working in the targeted support for a number of our students who, as a result of the fall NWEA assessment, tested on grade and/or above. For our students who are a little below average and are struggling, these students will be working directly with their guides. The guides have a set of Montessori power goals and common core power goals and integrating in a much more affirmative manner and structured manner with students during the course of their learning in their lessons.
3. Accelerated Learning Program-High Fidelity Academic Support

Total number - 53 (21.6%)

3rd grade – 17 ELA 13- Math

4th grade - 3 ELA 2- Math

5th grade - 11 ELA 3- Math

6th grade - 3 ELA 0- Math

At this time no advanced 2nd graders but groups will readjust after the January NWEA and other midyear assessments. ALG's who have 1 group will also begin pulling the other 3-6th grade students to help review and go over test taking best practices similar to when students take ACT/SAT prep.

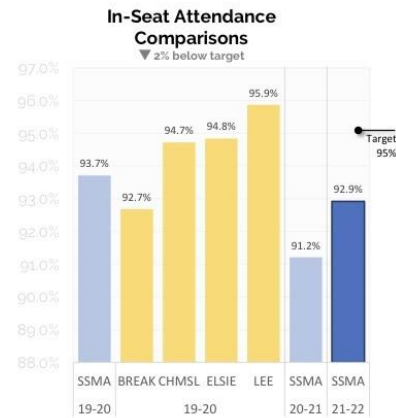
4. **Question from Parent Board Member Tatiana Laborde:** Is there any science instruction involved? Does it go with math?
5. **Response from Regina Rodriguez:** Yes, science and math are together. Of the grades 3 through 5, actually the 5th graders there is a science PARCC. There was an OSSE pause, a moratorium in the Department of Education on science about 3 years ago, but it will be reintroduced, we believe, this year. Math and science are pretty inextricably linked.
6. **Question from Parent Board Member Teicha Harris:** I know you said that the children who are below grade level, the teacher is primarily going to supplement in the classroom to get them up to par. I was just wondering, if they are already below level and the only supplementation is going to be from the teacher to go over that hump with the rest of the children who are on grade level, who

have to do that instruction as well, is that going to give them adequate tutoring and help to get them from behind to above?

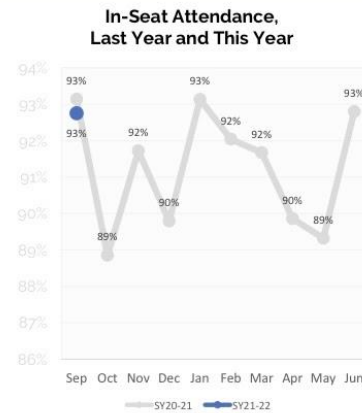
7. **Response from Regina Rodriguez:** I'd like to say we feel it will because the children that will be working with the ALG will be working in separate small groups. So, it gives a smaller group for the guides to work in much more intensively with and also as they are working on their individual plans to share with parents in terms of work that's at home.
 8. **Question from Parent Board Member Teicha Harris:** With the Accelerated Learning Program, how often will they receive this instruction, the students that are on grade level and above?
 9. **Response from Regina Rodriguez:** Three days a week.
 10. **Question from Parent Board Member Teicha Harris:** And for the children who are below grade level, how often will they receive the additional instruction from the educators or the guides?
 11. **Response from Regina Rodriguez:** They are with the guides all day.
 12. **Question from Parent Board Member Teicha Harris:** Are they going to have specific times?
 13. **Response from Regina Rodriguez:** It will depend on what the guide has determined. The guide will know because now the guide has fewer children, a smaller group to work very intensively with. In many ways the guide becomes those students ALG and has been also working with them. So, they are intimately aware, they have the data.
 - ii. Guides: We have expanded the common planning time on Wednesdays for staff, for guides specifically. They meet from 3:30 to 4:30, in addition to their grade level meetings and individual planning.
 - iii. American Reading Company: The school is bringing back the American Reading Company and implementing the program to support literacy.
- b. Non- Academic
- i. Attendance
 1. The target we set is 93%, we are currently at 88% for October.

In-Seat Attendance

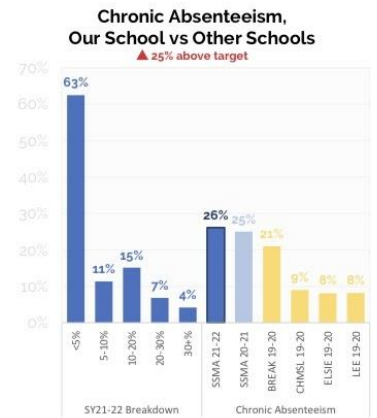
► 92.9% Attendance is slightly below goal.



92.9% In-Seat Attendance This Year
The current ISA rate is 92.9% it is 1.7% higher than your rate last year, however it is lower than 3 of your peer schools.



93% Attendance rate in September.
The ISA attendance rate is the same in the month Sept for the 19-20 and 20-21 school years.

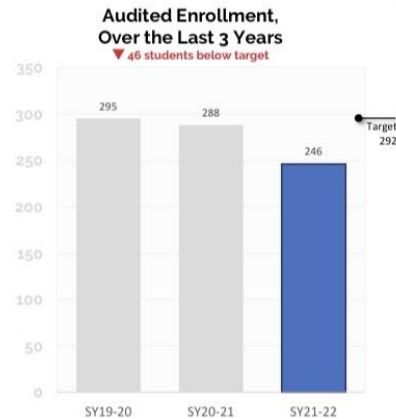


26% Chronic Absenteeism
The Chronic Absenteeism is only 1% higher than the total rate for the 20-21 school year. If we continue working with families on the student attendance you can maintain and possibly lower the rate.

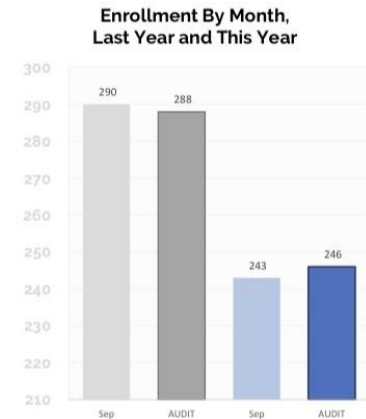
ii. Enrollment

Enrollment

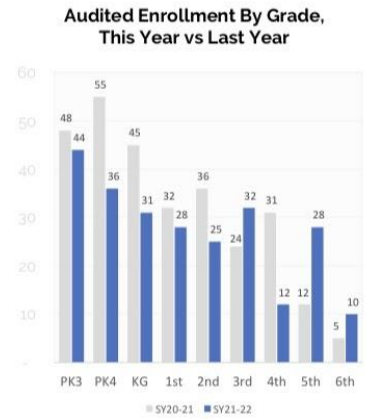
► 246 is the audited number of students this year.



246 students enrolled, 46 less than target
City-wide enrollment data will be available in the next few months. At that time, we can review enrollment trends across the city to see if this decrease was similar to what other schools experienced.



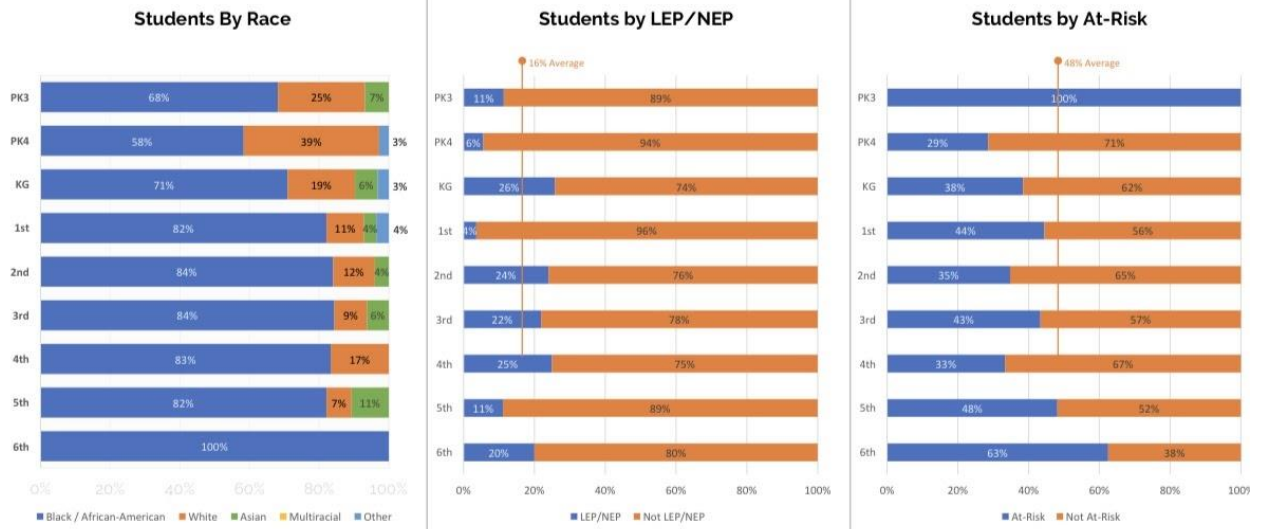
243 students in September
The enrollment in Sept of 21-22SY is lower compared to the enrollment in Sept of 20-21 SY. There was an increase of 3 students by the Enrollment Audit.



5th grade had an increase of 16 student
3rd, 5th and 6th grade showed an increase in student enrollment. PK4 shows the decrease of enrolled students in 21-22 SY compared to 20-21 SY, with a loss of 19 students.

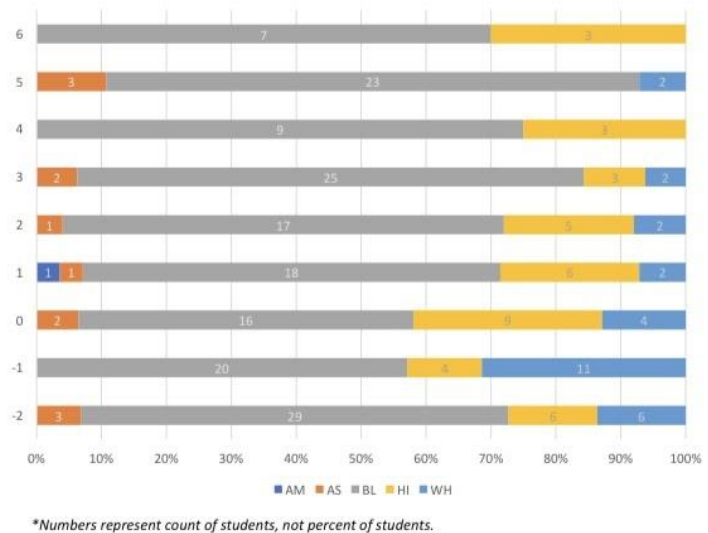
iii. Demographics (Race by Grade)

Demographics



Demographics

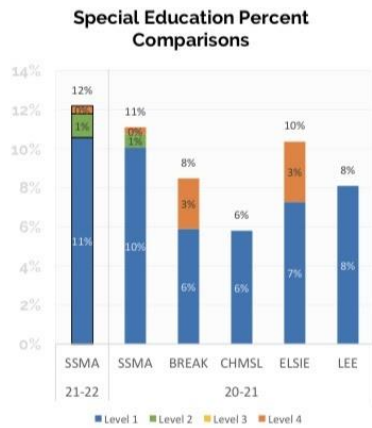
Students Race And Ethnicity by Grade Level



iv. SpED (comparisons to other schools)

Special Education

► Special Education at 12%.



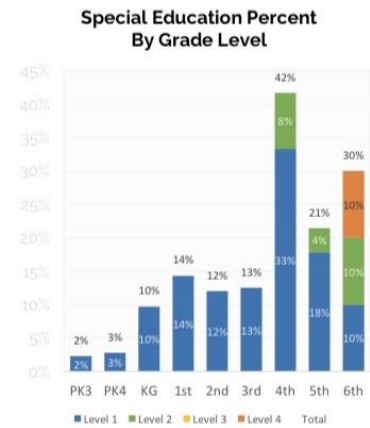
12% Special Education

The Special Education percentage has increased by 1% this year. The number of Special Education students has decreased by 2, however, the overall rate is higher, due to a decrease in the total number of students enrolled.



Total SpEd% Over the Last 3 Years: 11%-> 11%->12%

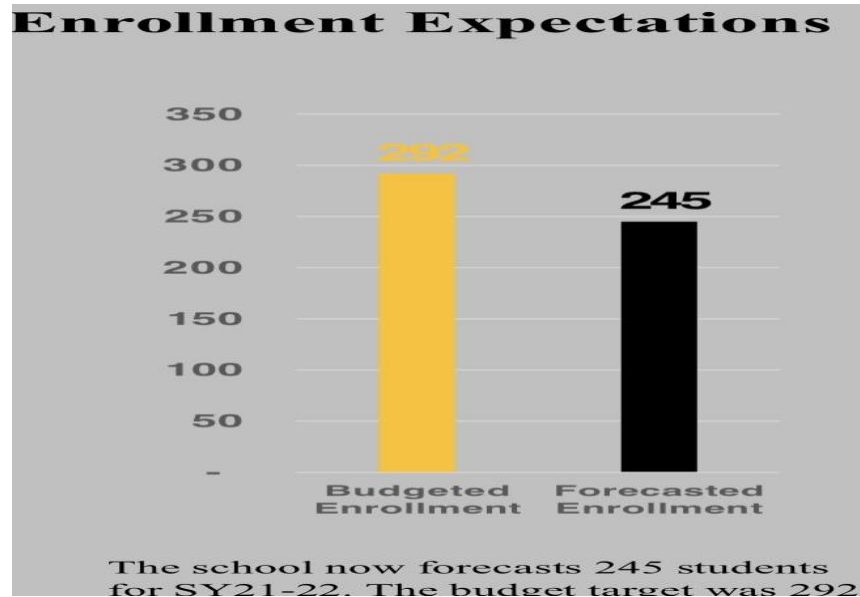
The Special Education rate has increased by 1% in 21-22 school year from 11% to 12% compared to the 20-21 school year.



4th grade has largest Special Ed percentage.

The Special Education rate for 4th is the highest due to the low number of student enrolled in 4th grade. There are only 12 student enrolled in 4th grade, with 5 of them being Special Education Students

- v. **Question from Board Member Kamal Wright-Cunningham:** Are we able to see year over year in terms of the at-risk percentage this year versus last year?
- vi. **Response from Regina Rodriguez:** The number of at-risk for us has decreased. We were at 92 last year, we have 86 this year.
- vii. **Question from Parent Board Member Tatiana Laborde:** I have a question on at risk: One hundred percent (100%) of our Pre-K3s are at-risk?
- viii. **Response from Regina Rodriguez:** That is possible because at-risk runs a range.
- ix. **Question from Parent Board Member Tatiana Laborde:** Can you explain what are the other factors that go into at-risk?
- x. **Response from Regina Rodriguez:** It would be free lunch, FARM students, of which that number is higher than our at-risk number. So, that probably what is adding to that.
- c. September 2021 Financial Close
 - i. The strong cash position established in previous years has allowed the school to maintain a sufficient forecast for the FY22 cash balance.
 - ii. 141 days of cash at year's end.
 - iii. The school will end the year with 141 days of cash. This is above the recommended 60 days.
 - iv. The decrease in enrollment occurred in overall enrollment and throughout the enrollment subcategories.



- d. Facilities Updates – pavers and outdoor classroom
 - i. All schools will receive a minimum of \$81,000 in order to support any cost associated with facilities and the re-opening. It's not competitive and it must be expensed (cost reimbursement) by May. All facility upgrades that will support outdoor learning principally but also things that have to do with HVAC and ventilation, anything that will mitigate against the spread of a virus internally.
- 5. Member Reports
 - a. No member reports.
- 6. Closing Items
 - a. Adjourn Meeting
 - i. There being no further business to come before the members, the meeting was adjourned by the Chair.