



Washington Yu Ying BOT Meeting Minutes

March 8, 2022 6:30-8:30

BOT Members : Rob Anderson, Liza Douglas, Paige Hoffman, Marcus Hurley, Amy Lee, Darren Riley, Wendy Rueda, Jose Sousa, Michelle Stuntz, Abi Sze-Levine, Jevon Walton, Lemar White, Kelly Yee, Maquita Alexander (Staff)

Virtual (Zoom)

BOT Attendees: Rob Anderson, Paige Hoffman, Marcus Hurley, Amy Lee, Darren Riley, Wendy Rueda, Jose Sousa, Michelle Stuntz, Abi Sze-Levine, Lemar White, Kelly Yee, Maquita Alexander (Staff), Melissa Volpe (staff),

Guests Present:

Members of Public On Call: Andrew Shields, Caitlin Clark, John Glover, Kathryn Jennings, Malcolm Johnson, Paul Fraioli

Absent (with notes):

Absent (without notes):

Agenda:

The meeting was called to order by Kelly Yee at 6:32 p.m. EST.

1. Call to order - Kelly Yee
2. Overview of the (public) agenda
3. Consent Agenda:
 - February [Draft Minutes](#) (A motion to approve the February meeting minutes was raised by Darren Riley and approved by all present board members.)
4. Committee Updates:
 - Finance Committee Update: Amy Lee provided the Finance Committee Update. The forecast year end net income is \$163k, or \$83k more than last month. The variance is due to higher spending than budgeted, particularly on health insurance, student food services, and the write-off of loan costs with refinancing. These are offset by higher than budgeted revenue due to additional local and federal COVID relief funding. As of the end of January 2022, the school has \$14.9 M cash on hand. We are projecting that the school ends FY22 with \$12.2M dollars cash on hand. We forecast the school's year ending cash balance as \$12.19m, \$406k below budget. This will represent 363 days of cash at year's end.

- 
- Board request: It would be helpful to have the basics on a slide that is presented during the meeting.
 - Governance Committee Update: Darren Riley provided the Governance Committee Update. The committee met last month to discuss the recruitment process, and in particular, the onboarding process. There was a focus on improving the process to ensure board members have a good understanding of the role and responsibilities as it relates to operation of the school. There was also discussion around consideration of how the time of when a board member starts impacts their term. Historically, there have been instances where a board member may have started in the middle of school year vs the beginning - this raises questions as to how we figure out their term on the board. The goal for the next meeting we will be to pick up discussion of board recruiting processes and have a better sense of scheduling related to the ED search. Additionally, the committee is hoping to figure out a timeline for when they can kick off the search for new board members and what skills we may be looking for.
 - Board questions:
 - Q: What can be done to ensure more connection between new board members and the school?
 - Q: What is the ideal time for someone to join the Board? A: Ideally before September. However, board members don't always leave at the end of June, some leave before their term and we have to account for that.
 - Executive Director Committee Update: Michelle Stuntz gave an update on the Executive Director search. After the board approved the RFP and expense of the search, the committee finalized the contract and now it is signed. The committee has worked with the firm to plan several interview sessions with different stakeholders in the next few weeks - the dates and timelines will be released soon. The search firm has also shared the job description, and an email will be going to families on Friday and Saturday highlighting virtual sessions and the consultant will be planning to be on campus on March 24th.
 - Strategic Growth Committee Update: Lemar White shared that the Strategic Growth Committee had one meeting last week and will continue more conversations in future.

5. Public Comments: This is the time for attendees to make comments that are not related to agenda items below. Additionally, attendees can make a comment on the agenda item below if they cannot wait until the item is raised under the regular agenda. If necessary, attendees will be limited to 3 minutes of public comment. Trustees will take the public comment into consideration but they will not answer questions directly at this meeting unless the topic raised is included in the agenda item below.

- a. Paul Fraioli: As of 5:15, Mayor Bowser had updated the guidance that lifts indoor masks mandates and allows LEAs to lift the mandates including for Pre-K3 and



Pre-K4 students. Most people no longer need to wear them indoors and outside unless covid levels are high, and I'd like to ask that WYY follow through to align its own guidance with DC Health once OSSE has a chance to follow through with more detailed guidance.

- b. Andrew Shields: I echo Paul's comments and encourage WYY to embrace the latitude from Mayor Bowser and acknowledge we no longer require this mitigation which we know is inhibiting language acquisition - both in English and Chinese for our younger students.
- c. Paul Fraioli: Given that we are not sure how long it will take OSSE to work through the new regulations and I would like to ask the administration to reconsider enforcing travel guidance for unvaccinated students including PK3 and PK4 until new guidelines are released given what an important issue this is for families.

6. Regular Agenda Items:

A. Educational Upate - Melissa Volpe

- Melissa Volpe gave an update on the Public Charter School Boards assessment of Yu Ying's compliance. Compliance is measured across several domains including:
 - Community compliance: There were 0 complaints
 - Charter Goals updates: The school received a score of 92.5%, exceeding expectations
 - Compliance Review Report: The school is compliant with 0 issues/concerns
 - Procurement: The school is compliant with all contracts awarded during FY20-21
 - Midyear Data Snapshot (non-academic): The school is exceeding all goals
- Melissa also provided an update on Yu Ying's results in the annual DC public school lottery. The school received 1,079 applications and was ranked in the top 3 choice for 642 applications. Analysis of the data shows that Ward 4 and 5 continue to be highest interest wards. Additionally, while applications remain high, there is a decrease in PK-3 applications for SY22-23 (559) from SY21-22 (727) - it should be noted current PK3 application data does not include post lottery applications. We currently do not anticipate having any openings in the ECE seats. Although the trend is downward, it is important to note that trends are down over the sector, and compared to other charters, WYY is faring well.
- Questions from trustees
 - Q: Why are trends going down across the sector? A: PK3 and PK4 students are still unable to get vaccinated, and many parents are still not comfortable sending their children to school. We are also seeing many people continue to move outside of the DC area to be closer to family.

- 
- We are increasing PK-3 students for next year; we will also hold and set aside seats for families who may have forgotten to enroll.
 - Q: Have we seen shifts in equitable access? Yes - we did enrollment outreach and had posters in strategic rideshare places in Ward 5. We are focusing on increasing student representation in Ward 5.
 - Comments from the public
 - Discussion and feedback from trustees

B. Growth - Greenlighting Criteria - Maquita Alexander

- Building off of last month's presentation, Maquita Alexander provided a presentation on the background behind the growth strategy for Yu Ying. The initial "Why Grow?" was grounded in the high demand for YY, the desire to provide more high-quality opportunities for students in DC, and the reality that growth is good for the school's financial sustainability. Although Covid has shifted the initial timeline, we need to review why and how WYY thinks about growth moving forward. For instance, in SY22-23, we could add 16 for pl3 and add equitable access preference. There are several criteria that need to be analyzed when considering the green lighting criteria, including: Academics, Community Support, Financial Sustainability, Facilities, and the teacher pipeline.
 - Each criteria has specific measures and benchmarks that need to be explored further. For instance, in Academics, WYY should review growth on our NWEA MAP assessment to understand are our systems ready to be tested? Can we have more students in our academic programming? Are our interventions working and moving students through the program in ELA and Math? We want to ensure students are prepared to continue Chinese at DCI and we want to make sure they are meeting listening and speaking targets in the relevant Chinese assessments. Additionally, as it relates to community support, we reflect on current family support and demand from students and families via the lottery. When we previously assessed families, 41% of families who completed the survey thought the school was ready to open a second campus. Financial sustainability assesses net income, fundraising and reserves and facilities assesses occupancy expense and facility location. Other factors to consider are the teacher pipeline, and whether there are qualified applicants, staff retention, and the stability of the executive leadership team. As a next step, the YY Board Growth Committee has been restarted, internal criteria will be updated by the end of June by the leadership team, and the finance committee is working on financial modeling to address facility questions.
- Questions from trustees
 - Q: How did we decide these benchmarks? A: We worked with Bellwether

- 
- Q: Do we know how our students are performing at DCI? A: We do have a data sharing agreement that we have not leveraged as much with COVID. Anecdotally, with MAP, YY scored higher than the other feeder schools - we can add that data. The chinese track is small at DCI, Spanish comes from 4 schools vs 1 feeder for Chinese.
 - Q: Diving into the metrics for assessing if it was go or no go - can you share more about who receives interventions and the assessments? The assessment focuses on interventions for students who need more support in Tier 1 instruction to reach standards in ELA and Math. Students who are succeeding in Tier 1 wouldn't be part of intervention, if you are below level 3, then it guarantees you get extra support - we focus on students not making progress.
 - We should think about greenlighting that assesses academic health of the entire program vs interventions.
 - Q: If we were going to require a new building, we won't fill it at once, how does that work? A: We will need to come back with an answer about the occupancy expense - at full enrollment we can pay for it with our per pupil expense.
- Comments from the public
 - Discussion and feedback from trustees

A motion to adjourn open session and go into closed session was raised by Marcus, seconded by Lemar, at 726.

7. Closed Session - Kelly Yee

Note: This meeting is governed by the Open Meetings Act. Please address any questions or complaints arising under this meeting to the Office of Open Government at opengovoffice@dc.gov.