

# 先鋒中英雙語學校

## Pioneer Valley Chinese Immersion Charter School Annual Report

### *2022-2023 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](mailto:info@pvcics.org)  
Web: [www.pvcics.org](http://www.pvcics.org)

Report Date: July 31, 2023

## Table of Contents

<b>Introduction to the School</b> .....	3
<b>School Performance and Program Implementation</b> .....	4
Faithfulness to the Charter.....	4
Criterion 1: Mission and Key Design Elements.....	4
Criterion 2: Access and Equity.....	5
Criterion 4: Dissemination.....	6
Academic Program Success.....	8
Criterion 5: Student Performance.....	8
Criterion 6: Program Delivery.....	8
Organizational Viability.....	10
Criterion 10: Finance.....	10
<b>Appendix A: Accountability Plan Evidence 2022-2023</b> .....	17
<b>Appendix B: Recruitment and Retention Plan 2023-2024</b> .....	19
<b>Appendix C: School and Student Data Tables</b> .....	28
<b>Appendix D: Additional Required Information</b> .....	31
<b>Appendix E: Conditions, Complaints and Attachments</b> .....	32

## *Introduction to the School*

<b><i>Pioneer Valley Chinese Immersion Charter School</i></b>			
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, 2022
Maximum Enrollment	584	Enrollment for 2022-23 from School Profile	549
Chartered Grade Span	K-12	Grade Span for 2022-23	K-12
# of Instructional Days per school year (as stated in the charter)	180	Students on Updated Waitlist for 2022-23	96
Number of instructional days during 2022-23 School Year	180	Age of School in 2022-23	16 years
School Hours	K-1 <sup>st</sup> grades: 8:30 AM – 3:30 PM  2nd-12th grades: 8:30 AM – 4:00 PM		
<p><b>Mission Statement</b></p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a Kindergarten through grade 12<sup>1</sup> educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:</p> <ul style="list-style-type: none"> <li>• To develop proficiency<sup>2</sup> in Mandarin Chinese.</li> <li>• To maintain and extend students' proficiency in English.</li> <li>• 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.</li> <li>• To develop students' understanding of Chinese culture and the ability to interact successfully with others whose language and/or culture differs from their own.</li> </ul> <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>			

<sup>1</sup> 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-12<sup>th</sup>, the mission statement was revised to be a K-12 grade span starting in the 2013-2014 school year.

<sup>2</sup> 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**

#### **Criterion 1: 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 11<sup>th</sup> and 12<sup>th</sup> 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 2022-2023 school year, PVCICS operated fully in-person for the second year in a row after the Covid-19 pandemic. In May 2023, all Federal and State Covid state-of -emergency restrictions were lifted so operations returned to “normal” pre-pandemic models. PVCICS teachers used 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 11<sup>th</sup> and 12<sup>th</sup> grades. The goal of the high school program is to prepare students for college by giving them 21<sup>st</sup> century global skills. PVCICS requires its 11<sup>th</sup> and 12<sup>th</sup> 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.

PVCICS is faithful to the mission, vision and educational philosophy defined in its charter. PVCICS has a sixteen year track record of high performance that shows students’ ability to perform well academically in the Chinese immersion environment.

### Amendments to the Charter in 2022-2023

Date	Amendment Requested	Approved?
November 1, 2022	CMCICS Application for a Massachusetts Charter Public School	No
December 12, 2022	PVCICS Bylaws Update	TBD
April 6, 2023	Charter School Loan Authorization	May 25, 2023
April 8, 2023	Accountability Plan updated for 2022-2027	July 5, 2023

### Criterion 2: Access and Equity

#### Discipline Data

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&=04970205&&fycode=2022>

The Student Discipline data table below is for 2021-2022 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>

2021-2022 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	582	21	.2	1.0	2.7
English Learner	17	0	<i>See note above about blank cells</i>	-	-
Economically Disadvantaged	170	14	0	3.5	5.9
Students with Disabilities	81	7	0	2.5	7.4
High Needs	240	16	0	2.5	5.0
Female	290	11	0	1.7	2.8
Male	291	10	.3	.3	2.7

<b>American Indian or Alaska Native</b>	0	-	-	-	-
<b>Asian</b>	109	2	-	-	-
<b>African American/Black</b>	57	9	0	5.3	14.0
<b>Hispanic/Latino</b>	61	5	-	-	-
<b>Multi-race, Non-Hispanic/Latino</b>	80	2	-	-	-
<b>Native Hawaiian or Pacific Islander</b>	1	-	-	-	-
<b>White</b>	274	3	-	-	-

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. PVCICS employs restorative practices to approach discipline to help reduce suspension rates. The 2021-2022 school year was the first full-in person school year for some students after the Covid-19 pandemic remote/hybrid/in-person models. In 2021-2022, PVCICS set up a full day in-person Peace Room to support student’s social and emotional needs, as well as providing a safe space for conflict resolution. The Peace Room helped reduce suspensions and going forward, its goal is still to reduce traditional disciplinary consequences with preventative and educational approaches.

**Criterion 4: Dissemination**

PVCICS’s Chinese immersion model has demonstrated that students can learn two languages and be successful. PVCICS disseminates knowledge about its program to the public and to educators in Massachusetts and other areas. As an educational entity, PVCICS also hosts pre-service teachers to build collaborative relationships with graduate schools of education. In 2022-2023, PVCICS adhered to Covid-19 health safety guidelines and disseminated information in virtual and in-person formats. PVCICS also hosted monthly virtual information sessions for prospective parents and any educators interested in learning about the school.

Highlights of dissemination activities in 2022-2023 include the following:

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
International Baccalaureate for All in a Bilingual Environment – Tips, Operations and Content.	<p>Guild of IB Schools (GIBS) conference roundtables at monthly meetings. Roundtables conducted:</p> <p>1) Theory of Knowledge training focused on breaking down the essay questions in</p>	IB Coordinator	Massachusetts and Northeast educators in other IB programs.	Shared best practices and networking with other MA and northeast IB programs. This community of practice has led to better knowledge of implementation details needed for successful

	<p>order to help teachers guide students.</p> <p>2) IB Coordinator training covered changes to exams for 2023, applying for testing accommodations, and organizing roundtables.</p> <p>3) IB Psychology covered how to approach content, how to complete the Internal Assessment, and guidance about what studies to use.</p> <p>4) New IB Coordinator training covered how to register students for IB exams, organize IA schedules, the responsibilities of coordinators and how to give exams.</p> <p>5) IB Chemistry covered how to organize the course, what the new curriculum will look like, and how to approach the IA.</p>			<p>operations of an IB program.</p> <p>There was no grant funding for this.</p>
Best models for immersion and implementation of programs	American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference, Chinese Language Association of Secondary-Elementary Schools (CLASS) Board sponsored events	Principal	Teachers and administrators in world language programs around the United States and world	There was no grant funding for this.
Backward Design for Chinese Immersion	American Academy of International Culture and Education (AAICE)	Principal and Director of Education	Chinese immersion educators in northeast and other areas of the United States..	There was no grant funding for this.
Social-Emotional Learning and Cultural Understanding training and content	Chinese Language Association of Secondary-Elementary Schools conference on “Chinese Immersion Research, Curriculum, Learning and Evaluation”, (“CLASS CIRCLE” conference).	Principal, Director of Student Services, Director of Education	Chinese immersion and world language educators from around the United States and world.	There was no grant funding for this.
Models of immersion for a bilingual program	National Taiwan Normal University Teacher Information Session	Principal, Director of Education	Pre-service Chinese teachers.	There was no grant funding for this.
Best practices and models of immersion	Singapore American School visit	Principal, Director of Education, classroom teachers	In-service teachers and administrators.	There was no grant funding for this.
Real-world experiences working in a K-12 school for pre-service	Licensure practicum for pre-service teachers and social workers. Each practicum student had a mentor/site supervisor.	Teachers and administrators	One UMass/Amherst undergraduate intern, three UMass/Amherst graduate practicums students, one Smith	Teacher and social worker practical training through collaborative educational activities that support the school

teachers and social workers			College Masters of Social Work student, two Smith College undergraduate Mindich Fellows, one Westfield Statue University graduate social work student, two Mount Holyoke College Masters of Teaching graduate students, one Mount Holyoke College undergraduate intern, one Springfield College undergraduate SLP student, one Augustana University Masters SLP student, one Oberlin College undergraduate intern and two Americorps students Total: 16 practicum/interns hosted.	and support the local colleges/universities. There was no grant funding for this.
-----------------------------	--	--	--	---

## ACADEMIC PROGRAM SUCCESS

### Criterion 5: Student Performance

PVCICS’s 2022 School Report Card is on the DESE website at the link below,

<https://reportcards.doe.mass.edu/2022/04970205>

### Criterion 6: Program Delivery

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 2022-2023, PVCICS was in a full in person instructional model for the second year in a row after previous remote/hybrid/in-person modes<sup>3</sup>. Students were required to be in school in-person. PVCICS daily schedules were back to “normal pre-Covid” operations. Students were able to use the Peace Room if referred by a staff person. This approach went smoothly and the Peace Room was a safe space for students needing social-emotional supports to help them make educational progress. School-wide, the Multi-Tiered System of Support (MTSS) process was used in all grades and instructional support staff were deployed to help “accelerate” learning for all students.

The 2022-2023 school year marked the seventh year the school had 12<sup>th</sup> graders and in June 2023, all 12<sup>th</sup> graders successfully graduated in an in-person graduation. PVCICS’s high school is an “International

---

<sup>3</sup> 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. In 2021-2022, PVCICS operated in a full in-person model, where no remote learning was allowed.



Baccalaureate (IB) for All” program so all 11<sup>th</sup> and 12<sup>th</sup> graders were enrolled in all IB courses. All graduates who elected to do the full IB Diploma Programme earned their IB Diplomas.

## **ORGANIZATIONAL VIABILITY**

### **Criterion 10: Finance**

Please see financial and budget data below.

**FY2023 income statement – unaudited**  
For the Fiscal Year July 1, 2022 to June 30, 2023

**Revenues**

Tuition	\$9,458,613.00
Grants	\$396,522.00
Student Fees	\$322,479.75
State Nutrition Funding	\$141,782.92
Contributions & Fundraising	\$7487.73
Other Income	\$49,377.56
Insurance proceeds	\$0.00
Total	\$10,376,262.96
<b>Total Revenues</b>	<b>\$10,376,262.96</b>

**Expenses**

Salary

Administrative	\$1,119,357.40
Counselors	\$207,800.44
Teachers	\$3,770,116.21
Stipends	\$375,370.95
SPED Instructors	\$167,036.02
Instructional Support Specials	\$290,505.72
Other HR Specials	\$76,438.60
Paraprofessionals	\$231,771.74
Nurse	\$216,390.15
School Psychologist	\$32,554.83
Lunch Staff	\$24,175.47
Maintenance/Building & Grounds	\$119,416.41
	\$6,630,663.94

PTax & Other Fringe

Payroll Taxes	\$185,029.47
Workers Compensation Insurance	\$37,897.50
Other Fringe Benefits	\$532,909.70
Total	\$755,836.67

Student Expense

Consultant/Con. Sv	\$213,214.01
Professional Development Instructional	\$22,665.39
Special Education	\$21,013.61
Student Health Services	\$7,107.56
Program Supplies and Materials	\$7679.53
Instructional Materials & Supplies	\$73,000.59
Instructional Technology and Software	\$72,169.79
Non-Instructional Supplies	\$0.00
Depreciation Transport. Vehicles	\$13,761.00
Transportation Vehicle Insurance	461.23
Student Transportation	\$305,030.94
Food Services	\$281,361.84
Athletic Services	10,979.62
Community Services Honorarium	0)

Field Trips/Recreation	\$6,362.40
Testing and Assessment	\$26,885.46
Total	<u>\$1,061,692.97</u>
Facility Expense	
Equipment & Furniture	\$30,655.34
Maintenance of Equipment	\$15,383.67
Maintenance Bldg & Grounds	\$264,927.98
Building Renovation/Construction	\$0
Utilities	\$105,765.21
Rental/Lease of Building & Grounds	\$754,492.08
Rental/Lease Equipment	\$12,082.09
Deprec. Information Technology	\$62,096.53
Deprec. Furniture	\$18,118.54
Deprec. Equipment & Building	\$37,331.0
Deprec. Improvements	\$15,429.48
Total	<u>\$1,316,281.97</u>
Administrative Expense	
IT Support	\$1,031.25
Audit	\$20,000.00
Out Source Accounting	\$33,150.00
Legal	\$67,552.14
Payroll Services	\$8814.95
Professional Development-Admin	\$6,466.12
Dues/Licenses/Subscriptions	\$75,114.47
Office Supplies	\$18,584.40
Telephone	\$20,152.52
Printing/Reproduction	\$26,740.31
Postage	\$3,317.34
Stipends	7,187.50
Bank/Finance Charges	\$3,317.34
Travel Expense-Conference	\$204.00
Recruitment/advertising	\$51,060.85
Insurance	\$53,191.83
Fundraising-School	\$0.00
Board Expenses	\$7,503.51
Other Administrative	\$13,236.37
Community Policing Expense	\$12,500.00
Total	<u>426,745.41</u>
<b>Total Expenses</b>	<b><u>\$10,191,220.96</u></b>
<b>NET SURPLUS/(DEFICIT)</b>	<b><u>185,042.00</u></b>

**FY2023 statement of net assets (balance sheet) - unaudited**

*All numbers are in dollars (\$).*

*July 21, 2023 DRAFT*

	<u>Current Actual</u>	<u>June 2022</u>	<u>Change YTD</u>
<b>Assets</b>			
<b>Current Assets</b>			
Cash	\$3,691,401.93	\$3,523,733.30	\$167,668.63
Accounts Receivable	\$46,997.00	0	46,997.00)
Prepaid Expenses	\$238,349.96	\$192,176.54	46,173.42
Due to/From Related Parties	7,445.69	3988.73	(3456.96)
<b>Total Current Assets</b>	<u>\$3,691,401.93</u>	<u>\$3,152,661.51</u>	<u>(\$556,507.94)</u>
<b>Fixed Assets</b>			
Property, Plant and Equipment	\$1,935,055.53	\$1,813,213.22	\$121,842.31
Accumulated Depreciation	(992,735.51))	(845,998.91)	(\$146,736.60)
<b>Total Fixed Assets</b>	<u>\$942,320.02</u>	<u>\$967,214.31</u>	<u>(24,894.29)</u>
<b>Other Assets</b>			
Prepaid Rent L/T	\$425,655.58	\$486,463.54	(\$60,807.96)
<b>Total Other Assets</b>	<u>\$486,463.54</u>	<u>\$547,271.50</u>	<u>(\$60,807.96)</u>
<b>Total Assets</b>	<u><u>\$5,352,170.18</u></u>	<u><u>\$5,173,576.42</u></u>	<u><u>(\$178,593.76)</u></u>
<b>Liabilities and Net Assets</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Accounts Payable	\$81,738.10	\$169,035.12	\$87,297.02
Accrued Expense	\$665,858.34	\$621,620.70	(\$44,237.64)
National Honor Society	\$141.92	\$400.00	\$258.08
Sunshine Fund	\$696.83	\$562.52	(\$134.31)
<b>Total Current Liabilities</b>	<u>\$718,980.32</u>	<u>\$759,633.42</u>	<u>\$40,653.10</u>
<b>Long Term Liabilities</b>			
Graduating Class Funds	\$4,411.76	\$12,831.26	\$8419.50
BSU Club	\$1,677.20	\$1,507.09	(\$170.11)
Service Club	\$21.06	\$321.42	\$300.36
PVCICS Student Council Funds	\$2,542.67	\$2,224.78	(\$317.89)
<b>Total Long-Term Liabilities</b>	<u>8,652.69</u>	<u>\$16,884.55</u>	<u>\$8,231.86</u>
<b>Total Liabilities</b>	<u>\$756,930.88</u>	<u>\$808,379.12</u>	<u>51,448.24</u>
<b>NET ASSETS</b>	<u>\$4,695,792.30</u>	<u>\$4,510,750.30</u>	<u>\$185,042.00</u>
<b>Total Liabilities and Net Assets</b>	<u><u>\$5,452,723.18</u></u>	<u><u>5,319,129.42</u></u>	<u><u>(133,593.76)</u></u>

## FY2024 School Budget

*Approved at the July 27, 2023 meeting of the PVCICS Board of Trustees*

### Revenues

Tuition	\$10,466,204.00
Grants	\$704,587.00
Student Fees	\$399,758
State Nutrition Funding	\$93,975
Contributions & Fundraising	\$15,000.00
Other Income	\$30,000.00
Insurance proceeds	\$0.00
Total	\$11,709,524.00
<b>Total Revenues</b>	<b>\$11,709,524.00</b>

### Expenses

Salary		
	Administrative	\$1,094,631.00
	Counselor	\$217,883.00
	Teachers	\$3,989,729.00
	Stipends	\$353,484.00
	SPED Instructors	\$175,874.00
	Instructional Support Specials	\$355,312.00
	Other HR Specials	\$68,262.00
	Paraprofessionals	\$244,930.00
	Nurse	\$218,707.00
	School Psychologist	\$50,785.00
	Lunch Staff	\$20,958.00
	Maintenance/Building & Grounds	\$124,737.00
	Salary Reserve	00.00
		\$6,815,293.00
PTax & Other Fringe		
	Payroll Taxes	\$211,274.00
	Workers Compensation Insurance	\$47,707.00
	Other Fringe Benefits	\$615,925.00
	Total	\$874,907.00
Student Expense		
	Contracted Services Instructional	\$6,027.00
	Consultant	\$21,053.00
	Professional Development Instructional	\$47,059.00
	Special Education	\$34,433.00
	Student Health Services	\$9,272.00
	Program Supplies and Materials	\$10,950.00
	Instructional Materials & Supplies	\$128,750.00
	Instructional Technology and Software	\$81,100.00
	Non-Instructional Supplies	\$0.00
	Depreciation Transport. Vehicles	0
	Transportation Vehicle Insurance	\$3,461.0
	Student Transportation	\$283,856.00

	Food Services	\$175,000.00
	Athletic Services	\$32,000.00
	Community Services Honorarium	\$0.00
	Field Trips/Recreation	\$30,63.00
	Testing and Assessment	\$40,569.00
	<b>Total</b>	<b>\$904,323.00</b>
Facility Expense		
	Equipment & Furniture	\$61,000.00
	Maintenance of Equipment	\$20,000.00
	Maintenance Bldg & Grounds	\$416,103.00
	Building Renovation/Construction	\$0.00
	Utilities	\$200,000.00
	Rental/Lease of Building & Grounds	\$1,136,200.00
	Rental/Lease Equipment	\$19,440.00
	Deprec. Information Technology	\$54,010.00
	Deprec. Furniture	\$22,614.00
	Deprec. Equipment & Building	\$66,063.00
	Deprec. Improvements	\$0.00
	<b>Total</b>	<b>\$2,026,791.00</b>
Administrative Expense		
	Audit	\$25,000.00
	Out Source Accounting	\$40,300.00
		79,516.00
	Legal	\$75,000.00
	Payroll Services	\$8,407.00
	Professional Development-Admin	\$6,000.00
	Dues/Licenses/Subscriptions	\$35,824.00
	Office Supplies	\$30,000.00
	Telephone	\$23,510.00
	Printing/Reproduction	\$25,750.00
	Postage	\$3,605.00
	Contributions	500.00
	Bank/Finance Charges	\$300.00
	Travel Expense-Conference	\$52.00
	Recruitment/advertising	\$70,725.00
	Insurance	\$173,940.00
	Fundraising-School	\$2,000.00
	Board Expenses	\$6,000.00
	Other Administrative	\$33,846.00
	Community Policing Expense	\$20,000.00
	<b>Total</b>	<b>\$585,234.00</b>
	<b>Total Expenses</b>	<b>\$11,206,547.00</b>
	<b>NET SURPLUS/(DEFICIT)</b>	<b>\$502,977.00</b>

## FY24 Enrollment Table

FY22 Enrollment Table	Number
# of students pre-enrolled via March 15, 2023 submission	584
# of students upon which FY24 budget tuition line is based	572
# of expected students for FY24 first day of school	572
<b>Please explain any variances:</b> <i>At this time, we have 584 newly admitted or returning students and waitlists for most grades. Final enrollment is uncertain due to attrition in grades without seat backfill.</i>	

## FY2024 Capital Plans

### ***PVCICS 317 Russell Street, Hadley Facilities Maintenance***

There are no plans for significant facilities expenditures at the existing facility in FY24.

### ***PVCICS Local Expansion Project***

**Description of the project:** PVCICS is working on developing the space needed to support the current school operations in Hadley. PVCICS anticipates funding will come from the USDA – Rural Development.

**Current status of the project:** Offer to Purchase for a building in Hadley, MA has been signed by both parties.

**Current estimated schedule for the completion of the project:** October 1, 2023 closing date.

**Current estimated cost for the project:** Building purchase \$7,200,000.00. Construction costs will be finalized after closing the building purchase.

**How the school plans to finance the project:** The school expects to secure funding 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 maintains reserve accounts as part of existing loan agreements. These reserves are not dedicated to this project. New reserve accounts will be created to support the new building. The 2023-2024 budget includes funds for a new mortgage, building costs, construction costs.



## Appendix A: Accountability Plan Evidence 2022-2023

This Accountability Plan was approved by MA Dept. of Elementary and Secondary Education on July 5, 2023.

### Faithfulness to the Charter

	2022-2023 Performance (Met/Not Met)	Evidence
<b>Objective: PVCICS students will access a world class education and demonstrate high academic achievement through the International Baccalaureate Diploma Programme. (Key Design Element 1<sup>4</sup>)</b>		
<b>Measure:</b> Each year, at least 50 percent of grade 11 and 12 students will enroll in an IB level English course. The 50 percent of grade 11 and 12 students enrolled in IB level English courses will reflect the demographics (race, gender, low-income, students with disabilities, and English learners) of all students in grades 11 and 12.	Met	100% of the members of the grade 11 and 12 were enrolled in an IB level English course and reflected the demographics of all students in grades 11 and 12.
<b>Measure:</b> 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	Met	100% of the members of the graduating class who registered to take 4 or more IB exams earned at least two IB course scores of 3 or higher by July 2023. For the graduating class of 2023, 84% registered to take 4 or more IB exams.

	2022-2023 Performance (Met/Not Met)	Evidence
<b>Objective: PVCICS students will develop proficiency in Chinese language (Key Design Element 2)</b>		
<b>Measure:</b> Each year, at least 50 percent of grade 11 and 12 students will enroll in an IB level course in the Chinese language. The 50 percent of grade 11 and 12 students enrolled in IB level Chinese language courses will reflect the demographics (race, gender, low-income, students with disabilities, and English learners) of all students in grades 11 and 12.	Met	100% of the members of the grade 11 and 12 were enrolled in an IB level Chinese course and reflected the demographics of all students in grades 11 and 12.
<b>Measure:</b> Each year, at least 50 percent of all grades 6-10 students who have been enrolled at least seven years will achieve Intermediate Low or above proficiency on the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S) test. At least 50 percent of grades 6-10 students of color <sup>5</sup> who have been enrolled at least seven years will achieve Intermediate Low or above proficiency on the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S) test.	Met	97% of the students in grades 6-10 who have been enrolled at least seven years achieved Intermediate Low or above proficiency on the STAMP test.  98% of grades 6-10 students of color who have been enrolled at least seven years achieved Intermediate Low or above on the STAMP test.

<sup>4</sup> PVCICS has three Key Design Elements: 1) High academic achievement, 2) Proficiency in Chinese language and 3) Develop understanding of Chinese culture.

<sup>5</sup> “Students of color” refers to students who do not identify as white.

	2022-2023 Performance (Met/Not Met)	Evidence
<b>Objective: PVCICS students will develop an understanding of Chinese culture. (Key Design Element 3)</b>		
<b>Measure:</b> Each year, at least 50 percent of grade 11 and 12 students will enroll in an IB level course covering Chinese culture. The 50 percent of grade 11 and 12 students enrolled in IB level courses covering Chinese culture will reflect the demographics (race, gender, low-income, students with disabilities, and English learners) of all students in grades 11 and 12.	Met	100% of the members of the grade 11 and 12 were enrolled in an IB level course covering Chinese culture and reflected the demographics of all students in grades 11 and 12.
<b>Measure:</b> Each year, at least one area of specials (the arts or physical education) in grades K-10, will reflect a Chinese cultural influence and at least 50% of students in grades K-10 will earn a Proficient or above rating as measured by integrated performance assessments.	Met	In 2022-2023, the music classes reflected a Chinese cultural influence and were taught by bilingual teachers. 100 % of students in grades K-10 in the music classes scored Proficient or above on integrated performance assessments demonstrating Chinese cultural content.

## Dissemination

	2022-2023 Performance (Met/Not Met)	Evidence
<b>Objective: PVCICS will share its innovative practices with other public-school educators.</b>		
<b>Measure:</b> At least once a year, PVCICS will participate and/or present at a workshop for Massachusetts public school educators on a topic related to instruction and/or student support activities.	Met	PVCICS educators presented multiple sessions during the 2022-2023 school year at the Guild of International Baccalaureate Schools (GIBS) regional conference that included educators from the New England region. Massachusetts public school educators were in attendance. Topics included instruction, student support and language learning.
<b>Measure:</b> 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 the CLASS CIRCLE conference in April 2023 about “Social Emotional Learning and Cultural Understanding in Chinese Immersion Classrooms”. Topics discussed included what is social-emotional learning, how to enhance cultural understanding and how to prepare teachers in immersion classrooms for these topics.

## Appendix B: Recruitment and Retention Plan 2023-2024

### Recruitment Plan 2023-2024

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2023

#### Implementation Report on 2022-2023 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 works 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.

<b>Percentage of Students in Selected Population</b>				
<b>Selected Population</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
English Learner	2.8	3.0	1.9	2.9
Students with Disabilities	9.4	10.7	11.7	12.4
Economically Disadvantaged	18.7	23.4	26.6	22.2

The changes in percentages from the 2021-2022 school year to the 2022-2023 school year were as follows.

- Students with Disabilities: Based upon October 2022 reporting, the number of ‘Students with Disabilities’ at PVCICS increased from 11.7% to 12.4%. 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 2023 End of Year reporting shows PVCICS had 82 students with an IEP, which represented roughly 15.2% of the student population.

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 staff believes the school’s robust MTSS 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 1.9% to 2.9%.

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 20.4% of 2023 PVCICS students were ‘First Language Not English’ (FLNE). This is well above the reported 14.2% 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 2.9% than the 2023 state defined GNT target percentage of 6.5%. 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 2021 reporting the percentage of Economically Disadvantaged students at PVCICS decreased from 26.6% to 22.2%. We attribute much of the decline to hesitancy to return to school after remote learning, particularly using the buses serving some of our low-income communities.

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.

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, went from 37.1% of the school population to 34.2%.

**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) 2022-2023 Strategies**

- 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 or supervisor hosted at an information session
- Information sessions included time for parents and students to receive additional information about special education services.
- 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 will present how our staff includes Chinese fluent special education teachers at our information sessions. We expect our percentage will grow next year.

**(a) CHART data**

**School percentage:**

12.4%

**GNT percentage:**

16.9%

**CI percentage:** 16.0%

The school is below GNT percentages and below CI percentages

**(c) 2023-2024 Additional Strategy(ies), if needed**

- ☒ Did not meet GNT/CI: additional and/or enhanced strategies below:
  - Existing strategies have resulted in considerable growth in the target population. As has occurred over the last five years, we expect our percentage to increase as new students are enrolled in the school.

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 2.9%</p> <p><b>GNT percentage:</b> 6.5%</p> <p><b>CI percentage:</b> 6.5%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p align="center"><b>(b) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Services are described at information sessions and on the public website. Google translator works with PVCICS’s website.</li> <li>• English Learner teacher or supervisor will host an information session;</li> <li>• Information sessions will include time for parents and students to receive additional information about services for limited English-proficient students.</li> <li>• PVCICS will continue to distribute flyers at Centers for New Americans and at the International Language Institute of Massachusetts.</li> <li>• 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.</li> <li>• 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.</li> <li>• PVCICS information sessions will publicize the fact, historically, PVCICS graduates EL students out of services at roughly twice the state average rate.</li> <li>• PVCICS will note in information sessions that PVCICS offers a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups.</li> </ul> <hr/> <p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• PVCICS will note in information sessions that PVCICS ELL students typically stay with the program, low attrition.</li> </ul>
--	--

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 22.2%</p> <p><b>GNT percentage:</b> 39.5%</p> <p><b>CI percentage:</b> 51.6%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p align="center"><b>(b) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Supports for Economically Disadvantaged students are described at information sessions and on the school’s website.</li> <li>• PVCICS will continue to post flyers at regional Community Action centers, public libraries and the area survival centers.</li> <li>• Information sessions will continue to include time for parents and students to receive additional information about services for Economically Disadvantaged students.</li> <li>• PVCICS will provide flyers to at least two YMCA programs that tend to service lower income families and their children.</li> </ul>
---	--

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes.</li> <li>• PVCICS educated parents of enrolled students about the Project Bread Food Source Hotline to encourage all eligible students to enroll.</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• PVCICS will note in information sessions that PVCICS will support either the National School Lunch Program or the Massachusetts Free Lunch program.</li> </ul>
<u>Students who are sub-proficient</u>	<p style="text-align: center;"><b>(d) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• Supports for students who are sub-proficient are described at information sessions and on the public website.</li> <li>• PVCICS distributed flyers at local after-school enrichment and tutoring centers.</li> <li>• 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.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Retention Plan 2023-24

### Implementation Report on 2022-2023 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 2022-2023, PVCICS was in its tenth year implementing a robust Multi-Tiered Systems of Support (MTSS) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. MTSS is a regular education initiative of differentiated instruction to improve learning outcomes for students without requiring a diagnosed disability. PVCICS’s MTSS 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 MTSS with Chinese Support Intervention (CSI) and roughly 22% of students in 2022-2023 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 MTSS program reduces the percentage of students referred for Special Education. In 2022-2023 roughly 27% of PVCICS students received MTSS interventions. In 2022-2023 roughly 8.1% of PVCICS students had 504’s. One indication of the effectiveness of PVCICS’s robust MTSS program is the fact PVCICS exceeded the state’s 2016 target for progress toward narrowing the proficiency gap for “High Needs” students.

The 2022-2023 goal, based upon October SIMS data, for student retention was 91.0%. The actual student retention was 90.0%. Student retention at PVCICS was lower than the state average of 91.7% and higher than the third quartile of 86.5% reported for “all students”.

PVCICS experienced 0.0% attrition for English Learners (EL), which is below the state average of 11.3% and the third quartile of 15.1%.

Roughly 12.7% of Students with Disabilities left PVCICS. which is above the state average of 9.2% and below the third quartile of 14.9%.

The attrition rate of Low-Income students was 13.4%. which is above the state average of 9.8% and below the third quartile of 13.9%.



Some 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.

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

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
<b>Special education students/students with disabilities</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 12.7%</p> <p><b>Third Quartile:</b> 14.9%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• PVCICS will continue to provide social, emotional and academic support for special education students.</li> <li>• PVCICS uses the MTSS model for early academic intervention and has reading specialists, counselors, SPED teachers and other specialists (SLP, OT, PT) on staff. The MTSS process employs progress monitoring, escalating intervention, and referral to SPED, as needed.</li> <li>• PVCICS will continue to maintain a full range of services for students on IEP’s.</li> <li>• PVCICS will continue to build skill by providing teacher training.</li> <li>• PVCICS believes that by delivering required IEP services, IEP student retention will be raised.</li> <li>• 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.</li> <li>• PVCICS will publicize to parents/guardians the fact PVCICS has in the past had a higher ratio of special education staff to special education students than most public schools.</li> </ul>
	<p><b>(c) 2023-2024 Additional Strategy(ies)</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>
	<b>Limited English-proficient students/English learners</b>
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 0.0%</p> <p><b>Third Quartile:</b> 15.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students.</li> <li>• PVCICS uses the MTSS 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• The MTSS process employs progress monitoring and escalating intervention, as needed.</li> <li>• PVCICS believes that by delivering appropriate EL services, LEP student retention will increase.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies)</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>
<b>Students eligible for free or reduced lunch (Low income/Economically disadvantaged)</b>	
<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 13.4%</p> <p><b>Third Quartile:</b> 13.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• PVCICS will continue to offer Economically Disadvantaged students social, emotional and academic support.</li> <li>• 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.</li> <li>• PVCICS is eligible for Title I funding and will use these funds to support a reading specialist.</li> <li>• 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.</li> <li>• Students that have direct certification as Economically Disadvantaged will receive free bus service on the supported routes.</li> <li>• PVCICS has developed a social-emotional learning program focused on preventative measures to help students from all backgrounds.</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies)</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>
<p>Students who are sub-proficient</p>	<p style="text-align: center;"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS has a robust Multi-Tiered Systems of Support (MTSS) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. MTSS is a regular education initiative of differentiated instruction to improve learning outcomes for students without requiring a diagnosed disability. PVCICS's MTSS 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.</li> <li>• PVCICS's full-time high school guidance counselor communicates frequently (at least monthly progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children.</li> <li>• PVCICS has a peer tutoring program that serves high school students and middle school students. The peer tutors work in conjunction with supports given to sub-proficient students through MTSS.</li> </ul>

	<ul style="list-style-type: none"> <li>• PVCICS maintains a list of outside organizations such as the YMCA, Bridge Family Center and Springfield Boys and Girls Club that provide after-school programming / homework help.</li> </ul>
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;"><b>(e) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS has a robust Multi-Tiered Systems of Support (MTSS) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. Students who are at risk of dropping out are identified early and offered academic and social-emotional supports. These at risk students are closely monitored, and provided targeted intervention. The MTSS process also allows for intensive academic and behavioral supports (Tier 3) especially for at risk students.</li> <li>• PVCICS has a full-time high school guidance counselor whose duties include assisting students at risk in collaboration with other student services.</li> <li>• PVCICS has a full-time social worker who can connect families of students at risk of dropping out of school with social services and workforce organizations to help direct the student.</li> </ul>
<p>Students who have dropped out of school</p>	<p style="text-align: center;"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS has a full-time high school guidance counselor whose duties include assisting students who have dropped out of school in collaboration with other student services, especially with focus on having student earn their high school equivalency credential (HiSet).</li> <li>• PVCICS has a full-time social worker who works with families of students who have dropped out of school with social services and workforce organizations.</li> </ul>

## Appendix C: School and Student Data Tables

**Student Demographic Information** is on the Massachusetts Department of Elementary and Secondary Education’s (DESE) website and specific links are below.

### Enrollment by Race/Ethnicity (2022-2023)

DESE website link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04970205&orgtypecode=6&leftNavId=300&>

<b>STUDENT DATA RACE/ETHNICITY (Data as of the October 2022 SIMS submission)</b>	
Race/Ethnicity	% of Student Body
African American	8.0
Asian	18.9
Hispanic	8.2
Native American	0
White	50.3
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	14.6

### Selected Populations (2022-2023)

DESE website link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04970205&orgtypecode=6&leftNavId=305&>

Selected Student Populations (2022-2023)	% of Student Body
First Language not English	20.4
English Language Learner	2.9
Low Income	22.2
Students with Disabilities	12.4
High Needs	34.2

## Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER DURING THE 2022-2023 SCHOOL YEAR			
Name	Title	Start date as Admin	End date
Richard Alcorn	Executive Director	9/2010	N/A
Kathleen Wang	Principal	5/2007	N/A
Youko Parsons	Director of Financial Operations	8/2015	N/A
Su Lu	Special Education Administrator	8/2022 <sup>6</sup>	N/A
HsiuWen Hsieh	Director of Education	8/2011 <sup>7</sup>	N/A
Marilyn Kusek	Director of Student Services	8/2011 <sup>8</sup>	N/A
Patrice MacPherson	International Baccalaureate (IB) Coordinator (part-time)	8/2015 <sup>9</sup>	N/A
Kevin Lawson	Middle/High School Administrator	8/2021	N/A
Jing-Ji Marsha Liaw	Education Director	8/2018	N/A
Nicole Cronin	Athletic Director (part-time)	8/2022 <sup>10</sup>	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR				
	Number as of the last day of the 2022-2023 school year.	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	68 (see note 1)	8	8	2 (note 3) 13 (note 4) 1 (note 5)
Other Staff	35 (see note 2)	4	3	1 (note 3) 4 (note 4) 2 (note 5)

### Notes:

1. Number of teachers are in whole number count of people (not in FTE).
2. Number of other staff are in whole number count of people (not in FTE).
3. Termination or non-renewal of employment contract.
4. Employee choose to end employment.
5. Other reason for departure (e.g. retirement, sabbatical).

<sup>6</sup> The Special Education Administrator (Coordinator) was a special education teacher and general education teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

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

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

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

<sup>10</sup> The Athletic Director was a part-time position in 2022-2023. She has been an employee in another role since 2/2020.

## Information About the Board of Trustees

<b>BOARD MEMBERSHIP DURING THE 2022-2023 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served (count of completed 3-yr terms)</b>	<b>Length of each term (start and end date in MM/YY format)</b>
Cynthia Farmer	Chair	Trusteeship, Personnel	0	7/9/2020 thru 6/30/2026
Michael Rooney	Vice Chair	Personnel	0	7/1/2021 thru 6/30/2024
Peter Wood	Secretary	Personnel	1	7/1/2017 thru 12/7/2022
Ying Wang	Treasurer	Finance	0	7/9/2020 thru 6/30/2023
Charles Bagley		Finance	0	4/6/2023 - 6/30/2026
Ann Kochis		Trusteeship, Finance	0	7/1/2021 thru 6/30/2024
Frank Soleimani		Trusteeship	0	7/1/2021 thru 6/30/2024
Gina Ocasion		Personnel	0	7/1/2021 thru 6/30/2024
Sujane Wu		Trusteeship	0	7/1/2021 thru 8/15/2022
Gregory Rota		Trusteeship	0	8/17/2022 thru 6/30/2024
Kimberly LaChance	Teacher Representative		0	2022-2023 School Year
Augusto Schwanz	Student Representative		1	2022-2023 School Year

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

### Board of Trustee and Committee Meeting Notices

Here is the link on the school website: <https://pvcics.org/about-pvcics/board-of-trustees>

## Appendix D: Additional Required Information

### Facilities

Facilities	
Address	Dates of Occupancy
317 Russell Street, Hadley, MA 01035	August 1, 2008 – present.

### Enrollment

Enrollment Dates for 2024-2025	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	March 4, 2024
1 <sup>st</sup> Lottery	March 6, 2024

## Appendix E: Conditions, Complaints and Attachments

**Conditions** – N/A.

**Complaints received by the board of trustees during 2022-23, pursuant to the state's charter school regulations, 603 CMR 1.09.** – N/A

**Attachments** – N/A

*\*\* End of Annual Report \*\*\**