

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2020-2021 School Year

Pioneer Valley Chinese Immersion Charter School
317 Russell Street
Hadley, Massachusetts 01035

Contact: Richard Alcorn, Executive Director
Phone: (413) 582-7040
Fax: (413) 582-7068
E-mail: info@pvcics.org
Web: www.pvcics.org

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Introduction to the School

<i>Pioneer Valley Chinese Immersion Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hadley, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region	See below
Year Opened	2007	Year(s) Renewed	2012, 2017
Maximum Enrollment	584	Enrollment as of EOY June 2021	557
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist as of March 2021	178
Final # of instructional days during 2020-2021 School Year	172 ¹	Age of School as of 2020-2021 school year	14 years
School Hours	Remote/Hybrid/In- person: K-5 8:30 – 2:30; 6th-12th 8:30 – 3:15		
<p>Mission Statement</p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a kindergarten through grade 12² educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:</p> <ul style="list-style-type: none"> • To develop proficiency³ in Mandarin Chinese. • To maintain and extend students' proficiency in English. • To develop high levels of academic attainment, meeting or exceeding national and state standards, through rigorous study and instruction aligned with the Massachusetts Curriculum Frameworks. • To develop students' understanding of Chinese culture and the ability to interact successfully with others whose language and/or culture differs from their own. <p>PVCICS serves the Pioneer Valley region and offers a diverse group of students an innovative educational opportunity unavailable elsewhere in Massachusetts. PVCICS works to disseminate the school's experiences and serve as a resource for schools trying to develop similar programs.</p>			

¹ In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

² PVCICS's originally chartered grade span was K-8 and that grade span was in effect through the 2012-2013 school year. Due to the 2013 approval of an expanded grade span to K-12th, the mission statement was revised to be a K-12 grade span starting in the 2013-2014 school year.

³ Throughout this document, the term "proficiency" will refer to speaking, listening, reading and writing skills.

PVCICS's defined region of service includes communities in Franklin, Hampshire and Hampden counties. PVCICS's defined region of service is:

Agawam, Amherst, Amherst-Pelham (Amherst, Leverett, Pelham, Shutesbury), Belchertown, Chesterfield-Goshen (Chesterfield, Goshen), Chicopee, Conway, Deerfield, East Longmeadow, Easthampton, Frontier (Conway, Deerfield, Sunderland, Whately), Gill-Montague (Gill, Montague), Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham (Hamden, Wilbraham), Hampshire (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg), Hatfield, Hawlemont, Holyoke, Leverett, Longmeadow, Ludlow, Mohawk Trail (Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Shelburne), Northampton, Pelham, Pioneer Valley (Bernardston, Leyden, Northfield, Warwick), Shutesbury, South Hadley, Southampton, Springfield, Sunderland, West Springfield, Westfield, Westhampton, Whately, Williamsburg, Southwick-Tolland (Southwick, Tolland).

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

PVCICS's key design elements, from its original charter application and subsequent amendment to be a K-12 regional public charter school, continue to be focused on graduating students with high proficiency in both Chinese and English, combined with high levels of academic achievement. PVCICS is the first public charter school in the United States to offer a K-12 grade Chinese immersion program with the International Baccalaureate Diploma Programme (IB DP). PVCICS is an "IB for All" school meaning all students in 11th and 12th grades take a course load consisting only of IB courses.

PVCICS's educational philosophy is based on an understanding that through early and sustained immersion in Chinese language with culture integrated throughout, students will achieve high academic attainment and be highly proficient in two languages. During this process of learning, students develop sensitivity and tolerance for other cultures. The percentage of the school day spent in a Chinese classroom and English classroom changes depending on the grade level, with a higher percentage of time in the Chinese classrooms in grades K-5.

In the elementary school grades K-5, Chinese language acquisition occurs by using Chinese in an immersive environment where Chinese is the language of instruction during at least half of the school day. During the 2020-2021 school year, due to Covid-19 health guidelines, PVCICS adhered to this approach even when learning was in a remote online model. PVCICS teachers continued to use immersion best practices where no English is used by the teacher during the Chinese portion of the day, including three core subjects, Math, Chinese Language Arts, and Science. During the English portion of the day, English Language Arts and Social Studies are taught.

In middle and high school grades 6-12, English is used as the language of instruction for core subjects however all students continue taking Chinese Language Arts for two class periods per day. In high school, all PVCICS students prepare to take rigorous International Baccalaureate (IB) Diploma Programme (DP) courses in 11th and 12th grades. The goal of the high school program is to prepare students for college by giving them 21st century global skills. PVCICS requires its 11th and 12th grade students to take IB Mandarin so they continue developing their Chinese proficiency. In middle and high school Chinese courses, Chinese is used as the language of instruction as done in the elementary immersion program. For the 2020-2021 school year, due to Covid-19 health guidelines, PVCICS's middle and high school schedules were adapted for remote online learning and hybrid learning but the foundation for these schedules was the regular daily schedules used during in person learning.

PVCICS is faithful to the mission, vision and educational philosophy defined in its charter. PVCICS’s fourteen year track record of consistent high performance is evidence of the students’ ability to perform well academically in the Chinese immersion environment.

AMENDMENTS TO THE CHARTER IN 2020-2021

Date	Amendment Requested	Approved?
	None	

Access and Equity: Discipline Data

A. Publicly available student discipline data is available on the DESE website at the link below:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04970205&orgtypecode=6&fycode=2020>

B. The Student Discipline data table below is for 2019-2020 and accessible from the link above. Note: this table is the latest available on the MA Department of Elementary and Secondary Education website and listed per DESE’s instructions. Data rules are as follows:

“Data in this report are suppressed (cells are blank) when:

There are fewer than 6 students reported, based on the offense and student group selected.

The number of students disciplined and the types of discipline are suppressed.”

Source: <http://profiles.doe.mass.edu/help/data.aspx?section=students#ssdr>

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	548	9	0	0.4	1.5
English Learner	19	0	<i>See note above about blank cells</i>		
Economically Disadvantaged	125	4			
Students with Disabilities	69	6	0	1.4	8.7
High Needs	184	7	0	0.5	3.8
Female	281	2			
Male	265	7	0	0.8	2.3
American Indian or Alaska Native	0				
Asian	108	1			

African American/Black	51	3			
Hispanic/Latino	40	1			
Multi-race, Non-Hispanic/Latino	70	2			
Native Hawaiian or Pacific Islander	1				
White	278	2			

C. As a regional school serving thirty-nine rural, suburban and urban communities, PVCICS has an inclusive culture that appreciates a diverse student population. There is a high staff to student ratio with a code of conduct centered on respect for everyone. To reduce suspension rates, which are very low historically, PVCICS employs restorative practices to approach discipline. In 2020-2021, PVCICS opened a Peace Room to support student’s social and emotional needs, as well as providing a safe space for conflict resolution. The Peace Room was staffed during the school day and operated in virtual and in person modes. Students could refer themselves to the Peace Room or be referred by a staff person. The goal of the Peace Room is to reduce traditional disciplinary consequences with preventative and educational approaches.

Dissemination Efforts

PVCICS’s Chinese immersion model has demonstrated that its students can learn two languages and be successful. PVCICS disseminates knowledge about its program to the public and to educators in Massachusetts and out of state. As an educational entity, PVCICS also hosts pre-service teachers to build collaborative relationships with graduate schools of education. In 2020-2021, PVCICS adhered to Covid-19 health safety guidelines and disseminated information in virtual formats instead of in person. All conferences that PVCICS presented at were only held in virtual formats using Zoom, Google Meets or similar real-time synchronous live broadcast technology. This online format actually allowed more participants than in person since no one had to spend money travelling to conferences. PVCICS also hosted monthly virtual information sessions for prospective parents and any educators interested in learning about the school.

Highlights of dissemination activities in 2020-2021 include the following:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Developing Instructional Support Programs in a Bilingual Environment	Massachusetts Dual Language Annual Conference September 2020.	Director of Student Services, Director of Education and Principal	Massachusetts teachers and administrators in dual language programs from all over the state.	Presentation and conference agenda list the presentation. There was no grant funding for this.
Race, racism, social justice in Chinese immersion program	Asia Society “Truth to Power” panel discussion entitled, “Addressing Race, Racism and Social Justice in	Principal	Teachers and administrators in world language programs around the world.	Shared experiences in K-12 on how learning another language (e.g. Chinese immersion) can counter stereotypes about

	Foreign Language Classrooms”, January 2021			language learning. There was no grant funding for this.
Diversity, language learning and administration	National Charter School Conference for School Leaders of Color, “Amplifying the Voices of School Leaders of Color”. February 2021	Principal	Charter school leaders of color from around the country.	National coverage about the topic of school leaders of color and challenges they face. There was no grant funding for this.
Global citizenship and family engagement in dual language program	Asia Society “Raising Global Citizens” Discussion Series panelist. March 2021.	Principal	Educators, parents and others interested in bilingual or multi-lingual programs.	Shared experiences on how to develop students and children who graduate ready to be global citizens, especially those who are multi-lingual. There was no grant funding for this.
Education administration and leadership	National Chinese Language Conference Special Event, “Career Symposium: Level Up Your Career—from Teaching to Leadership” panelist. April 2021.	Principal	Teachers and administrators in Chinese language programs around the country.	Shared experiences on how to transition from teaching to school administration to help develop a new generation of school leaders. There was no grant funding for this.
Teacher training	Licensure practicum for pre-service teachers.	Teachers and administrators	Four UMass/Amherst Masters of Education, three UMass/Amherst Doctoral of Psychology graduate students, and five Mount Holyoke College Masters of Teaching graduate students.	Collaborative educational activities with local colleges. There was no grant funding for this.

ACADEMIC PROGRAM SUCCESS

Student Performance

A. PVCICS’s most recent 2020 school report card link is below,

<https://reportcards.doe.mass.edu/2020/04970205>

Academic Program

Since opening in 2007, PVCICS has demonstrated a consistent record of high academic performance in externally scored assessments (MCAS, IB, and STAMP Chinese tests) and internally scored assessments (BAS, SOPA). Both internal and external assessments are used to identify year-to-year performance trends.

In 2020-2021, due to Covid-19 health measures, PVCICS operated in remote, hybrid and in-person models. Students were allowed to opt to be remote for the school year. PVCICS phased in the return of students to in person learning with those deemed highest need returning first with social distancing, masking and smaller class sizes in place. For all K-12 grades, teachers and students were ready to use Google Meets to engage in live synchronous remote learning since they were familiar with this mode from the spring 2020 mandated school closures.

Much of PVCICS’s ability to “pivot” from one learning model to the next was due to the teamwork within the school and the carefully phased implementation of the different models with the goal of educational stability as a priority. PVCICS’s culture of continual reflection at how to improve its educational program also was an important factor. PVCICS’s remote and hybrid models employed daily schedules that were similar to the in-person schedules with core subjects meeting five days per week in a full day schedule that was only shortened by roughly one period compared to the “normal pre-Covid” extended day schedule. Monitoring student attendance/engagement was increased and additional staff were involved in monitoring the social-emotional welfare of students. PVCICS designed and implemented a Peace Room as a safe space for students needing social-emotional support both virtually and in person.

The 2020-2021 school year marked the fifth year the school had 12th graders and in June 2021, all 12th graders successfully graduated in an in-person graduation with Covid health measures in place. PVCICS’s high school is an “International Baccalaureate (IB) for All” program so all 11th and 12th graders were enrolled in all IB courses.

The 2020-2021 school year saw a growth in the student enrollment and as such in overall staffing. All increases to staffing were for instructional and student support staff with direct contact with students. With the major Covid-19 health restrictions easing⁴ for 2021-2022. PVCICS is planning for a normal in person school year for all students. Students whose educational progress was negatively impacted by Covid-19 will benefit from PVCICS’s extended day, school-wide Response to Intervention (RtI)⁵ process and high staff to student ratio. These components will help “accelerate” learning.

⁴ As of June 2021, DESE has lifted most Covid-19 restrictions in place in 2020-21 for schools however PVCICS will be monitoring any subsequent announcements from DESE and MA Department of Public Health (DPH).

⁵ In SY22, PVCICS will be using the term “MTSS” instead of “RtI”. MTSS is Multi-Tiered System of Support.

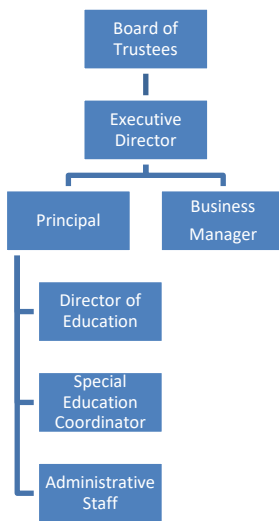
ORGANIZATIONAL VIABILITY

Organizational Structure of the School

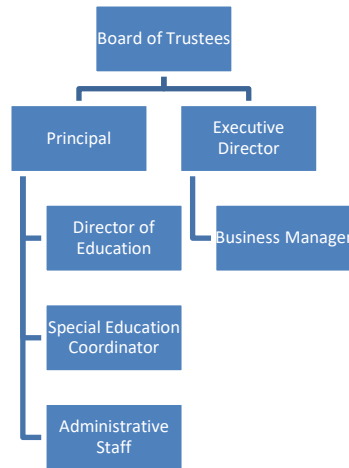
In 2020-2021, Ms. Linee Perroncel served the school as one of the Middle School Administrators. Mr. Kevin Lawson was Director of Operations and Student Assessments. There were no other changes to the administrative positions that were in place in the prior year.

The organization chart on the left was approved by the Massachusetts Department of Elementary and Secondary Education in 2010. A State Ethics Letter written to Mr. Richard Alcorn on June 24, 2010 functionally requires both Mr. Richard Alcorn and Ms. Kathleen Wang to report directly to the PVCICS Board of Trustees, as shown in the functional organization chart on the right.

Organizational Chart



Functional Organization Chart



Budget and Finance

A. FY2021 income statement – unaudited

For the Fiscal Year July 1, 2020 to June 30, 2021

Revenues		
	Tuition	\$8,655,418.00
	Grants	\$501,979.59
	Student Fees	\$45,284.55
	State Nutrition Funding	\$14,126.82
	Contributions & Fundraising	\$4,489.50
	Other Income	\$46,395.78
	Insurance proceeds	\$5,341.00
	Total	\$9,273,035.24
	Total Revenues	\$9,273,035.24
Expenses		
Salary		
	Administrative	\$879,597.97
	Counselor	\$136,369.61
	Teachers	\$3,552,239.11
	SPED Instructors	\$266,964.92
	Instructional Support Specials	\$316,731.06
	Other HR Specials	\$158,856.04
	Paraprofessionals	\$193,997.46
	Nurse	\$121,790.01
	School Psychologist	\$86,598.61
	Lunch Staff	\$0.00
	Maintenance/Building & Grounds	\$101,998.54
		\$5,815,143.33
	PTax & Other Fringe	
	Payroll Taxes	\$136,857.70
	Workers Compensation Insurance	\$32,412.38
	Other Fringe Benefits	\$488,262.58
	Total	\$657,532.66
	Student Expense	
	Consultant	\$7,048.60
	Professional Development Instructional	\$6,392.26
	Special Education	\$47,224.54
	Student Health Services	\$33,709.28
	Program Supplies and Materials	\$2,791.32
	Instructional Materials & Supplies	\$53,265.72
	Instructional Technology and Software	\$132,636.28
	Non-Instructional Supplies	\$42.49
	Transportation Vehicle Insurance	\$1,830.62

Student Transportation	\$166,227.07
Food Services	\$46,673.86
Athletic Services	\$7,557.44
Field Trips/Recreation	\$264.23
Testing and Assessment	\$44,309.34
Reserve for Covid 19 Expense	\$0.00
Total	\$549,973.05
Facility Expense	
Equipment & Furniture	\$97,369.74
Maintenance of Equipment	\$15,161.34
Maintenance Bldg & Grounds	\$198,289.03
Utilities	\$73,267.04
Rental/Lease of Building & Grounds	\$751,073.75
Rental/Lease Equipment	\$8,982.55
Deprec. Information Technology	\$39,190.86
Deprec. Furniture	\$25,825.69
Deprec. Equipment & Building	\$24,279.12
Deprec. Improvements	\$10,324.02
Total	\$1,243,763.14
Administrative Expense	
Audit	\$18,000.00
Out Source Accounting	\$23,400.00
Legal	\$62,030.27
Payroll Services	\$8,364.96
Professional Development-Admin	\$11,429.21
Dues/Licenses/Subscriptions	\$49,606.28
Office Supplies	\$6,613.95
Telephone	\$20,890.06
Printing/Reproduction	\$10,108.79
Postage	\$4,251.66
Contributions	\$0.00
Bank/Finance Charges	\$971.85
Travel Expense-Conference	\$385.00
Recruitment/advertising	\$31,679.59
Insurance	\$47,421.00
Fundraising-School	\$0.00
Board Expenses	\$6,010.70
Other Administrative	\$4,171.93
Community Policing Expense	\$10,420.00
Total	\$315,755.25
Total Expenses	\$8,582,167.43
NET SURPLUS/(DEFICIT)	\$690,867.81

B. FY2021 statement of net assets (balance sheet) - unaudited

*All numbers are in dollars (\$).
June 30, 2021 DRAFT*

	Current Actual	June 2020	Change YTD
Assets			
Current Assets			
Cash			
Cash-Operations	\$2,076,356.34	\$1,621,720.84	\$454,635.50
GREENFIELD CD 3741	\$511,971.78	\$508,866.56	\$3,105.22
GREENFIELD CD 3758	\$0.06	\$0.06	\$0.00
UMass FIVE Credit Union	\$514,678.59	\$0.00	\$514,678.59
Undeposited Funds	\$0.00	\$508,866.00	(\$508,866.00)
	\$3,103,006.77	\$2,639,453.46	\$463,553.31
Prepaid Expenses			
Prepaid Expense	\$194,036.41	\$20,757.91	\$173,278.50
Prepaid Rent	\$62,107.92	\$60,807.92	\$1,300.00
Prepaid Insurance	\$7,603.00	\$1,783.00	\$5,820.00
	\$263,747.33	\$83,348.83	\$180,398.50
Due to/From Related Parties			
Due from Related Parties	\$3,327.85	\$6,542.59	(\$3,214.74)
Due to Related Parties	\$6,977.78	\$6,977.78	\$0.00
	(\$3,649.93)	(\$435.19)	\$3,214.74
Total Current Assets	\$3,363,104.17	\$2,722,367.10	(\$640,737.07)
Fixed Assets			
Property, Plant and Equipment	\$1,454,899.77	\$1,101,833.11	\$353,066.66
Accumulated Depreciation	(\$710,523.40)	(\$610,903.71)	(\$99,619.69)
Total Fixed Assets	\$744,376.37	\$490,929.40	\$253,446.97
Other Assets			
Prepaid Rent L/T			
Prepaid Rent L/T Portion	\$552,338.83	\$608,079.46	(\$55,740.63)
Total Prepaid Rent L/T Portion	\$552,338.83	\$608,079.46	(\$55,740.63)
Total Other Assets	\$552,338.83	\$608,079.46	(\$55,740.63)
Total Assets	\$4,659,819.37	\$3,821,375.96	(\$838,443.41)
Liabilities and Net Assets			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable-Trade	\$218,697.28	\$191,196.37	(\$27,500.91)
	\$218,697.28	\$191,196.37	(\$27,500.91)
Accrued Expense			
Accrued Expense	\$29,605.03	\$29,430.03	(\$175.00)
Accrued Payroll	\$198,608.41	\$162,634.54	(\$35,973.87)
Annual Contract Accrual-Teachers	\$520,872.90	\$520,872.90	\$0.00

Payroll Taxes to Allocate	(\$12,137.43)	\$0.00	\$12,137.43
MTRS	\$45,576.99	\$1,544.33	(\$44,032.66)
Accrued Payroll Taxes-Federal	\$9,369.72	\$9,422.16	\$52.44
Accrued Payroll Taxes-State	\$2,168.16	\$2,283.22	\$115.06
	\$794,063.78	\$726,187.18	(\$67,876.60)
Due to Due form			
Due to/From PVCICS	\$55,622.01	\$0.00	(\$55,622.01)
Total	\$55,622.01	\$0.00	(\$55,622.01)
Deferred Revenue-Current Portion			
Deferred Revenue	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
National Honor Society			
National Honor Society	\$400.00	\$400.00	\$0.00
	\$400.00	\$400.00	\$0.00
Sunshine Fund			
Sunshine Fund	\$562.52	\$1,258.16	\$695.64
	\$562.52	\$1,258.16	\$695.64
Total Current Liabilities	\$1,069,345.59	\$919,041.71	(\$150,303.88)
Long Term Liabilities			
Graduating Class Funds			
All Classes	\$13,875.34	\$16,309.76	\$2,434.42
	\$13,875.34	\$16,309.76	\$2,434.42
BSU Club			
BSU CLUB	\$660.43	\$1,125.66	\$465.23
	\$660.43	\$1,125.66	\$465.23
PVCICS Student Council Funds			
PVCICS Student Council	\$419.00	\$419.00	\$0.00
Total	\$419.00	\$419.00	\$0.00
Total Long-Term Liabilities	\$14,954.77	\$17,854.42	\$2,899.65
Total Liabilities	\$1,084,300.36	\$936,896.13	(\$147,404.23)
NET ASSETS			
Unrestricted Net Assets	\$3,575,347.64	\$2,884,479.83	\$690,867.81
TOTAL NET ASSETS	\$3,575,347.64	\$2,884,479.83	\$690,867.81
Total Liabilities and Net Assets	\$4,659,648.00	\$3,821,375.96	(\$838,272.04)

C. FY2022 School Budget

Approved at the June 24, 2021 meeting of the PVCICS Board of Trustees

Revenues		
Tuition		\$8,877,750.00
Grants		\$268,420.00
Student Fees		\$253,500.00
State Nutrition Funding		\$40,000.00
Contributions & Fundraising		\$15,000.00
Other Income		\$20,000.00
Total		\$9,474,670.00
Total Revenues		\$9,474,670.00
Expenses		
Salary		
Administrative		\$965,783.25
Counselor		\$209,566.96
Teachers		\$3,674,793.64
SPED Instructors		\$566,256.10
Instructional Support Specials		\$457,961.78
Other HR Specials		\$92,250.00
Paraprofessionals		\$83,093.36
Nurse		\$116,116.00
School Psychologist		\$88,909.60
Lunch Staff		\$11,880.00
Maintenance/Building & Grounds		\$104,212.16
		\$6,370,822.85
PTax & Other Fringe		
Payroll Taxes		\$165,175.76
Workers Compensation Insurance		\$38,970.87
Other Fringe Benefits		\$531,958.76
Total		\$736,105.39
Student Expense		
Consultant		\$7,000.00
Professional Development Instructional		\$25,000.00
Special Education		\$52,000.00
Student Health Services		\$10,000.00
Program Supplies and Materials		\$7,000.00
Instructional Materials & Supplies		\$100,000.00
Instructional Technology and Software		\$60,000.00
Transportation Vehicle Insurance		\$2,000.00
Student Transportation		\$300,000.00
Food Services		\$127,900.00
Athletic Services		\$16,000.00
Field Trips/Recreation		\$30,000.00

Testing and Assessment	\$35,000.00
Total	\$771,900.00
Facility Expense	
Equipment & Furniture	\$30,000.00
Maintenance of Equipment	\$17,000.00
Maintenance Bldg & Grounds	\$180,000.00
Utilities	\$85,000.00
Rental/Lease of Building & Grounds	\$759,010.08
Rental/Lease Equipment	\$10,000.00
Deprec. Information Technology	\$43,000.00
Deprec. Furniture	\$30,000.00
Deprec. Equipment & Building	\$27,000.00
Deprec. Improvements	\$12,000.00
Total	\$1,193,010.08
Administrative Expense	
Audit	\$21,600.00
Out Source Accounting	\$26,000.00
Legal	\$75,000.00
Payroll Services	\$10,000.00
Professional Development-Admin	\$5,000.00
Dues/Licenses/Subscriptions	\$60,000.00
Office Supplies	\$7,000.00
Telephone	\$20,000.00
Printing/Reproduction	\$11,000.00
Postage	\$5,500.00
Contributions	\$500.00
Bank/Finance Charges	\$500.00
Travel Expense-Conference	\$600.00
Recruitment/advertising	\$50,000.00
Insurance	\$52,000.00
Fundraising-School	\$2,000.00
Board Expenses	\$5,000.00
Other Administrative	\$5,000.00
Community Policing Expense	\$15,000.00
Total	\$371,700.00
Total Expenses	\$9,443,538.32
NET SURPLUS/(DEFICIT)	\$31,131.68

C.b. FY22 Enrollment Table

FY22 Enrollment Table	Number
# of students pre-enrolled via March 2021 submission	584
# of students upon which FY22 budget tuition line is based	570
# of expected students for FY22 first day of school	570 to 584
<p>Please explain any variances: <i>PVCICS budgeted conservatively by using numbers based upon the FY20 budget and enrollment, due to the Covid-19 emergency. Final enrollment is uncertain because of Covid-19, which will play a role in decisions being made by parents. At this time we have 584 newly admitted or returning students and waitlists for most grades. Final enrollment is uncertain.</i></p>	

D. FY2022 Capital Plans

PVCICS Facilities Maintenance

FY22 PVCICS will be:

1. Purchasing a Handicapped Accessible Activity Bus at a cost of roughly \$75,000.00
2. Replacing Gym HVAC at a cost of roughly \$20,000.00
3. Installing touchless bathroom fixtures at a cost of roughly \$40,000.00
4. Upgrading the school's security camera system at a cost of roughly \$30,000.00
5. Upgrading the school's wireless internet and network at a cost of roughly \$20,000.00
6. Upgrading projectors in 5 classrooms at a cost of roughly \$20,000.00
7. Exploring ways to provide additional space either by leasing new space or remodeling existing space.

PVCICS Expansion Project

Description of the project: PVCICS is working on developing the space needed to support the continuing and projected growth of the school. PVCICS anticipates funding will come from a combination of local bank financing and financing from the USDA – Rural Development. PVCICS will be exploring submitting an updated charter amendment to secure authorization for additional student seats needed to justify financing the addition.

Current status of the project: Developing options.

Current estimated schedule for the completion of the project: To be determined.

Current estimated cost for the project: To be determined.

How the school plans to finance the project: The school expects to secure funding from a combination of construction and term loans from a local bank and a mortgage from the United States Department of Agriculture – Rural Development.

Has the school established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended: The PVCICS Educational Foundation must maintain a reserve account as part of existing loan agreements. The reserve is not dedicated to this project.

Appendix A: Accountability Plan 2020-2021

Note: This Accountability Plan was approved by MA Dept. of Elementary and Secondary Education on May 15, 2019.

Faithfulness to the Charter

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence																
Objective: Research studies have documented that student in language immersion programs develop English and target language literacy skills over time. K-3 grade English reading performance is strong and demonstrates improvement over time. (Key Design Element 1⁶)																		
<p>Measure: In each grade, K-3, the Fountas and Pinnell Benchmark Assessment System (BAS), will be used to track improvement in English reading and show that the average year-end scores of all students who have been enrolled for at least two years will be on or above grade-level.</p>	Partially Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Initial Entry Year</th> <th>Average Year-End BAS Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>K</td> <td>2019-2020</td> <td>I</td> </tr> <tr> <td>2</td> <td>K</td> <td>2018-2019</td> <td>O</td> </tr> <tr> <td>3</td> <td>K</td> <td>2017-2018</td> <td>R</td> </tr> </tbody> </table> <p>Note: BAS score J is at grade level for 1st grade but the 1st graders did not meet that by one Fountas and Pinnell level. This 1st grade was in remote learning due to Covid-19 at the end of their Kindergarten year in spring 2020 and in the 2020-2021 school year. M is at grade level for 2nd grade and the 2nd graders were above grade level. P is at grade level for 3rd grade and the 3rd graders were above grade level.</p>	Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score	1	K	2019-2020	I	2	K	2018-2019	O	3	K	2017-2018	R
Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score															
1	K	2019-2020	I															
2	K	2018-2019	O															
3	K	2017-2018	R															

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Research studies have documented that the International Baccalaureate (IB) Diploma Programme is highly aligned with the Knowledge and Skills for University Success. All PVCICS grade 11-12 students will access a world class education by embracing their course work in the International Baccalaureate Diploma Programme at PVCICS. (Key Design Element 1)		
<p>Measure: 95% of the members of the graduating class who register to take 4 or more IB exams will earn at least two IB course scores of 3 or higher by July of their graduation year.</p>	Met	<p>100% of students registered for four or more IB exams (n=27) earned two or more IB scores of 3 or higher in the 2021 session (reported in July 2021).</p>
<p>Measure: Each year at least 50% of the members of the graduating class who attempt the IB Diploma will earn their IB Diplomas.</p>	Met	<p>92% (22/24) of students in the graduating class of 2021 who attempted the IB Diploma earned their IB Diploma.</p>

⁶ PVCICS has three Key Design Elements: 1) High academic achievement, 2) Proficiency in Chinese language and 3) Develop understanding of Chinese culture.

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence																					
Objective: PVCICS students will develop proficiency in Chinese language (Key Design Element 2)																							
Measure: Annually, in each grade K-2, on the Chinese SOPA, eighty percent of all students who have been enrolled for at least two years, will achieve Junior Novice Low or above proficiency.	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least two years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>K</td> <td>100%</td> </tr> <tr> <td>2</td> <td>K-1</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least two years are included in this data. SOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency	1	K	100%	2	K-1	100%												
Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency																					
1	K	100%																					
2	K-1	100%																					
Measure: Annually, in each grade 3-5, on the Chinese STAndards-based Measurement of Proficiency 4Se (STAMP 4Se), eighty percent of all students who have been enrolled for at least four years, will achieve Novice-Mid or above proficiency.	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least four years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>K</td> <td>91%</td> </tr> <tr> <td>4</td> <td>K-1</td> <td>100%</td> </tr> <tr> <td>5</td> <td>K-2</td> <td>96%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled at least four years are included in the percentage of students above. STAMP 4Se measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency	3	K	91%	4	K-1	100%	5	K-2	96%									
Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency																					
3	K	91%																					
4	K-1	100%																					
5	K-2	96%																					
Measure: Annually, in each grade 6-11, on the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S), eighty percent of all students who have been enrolled for at least seven years, will achieve Intermediate Low or above proficiency.	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>K</td> <td>84%</td> </tr> <tr> <td>7</td> <td>K-1</td> <td>92%</td> </tr> <tr> <td>8</td> <td>K-2</td> <td>100%</td> </tr> <tr> <td>9</td> <td>K-3</td> <td>100%</td> </tr> <tr> <td>10</td> <td>K-4</td> <td>100%</td> </tr> <tr> <td>11</td> <td>K-5</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least seven years are included in this data. STAMP 4S measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency	6	K	84%	7	K-1	92%	8	K-2	100%	9	K-3	100%	10	K-4	100%	11	K-5	100%
Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency																					
6	K	84%																					
7	K-1	92%																					
8	K-2	100%																					
9	K-3	100%																					
10	K-4	100%																					
11	K-5	100%																					
Measure: Annually, in grade 12, on the IB Mandarin test, eighty percent of all students who have been enrolled for at	Met	100% of the 12 th graders in 2020-2021 who were enrolled for at least thirteen years, achieved a 3 or above on the IB Mandarin test. Note: due to Covid-19, the International Baccalaureate granted a non-exam route and for the May 2021 exam period schools worldwide granted																					

least thirteen years will achieve a 3 or above.		this option were assessed using an IBO alternate assessment process to score students. Based on this, the IBO issued student scores.
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	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence
Objective: PVCICS students will develop an understanding of Chinese culture. (Key Design Element 3)		
Measure: Annually, in each grade K-12, eighty percent of all students who have been enrolled for at least two years, will achieve Novice-Mid or above proficiency in understanding of Chinese culture based on “ACTFL World Readiness Standards” for Culture.	Met	In 2020-2021, due to Covid-19, student assemblies were done virtually to allow social distancing as a health precaution. For students in grades K-12 who were enrolled for at least two years, 100% achieved Novice-Mid or above proficiency in understanding of Chinese culture based on ACTFL intercultural communication benchmarks (part of the ACTFL World Readiness Standards). School wide events were: Moon Festival, Chinese New Year and Pen Pal Exchange with China and Taiwan. Within these events, students had to listen, observe, interpret, analyze and evaluate Chinese culture.

Dissemination

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence
Objective: PVCICS will share its innovative practices with other public school educators.		
Measure: At least once a year, PVCICS will host a workshop for Massachusetts public school educators on a topic related to instruction and/or student support activities.	Met	PVCICS presented a session in September 2020 for the Annual MA Dual Language Conference. Due to Covid-19, this presentation was virtual since the entire conference was in a virtual format. The topic was “Developing Instructional Support Programs in a Bilingual Environment”.
Measure: At least once a year, PVCICS will submit a proposal for a presentation at a professional conference for public school dual language educators related to its Chinese language and culture program.	Met	PVCICS submitted a proposal for an educational series hosted by Asia Society called “Truth to Power”. PVCICS’s Principal participated in a panel discussion in January 2021 about “Addressing Race, Racism and Social Justice in Foreign Language Classrooms”. Due to Covid-19, this was a live stream virtual program accessible to educators worldwide.

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2021

Implementation Report on 2020-2021 Recruitment Plan

PVCICS holds regular Information Sessions to inform parents and prospective students about the program that the school offers. Information sessions describe the social, emotional, financial and academic support services available at PVCICS for students. Some of the activities used to recruit students include:

- PVCICS recruitment flyers state that “Children with special needs are welcome at PVCICS”.
- The main page of the PVCICS website has links to a 'Students with Disabilities Notice' and the 'English Learners Notice of Rights'.
- A Special Education teacher and an English Learner teacher hosted an information session.
- Google translator works with the PVCICS website.
- Literature was distributed at the Northampton offices of the Center for New Americans and the Northampton offices of the International Language Institute of Massachusetts.
- PVCICS worked with the New England Farm Workers Council to provide childcare vouchers. PVCICS publicizes this program to the PVCICS community.
- Flyers were distributed at the Amherst Survival Center.
- Bus service is provided for Greenfield, Holyoke, Chicopee and Springfield areas.
- PVCICS provides information about the social, emotional, financial and academic support services for selected populations available at information sessions and online.
- Information sessions included an invitation to have the school principal meet with parents and students requesting information about services for selected populations, either immediately following the information session or during regular school hours.
- Literature was distributed at Center for New Americans in Greenfield, Community Action location in Greenfield, and at three Springfield libraries.

Based on data from the DESE web site, the table below shows the changes in PVCICS’s selected populations. This table is based on comparing October SIMS data from year to year.

Percentage of Students in Selected Population				
Selected Population	2017-2018	2018-2019	2019-2020	2020-2021
English Learner	2.8	3.2	2.8	3.0
Students with Disabilities	5.9	5.5	9.4	10.7
Economically Disadvantaged	16	15.7	18.7	23.4

The changes in percentages from the 2019-2020 school year to the 2020-2021 school year were as follows.

- Students with Disabilities: Based upon October 2020 reporting, the number of ‘Students with Disabilities at PVCICS increased from 9.4% to 10.7%. The state uses the number of Individual

Education Programs (IEPs) in place at a school as the measure of the number of students with disabilities. In order for a student to receive an IEP the student must both have a disability and not make effective progress. June 2021 End of Year reporting shows PVCICS had 68 students with an IEP, which represented roughly 12.2% of the student population and is close to our 2021 state defined GNT target percentage of 13.6%.

Review of available data demonstrates some of the differences between PVCICS and traditional public-school districts. The school day at PVCICS is longer which effectively provides, roughly, an additional 30 days of school per year compared to a traditional school district. The DESE 2017 'Resource Allocation and District Action Reports' (RADAR) data showed that PVCICS has 70% more 'Teachers' (general education, special education and Bilingual/ESL) per student than the state average. PVCICS had 170% more 'Sped Teachers' per student than the state average. PVCICS has more 'Teachers' and 'Sped Teachers' per student than can be found in neighboring public-school districts.

PVCICS staff believes the school's robust RtI program, greater number of teachers and greater student classroom time reduces the percentage of students with disabilities, who do not make effective progress. This reduces the number of students with IEPs and explains our lower than typical percentage of students with disabilities.

- English Learner (EL): The English Learner metric reports the percentage of students receiving English Learner services. The percentage of PVCICS students receiving English Learner services increased from 2.8% to 3.0%.

State law requires charter schools to attract and enroll a student population comparable to the schools in their region of service. However, the state does not report on the percentage of EL students attracted to and enrolling into charter schools each year. Instead the state uses the percentage of students receiving EL services at charter schools, as an indicator of recruitment and enrollment. This approach penalizes schools that have greater success graduating students out of EL services.

CHART enrollment demographics shows 22.5% of 2021 PVCICS students were 'First Language Not English' (FLNE). This is well above the reported 14.3% of FLNE student within our state defined regional comparison index.

While serving a higher percentage of 'First Language Not English' students, the percentage of students at PVCICS receiving English Learner services is lower at 3.0% than the 2021 state defined GNT target percentage of 5.3%. The metric, used by the state, does not accurately reflect PVCICS's success attracting and enrolling EL students, because PVCICS has been graduating students from EL services, after they meet English targets, at roughly twice the state average rate, based upon a comparison of PVCICS's results to statewide results found in *ACCESS for ELLs - 2018 Statewide Results* published by DESE in January 2019. Were the state to measure the percentage of EL students attracted to and enrolling at PVCICS, as specified by state law, we believe PVCICS would exceed the target.

Both Amherst and Holyoke Public Schools now offer a Spanish dual language immersion program, which may have greater appeal to EL students with Spanish as a home language. Spanish is the dominant second language for EL students in our region.

- Economically Disadvantaged: Based upon October 2020 reporting the percentage of Economically Disadvantaged students at PVCICS grew from 18.7% to 23.4%, which represents a 25% year over year increase.

During the 2018-2019 school year PVCICS received access to the MA Executive Office of Health and Human Services databases that helped school staff to identify and support economically disadvantaged students, who have not exercised their right to enroll for state and federal services.

Wait list data shows growing demand from communities with high needs populations. PVCICS is working to expand the number of seats to serve all students. Expansion will also make more funds available for bus services to areas with higher percentages of students with high needs.

Students coming from urban centers with far higher low-income numbers tend to be further away from the school campus. The Massachusetts Charter Public School Association has supported changing charter school legislation to permit preferential admission for targeted groups.

- **High Needs:** High Needs students served, which includes all the populations previously described, grew from 28.1% of the school population to 33.4%, which represents a 19% year over year increase. This is compared to a 5% increase in the statewide average. PVCICS is clearly being quite successful recruiting high needs students. More high needs students could be served, if the state allowed the school to enroll more new students.

General Recruitment Activities Undertaken Each Year Which Apply to All Students

PVCICS will advertise its information sessions and its public website address on radio stations covering PVCICS’s region of service. PVCICS will use targeted emails and literature drops to after-school programs, enrichment organizations, heritage language schools, community organizations and public libraries.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2020-2021 Strategies

(a) CHART data

School percentage:
10.7%

GNT percentage:
13.6%

CI percentage: 15.6%

The school is below GNT percentages and below CI percentages

- PVCICS will work to make explicit in the school’s recruitment efforts the special education, social, emotional and academic support services available at PVCICS.
- PVCICS website and recruitment flyers state that “Children with special needs are welcome at PVCICS”.
- Services are described at information sessions and on the public website.
- A special education teacher hosted at an information session
- Information sessions included time for parents and students to receive additional information about special education services.
- PVCICS recruited a full time licensed special education administrator and updated the information session presentation to reflect this fact.
- Information sessions direct prospective families to the school website and SEPAC page for contact information and details about programs, events, and special needs services.
- PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.
- PVCICS information sessions will publicize the fact PVCICS has a higher ratio of special education staff to special education students than most public schools.
- Pick-up and drop-off bus service to Springfield is non-stop.
- PVCICS added a bus stop in a district with a higher percentage of students with disabilities during the 2018-2019 school year.
- PVCICS contracted for a larger bus to serve Springfield.

	<ul style="list-style-type: none"> • June 2021 End of Year SIMs reporting for the 2020-2021 school year shows that the school ‘Students with Disabilities’, meaning students with IEPs, percentage grew to roughly 12.2%, which is close to the 2021 GNT percentage. • PVCICS will present how PVCICS supports ‘Students with Disabilities’ during the current Covid-19 pandemic at our information sessions, if relevant.
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • PVCICS will present how our staff includes Chinese fluent special education teachers at our information sessions. We expect our percentage will grow next year.

Limited English-proficient students/English learners

	(b) 2020-2021 Strategies
	<ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support for Limited English-proficient students available at PVCICS. • Services are described at information sessions and on the public website. Google translator works with PVCICS’s website. • As occurred last year, an English Learner teacher will host an information session; • Information sessions will include time for parents and students to receive additional information about services for limited English-proficient students. • PVCICS will continue to distribute flyers at Centers for New Americans and at the International Language Institute of Massachusetts. • Services include reduced cost for student bus service to and from Holyoke, Chicopee, Springfield and Greenfield, which have a higher percentage of Limited English-proficient students. • PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes. • Pick-up and drop-off bus service to Springfield is non-stop. • PVCICS added a bus stop in a district with a higher percentage of students with limited English proficiency during the 2018-2019 school year. • PVCICS contracted for a larger bus to serve Springfield. • PVCICS information sessions will publicize the fact, historically, PVCICS graduates EL students out of services at roughly twice the state average rate. • PVCICS will present how PVCICS supports ‘Limited English-proficient students/English learners’ during the current Covid-19 pandemic at our information sessions, if relevant.
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • PVCICS information sessions will publicize that the school has had no attrition of EL students for two years

(a) CHART data

School percentage:
3.0%

GNT percentage:
5.3%

CI percentage: 6.3%

The school is below GNT percentages and below CI percentages

Students eligible for free or reduced lunch (Low income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 23.4%</p> <p>GNT percentage: 31.2%</p> <p>CI percentage: 47.2%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who have direct certification as Economically Disadvantaged. • Services include reduced cost for student bus service to and from Holyoke, Chicopee, Springfield and Greenfield, which have a high percentage of Economically Disadvantaged students. • Supports for Economically Disadvantaged students are described at information sessions and on the school’s website. • PVCICS will continue to post flyers at regional Community Action centers, public libraries and the area survival centers. • Information sessions will continue to include time for parents and students to receive additional information about services for Economically Disadvantaged students. • PVCICS will provide flyers to at least two YMCA programs that tend to service lower income families and their children. • PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes. • Pick-up and drop-off bus service to Springfield is non-stop. • PVCICS added a bus stop in a district with a higher percentage of economically disadvantaged students during the 2018-2019 school year. • PVCICS is contracted for a larger bus to serve Springfield. • PVCICS educated parents of enrolled students about the Project Bread Food Source Hotline to encourage all eligible students to enroll. • PVCICS information sessions publicized the fact PVCICS exceeded the state's average Student Growth Percentiles (SGP), which measures how a group of students’ achievement has grown or changed over time, for "High Needs" students. • PVCICS will present how PVCICS supports ‘Low income/Economically Disadvantaged’ students during the current Covid-19 pandemic at our information sessions, if relevant <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Existing strategies have resulted in considerable growth in the target population. We expect our percentage to increase as new students are enrolled in the school. PVCICS will work to make more seats available to new students.
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Supports for students who are sub-proficient are described at information sessions and on the public website. • PVCICS distributed flyers at local after-school enrichment and tutoring centers. • PVCICS will be explicit about how its programmatic elements (e.g., two teachers in all K-5 classes and extended school day) are beneficial to students who have struggled academically and/or may need more intensive support.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students at risk of dropping out of school. Supports for students at risk of dropping out of school are described at information sessions and on the public website.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students who have dropped out of school. Supports for who have dropped out of school are described at information sessions and on the public website.

Retention Plan 2020-2021

Implementation Report on 2020-2021 Retention Plan

PVCICS has licensed staff and procedures to support the needs of diverse learners, including those with special education and English Learner needs. See the “Program Delivery” section under the “Academic Program Success” heading of this document for staffing details. PVCICS has dedicated space for students who need special instruction or services. The school provides small group instruction for students who need additional academic support in core academic subjects including Chinese.

In 2020-2021, PVCICS was in its ninth year implementing a robust Response to Intervention (RtI) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. RtI is a regular education initiative of differentiated instruction to improve learning outcomes for students without requiring a diagnosed disability. PVCICS’s RtI team of teachers, instructional support staff and specialists, met monthly to consistently monitor information showing how a student is progressing and make recommendations on the use of specific teaching techniques, the collection of data, and additional support.

If the student continues to have difficulties, the student is referred to the Student Support Team (“SST”) which will either recommend that additional interventions be implemented or makes a referral to special education. The school has a certified full-time special education administrator who advises the Student Support Team (SST), coordinates in-house and contracted special education services, and provides professional development regarding special education for staff. Similarly, PVCICS has established procedures designed to identify, support and evaluate students who are English Learners.

The Education Reform Act of 2010 mandated backfilling students, potentially with no fluency in Chinese, into grades where core curriculum is taught in Chinese in classrooms principally populated with students who have studied Chinese in an immersion setting for years. PVCICS enhanced its RtI with Chinese Support Intervention (CSI) and roughly 20% of students in 2020-2021 received CSI to help retain these state-mandated late-entry students and other students requiring support for Chinese.

The PVCICS staff believes that the robust RtI program reduces the percentage of students referred for Special Education. In 2020-2021 roughly 28% of PVCICS students received RtI interventions. In 2020-2021 roughly 8.6% of PVCICS students had 504’s. One indication of the effectiveness of PVCICS’s robust RtI program is the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.

The 2020-2021 goal, based upon October SIMS data, for student retention was 90.0%. The actual student retention was 91.1%. Student retention at PVCICS was lower than the state average of 91.3% and equal to the comparison median of 91.1% reported for “all students”.

PVCICS experienced 0.0% attrition for English Learners (EL), which is well below the state average of 11.5% and the comparable median of 8.5%.

Roughly 16.7% of Students with Disabilities left PVCICS. The attrition rate of students with disabilities was above the third quartile percentage of 13.3%.

The attrition rate of Economically Disadvantaged students was 4.0% well below the third quartile percentage of 13.4%.

When one examines attrition of “High Needs” students, which includes Students with Disabilities, English Learners and Economically Disadvantaged students, PVCICS is at 8.8%, which was below the third quartile percentage of 12.9%. PVCICS has added special education and instructional support staff to support the growing number of higher needs students entering the school.

In 2019-2020 PVCICS experienced extraordinarily high attrition (55%) for “All Students” rising to high school. The attrition for students rising into high school was double historical averages. It is noteworthy that Chart data indicates none of these departing students were “High Needs” students. Some of the attrition reflects a decision by students and parents/guardians to place greater priority on extracurricular activities that PVCICS is currently too small to support. Some attrition may also reflect a decision not to devote such a large portion of the school day to language learning. The 2020-2021 attrition of “All Students” rising to high school has reverted to close to the state average of roughly 25%.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	91.0%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 16.7%</p> <p>Third Quartile: 13.3%</p> <p>The school is above third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • PVCICS will continue to provide social, emotional and academic support for special education students. • PVCICS uses the RtI model for early academic intervention and has reading specialists, counselors, SPED teachers and other specialists (SLP, OT, PT) on staff. The RtI process employs progress monitoring, escalating intervention, and referral to SPED, as needed. • PVCICS will continue to maintain a full range of services for students on IEP’s. • PVCICS will continue to build skill by providing teacher training. • PVCICS believes that by delivering required IEP services, IEP student retention will be raised. • PVCICS hired a full time licensed special education administrator. • PVCICS will publicize to parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • PVCICS will publicize to parents/guardians the fact PVCICS has had a higher ratio of special education staff to special education students than most public schools.
	<p>(c) 2021-2022 Additional Strategy(ies)</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies.</p> <ul style="list-style-type: none"> • PVCICS will advertise to hire an additional Special Education Paraprofessional for the 2021-2022 school year to better support students with disabilities.

Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 0.0%</p> <p>Third Quartile: 14.4%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students. • PVCICS uses the RtI model for early academic intervention and has two licensed ESL teachers available to provide EL services. PVCICS has sent staff for RETELL training to ensure compliance with the new regulatory environment. • The RtI process employs progress monitoring and escalating intervention, as needed. • PVCICS believes that by delivering appropriate EL services, LEP student retention will increase. • PVCICS will publicize to its parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • PVCICS will publicize that 30.8% of our Limited English-proficient students graduated from receiving services in the 2017-2018 school year
	<p align="center">(c) 2021-2022 Additional Strategy(ies)</p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>

Students eligible for free or reduced lunch (Low income/Economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 4.0%</p> <p>Third Quartile: 13.4%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • PVCICS will continue to offer Economically Disadvantaged students social, emotional and academic support. • PVCICS will send an informational flyer to all incoming parents on the New England Farm Workers program to provide childcare vouchers or provide a comparable alternative, if the NEFW program ends. • PVCICS is eligible for Title I funding and will use these funds to support a reading specialist. • PVCICS will publicize to parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • Students that have direct certification as Economically Disadvantaged will receive free bus service on the supported routes. • PVCICS has developed a social-emotional learning program focused on preventative measures to help students from all backgrounds.
	<p align="center">(c) 2021-2022 Additional Strategy(ies)</p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>

Appendix C: School and Student Data Tables

Student demographic information can be found on the Massachusetts Department of Elementary and Secondary Education's website at the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04970205&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS (Data as of the October 2020 SIMS submission)	
Race/Ethnicity	% of School
African American	10.2
Asian	19.6
Hispanic	8.9
Native American	0
White	48.4
Native Hawaiian, Pacific Islander	0.2
Multi-race, non-Hispanic	12.7
Selected Populations	% of School
First Language not English	22.5
English Language Learner	3.0
Students with Disabilities	10.7
High Needs	33.4
Economically Disadvantaged	23.4

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date as Admin	End date
Richard Alcorn, Executive Director	The Executive Director is the school's leader responsible for the strategic management of the organization.	9/2010	N/A
Kathleen Wang, Principal	The Principal is the school's educational operations leader responsible for the implementation of the instructional program and daily school operations.	5/2007	N/A
Youko Parsons, Director of Financial Operations	The Director of Business Operations administers the day-to-day financial responsibilities.	8/2015	N/A
Linee Perroncel, Special Education Administrator (Coordinator)	The Special Education Administrator manages the special education program and ensures compliance with all state and federal laws and regulations.	2/2020	8/2021
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the K-5 Chinese educational program.	8/2011 ⁷	N/A
Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011 ⁸	N/A

⁷ The Director of Education was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

⁸ The Director of Student Services was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

Patrice MacPherson, IB Coordinator	The International Baccalaureate (IB) Coordinator ensures compliance to IB standards and works with high school students to guide them through IB program. (.5 FTE)	8/2015 ⁹	N/A
Linee Perroncel, Middle School Administrator	The Middle School Administrator assists in coordinating middle school educational activities.	8/2020 ¹⁰	6/2021
Edison Santana, Peace Room Administrator	The Peace Room administrator manages the socio-emotional supports and restorative practices in the Peace Room.	8/2020 ¹¹	N/A
Kevin Lawson, Director of Operations and Student Assessments	The Director of Operations and Student Assessments manages school operations (busing, meals) and student assessments.	8/2020 ¹²	N/A
Jing-Ji Marsha Liaw, Education Director	The Education Director manages the middle and high school Chinese educational program.	8/2018	N/A
Greg Rota, Athletic Director	The Athletic Director manages the middle and high school extracurricular athletics programs.	8/2019 ¹³	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year.	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	77.1 (see note 1)	0	12	2.0 (note 3) 10.0 (note 4)
Other Staff	27.5 (see note 2)	0	2.5	2.5 (note 4)

Notes:

1. All numbers of teachers is in FTE.
2. All numbers of other staff is in FTE.
3. Termination or non-renewal of employment contract.
4. Employee choose to end employment.

⁹ The IB Coordinator is also is a teacher at PVCICS. Her start date with PVCICS was 8/2014 and she moved into the IB Coordinator role in 8/2015.

¹⁰ In 2020-2021, the addition of a 1.0 FTE SPED ETL enabled the SPED Admin to also perform Middle School Administrative duties with the Education Director.

¹¹ The Peace Room Administrator is also a school psychologist at PVCICS. His start date with PVCICS was 8/2019 and the Peace Room opened for students in 8/2020.

¹² The Director of Operations and Student Assessments combines operations and assessment administrative duties in 2020-2021. He has been an employee since 8/2011.

¹³ The Athletic Director was a part-time position in 2020-2021. He has been an employee in another role since 8/2018.

BOARD MEMBER INFORMATION	
Number of Commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	18

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served (count of completed 3-yr terms)	Length of each term (start and end date)
Cynthia Farmer	Chair	Personnel	0	7/9/2020 thru 6/30/2023
Edison Santana	Vice Chair	Trusteeship	0	7/9/2020 thru 6/30/2023
Elizabeth Larivee	Secretary	Trusteeship, Personnel	1	3/1/2016 thru 2/28/2022
Ying Wang	Treasurer	Finance	0	7/9/2020 thru 6/30/2023
Scott Livingstone		Trusteeship	2	1/30/2015 thru 1/29/2021
Peter Wood		Personnel	1	7/1/2017 thru 6/30/2023
Charles Bagley		Finance	2	1/30/2015 thru 1/29/2021
Lian Duan		Personnel	0	7/1/2018 thru 6/30/2021
Aimee DeGrenier		Trusteeship	0	5/15/2019 thru 11/30/2020
A Juliet Larke		Trusteeship, Personnel	0	5/1/2019 thru 6/30/2022
Paula Quinn		Trusteeship	1	10/26/2015 thru 11/30/2020
Dan O'Shea		Finance, Trusteeship	1	1/25/2016 thru 1/24/2022
Mina Liang			0	11/1/2020 thru 6/30/2021
Dana Parsons		Finance	0	7/1/2018 thru 8/27/2020
Hannah Treworgy	Teacher Representative		0	10/28/2019 thru 6/30/2021
Sebastian English	Student Representative		0	2019-2020 School Year

NOTE: PVCICS has remotely conducted meetings, as provided for by state guidance due to Covid-19.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
Typically, 1 st Thursday of the month at 6:00 PM. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance	Typically, quarterly. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035
Trusteeship	As needed. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035
Personnel/Grievance	As needed. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Cynthia Farmer	info@pvcics.org	No Change
Executive Director	Richard Alcorn	info@pvcics.org	No Change
Principal	Kathleen Wang	info@pvcics.org	No Change
Special Education Administrator	Linee Perroncel	info@pvcics.org	No Change
MCAS Test Coordinator	Kevin Lawson	info@pvcics.org	No Change
SIMS Coordinator	Kathleen Wang	info@pvcics.org	No Change
English Learner Director	Marina Jones	info@pvcics.org	No Change
School Business Official	Youko Parsons	info@pvcics.org	No Change
SIMS Contact	Kathleen Wang	info@pvcics.org	No Change
Admissions and Enrollment Coordinator	Richard Alcorn	info@pvcics.org	No Change

Facilities

Facilities	
Location	Dates of Occupancy
Hadley, MA	August 1, 2008 – present.

Enrollment

Enrollment Dates for 2022-2023	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	February 9, 2022
1 st Lottery	February 11, 2022

** End of Annual Report **