

# 先鋒中英雙語學校

## Pioneer Valley Chinese Immersion Charter School Annual Report

*2019-2020 School Year*

Pioneer Valley Chinese Immersion Charter School  
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Hadley, Massachusetts 01035

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## *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
Maximum Enrollment	584	Enrollment as of EOY June 2020	534
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year	180	Students on Waitlist as of March 2020	198
Final # of instructional days during 2019-2020	120 days in person 62 days remote <sup>1</sup>	Age of School as of 2019-2020 school year	13 years
School Hours	8:30 – 3:30; K-1st 8:30 – 4:00; 2nd- 12th		
<p><b>Mission Statement</b></p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a kindergarten through grade 12<sup>2</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>3</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>			

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,

<sup>1</sup> Due to the Governor’s orders regarding Covid-19 pandemic, PVCICS was closed March 16-June 18, 2020 and students engaged in remote learning online.

<sup>2</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>3</sup> Throughout this document, the term “proficiency” will refer to speaking, listening, reading and writing skills.

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**

#### **A. 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 that through early and sustained immersion in Chinese language with culture integrated throughout, students will achieve high academic attainment, be highly proficient in two languages and 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. As is the best practice in immersion programs, no English is used by the teacher during the Chinese portion of the day when core subjects, such as Math, Chinese Language Arts, and Science are taught. 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 roughly two hours daily. 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’s thirteen year track record of consistent high performance is evidence of the students’ ability to perform well academically in the Chinese immersion environment.

#### **B. Amendments to the Charter in 2019-2020**

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved?</b>
August 13, 2019	PVCICS Leased Administrative Staff Space	Approved
January 17, 2020	PVCICS School Schedule	Approved
May 17, 2020	PVCICS Bylaws Update	Approved

#### **Access and Equity: Discipline Data**

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

B. The Student Discipline data table below is for 2018-2019. 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>

<b>2018-2019 Student Discipline – data as of October, 2018 SIMS</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	537	1	See note above		
<b>English Learner</b>	18	0			
<b>Economically Disadvantaged</b>	106	1			
<b>Students with Disabilities</b>	53	1			
<b>High Needs</b>	161	1			
<b>Female</b>	283	1			
<b>Male</b>	253	0			
<b>American Indian or Alaska Native</b>	0	0			
<b>Asian</b>	96	0			
<b>African American/Black</b>	44	1			
<b>Hispanic/Latino</b>	38	0			
<b>Multi-race, Non-Hispanic/Latino</b>	78	0			
<b>Native Hawaiian or Pacific Islander</b>	0	0			
<b>White</b>	281	0			

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. PVCICS employs restorative practices to approach discipline and as such results in very low suspension rates. All students participate in socio-emotional and conflict resolution lessons to help create a respectful and safe school environment.

## 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. PVCICS welcomes many families from all over the Pioneer Valley and out of state to regularly scheduled information sessions. Due to the spring 2020 Covid-19 statewide closure of schools, PVCICS shared information in virtual formats as well.

Highlights of dissemination activities in 2019-2020 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
Diversity and Language to Foster Equity – experience as a school leader of color	National Charter School Conference for School Leaders of Color.	Principal	Charter school leaders of color from around the country.	National report by National Alliance for Public Charter Schools on Identity and Charter School Leadership: Building a Strong School Culture.. There was no grant funding for this..
Developing Instructional Support Programs in a Bilingual Environment	Massachusetts Dual Language Annual Conference (Note: postponed due to Covid-19 state closures.in March 2020, rescheduled to 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 will list presentation. There was no grant funding for this.
Sharing Chinese culture – artistic and cultural traditions of Moon Festival	Eric Carle Picture Book Museum family event and cooking demonstration	K-5 <sup>th</sup> Director of Education, MS/HS Educational Director and Principal	Teachers and public attendees.	Presentation and hands-on demonstration. There was no grant funding for this.
Presenting and doing cooking demo related to Chinese culture	Local TV station	Principal and Director of Student Services	Public in western MA.	Shared history and culture to the public in western MA. There was no grant funding for this.
Chinese immersion and diversity	Sampan Newspaper, January 2020	Principal,	Article in newspaper	Shared experiences in K-12 on how diversity and learning another language (e.g. Chinese immersion), provide opportunities across MA. There was no grant funding for this.
Chinese language curriculum standards	Chinese Language Association of Secondary-Elementary Schools (CLASS)	Principal	White paper for ACTFL World Language Standards for Chinese	Shared Chinese immersion best practices and sample lesson plans. There was no grant funding for this.
Teacher training on teaching	On-site licensure practicum for	Chinese immersion	Three UMass/Amherst Masters of Education graduate students and	Collaborative educational activities with local colleges. There was no grant funding for this.

Chinese as a second language	four pre-service teachers.	teachers and administrators	one Mount Holyoke College undergraduate student.	
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## ACADEMIC PROGRAM SUCCESS

### Student Performance

A. PVCICS’s most recent 2019 school report card link is below,

<http://reportcards.doe.mass.edu/2019/04970205>

B. PVCICS’s most recent Accountability Report data is below. Note: this does not include data embargoed as of August 1, 2020.

2019 Official Accountability Report - PVCICS	
<b>Overall Classification</b>	Insufficient Data
<b>Reason for Classification</b>	Insufficient Data
<b>Progress Toward Improvement Targets</b>	N/A
<b>Accountability Percentile</b>	Accountability Report found here: <a href="http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&amp;orgcode=04970205&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&amp;orgcode=04970205&amp;orgtypecode=6&amp;</a>  Percentile: N/A

### 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 the spring of 2020, due to the state mandated closure of schools in Massachusetts to prevent the spread of the virus, Covid-19, PVCICS was not able to conduct the normal spring testing and instead offered all students a remote learning environment. As such, for the first 120 school days of the 2019-2020 school year, there were no major changes to its educational program. For the last 62 school days of the school year, there was a mandatory requirement to move PVCICS program to an online environment. For grades 6-12, this change occurred relatively quickly since the teachers and students had been using Google Classrooms and were familiar with the technology. For grades K-5, the teachers phased in online instruction in the initial two weeks of the closure in March and were up and running by the end of March.

Much of PVCICS’s ability to “pivot” was due to the teamwork within the school and the culture of continual reflection at how to improve its educational program. At the start of the school year, support for Chinese learners was further enhanced by the “Chinese Support Intervention” (CSI) started in previous years. CSI was staffed with two dedicated teachers and similar to Response to Intervention, uses a multi-tiered approach for delivering Chinese support with specific methods for students learning Chinese as a second language. The Chinese teams’s use of online tools to assist in teaching also aided in the transition to online learning in the spring closure.

The 2019-2020 school year marked the fourth year the school had 12<sup>th</sup> graders and in June 2020, all 12<sup>th</sup> graders successfully graduated and are planning to attend college. PVCICS’s high school is an “International Baccalaureate (IB) for All” program so all 11<sup>th</sup> and 12<sup>th</sup> graders were enrolled in all IB courses. To prepare middle and high school students, all 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders took the PSATs. The intent is to better prepare 11<sup>th</sup> and 12<sup>th</sup> grade students for the SAT and/or ACT testing and their college and post-secondary plans.

The 2019-2020 school year saw a growth 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.

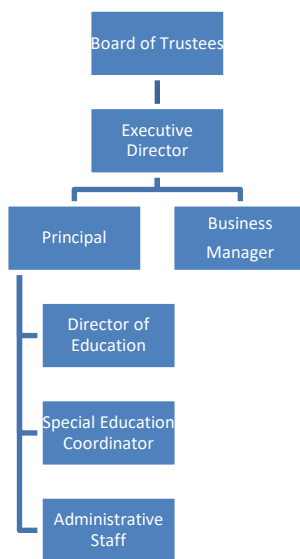
## ORGANIZATIONAL VIABILITY

### Organizational Structure of the School

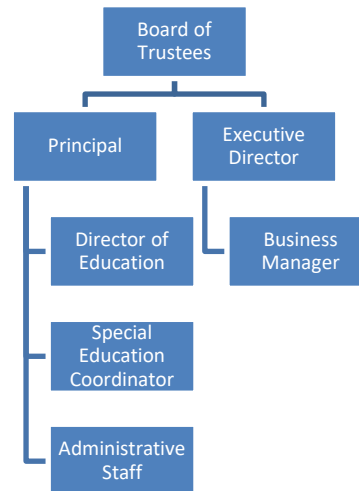
In 2019-2020, Ms. Linee Perroncel joined the school as Special Education Administrator. Mr. Greg Rota served as part-time Athletic Director. Mr. Kevin Lawson was Data and Assessment Coordinator, a new position at PVCICS this year. There were no other changes to the administrative positions that was in 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. FY2020 income statement – unaudited<sup>3</sup>F<sup>4</sup>

For the Fiscal Year July 1, 2019 to June 30, 2020

#### Revenues

Tuition	\$8,048,031.02
Grants	\$243,275.65
Student Fees	\$177,968.97
State Nutrition Funding	\$32,476.45
Contributions & Fundraising	\$8,213.85
Rental Income	\$2,640.00
Other Income	\$30,655.95
Insurance proceeds	\$2,009.00
Total	<u>\$8,545,270.89</u>
<b>Total Revenues</b>	<b><u>\$8,545,270.89</u></b>

#### Expenses

Salary	
Administrative	\$931,254.90
Counselor	\$130,526.14
Teachers	\$3,583,771.96
SPED Instructors	\$342,945.14
Instructional Support Specials	\$299,247.09
Other HR Specials	\$152,453.78
Paraprofessionals	\$123,999.67
Nurse	\$110,579.38
School Psychologist	\$75,657.75
Lunch Staff	\$15,895.20
Maintenance/Building & Grounds	\$65,565.58
	<u>\$5,831,896.59</u>
PTax & Other Fringe	
Payroll Taxes	\$134,298.78
Workers Compensation Insurance	\$34,529.85
Other Fringe Benefits	\$578,570.23
Total	<u>\$747,398.86</u>
Student Expense	
Contracted Services Instructional	\$0.00
Consultant	\$1,650.00
Professional Development Instructional	\$19,125.32
Special Education	\$48,371.53
Student Health Services	\$8,294.15
Program Supplies and Materials	\$11,882.45

<sup>4</sup> Unaudited due to Annual Report deadline.  
*Annual Report 2019-2020*

Instructional Materials & Supplies	\$60,847.86
Instructional Technology and Software	\$42,065.69
Transportation Vehicle Insurance	\$1,480.00
Student Transportation	\$184,302.52
Food Services	\$79,082.96
Athletic Services	\$10,127.93
Field Trips/Recreation	\$29,024.14
Fundraising-Students	\$0.00
Testing and Assessment	\$15,932.52
<b>Total</b>	<b>\$512,187.07</b>
Facility Expense	
Equipment & Furniture	\$25,432.17
Maintenance of Equipment	\$717.50
Maintenance Building & Grounds	\$123,662.56
Utilities	\$83,208.89
Rental/Lease of Building & Grounds	\$751,774.86
Rental/Lease Equipment	\$9,903.34
Deprec. Information Technology	\$17,503.92
Deprec. Furniture	\$26,852.70
Deprec. Equipment & Building	\$24,401.84
Deprec. Improvements	\$5,616.36
<b>Total</b>	<b>\$1,069,074.14</b>
Administrative Expense	
Audit	\$24,000.00
Out Source Accounting	\$23,400.00
Legal	\$467,852.10
Payroll Services	\$7,317.80
Professional Development-Admin	\$4,648.00
Dues/Licenses/Subscriptions	\$41,051.54
Office Supplies	\$14,108.52
Telephone	\$16,950.22
Printing/Reproduction	\$26,523.23
Postage	\$4,662.49
Contributions	\$110.00
Bank/Finance Charges	\$360.00
Travel Expense-Conference	\$580.65
Student Summer China Trip Expense	\$13,429.12
Recruitment/advertising	\$56,526.87
Insurance	\$51,016.03
Fundraising-School	\$0.00
Board Expenses	\$4,125.00
Other Administrative	\$4,733.77
Community Policing Expense	\$12,000.00
<b>Total</b>	<b>\$773,395.34</b>
<b>Total Expenses</b>	<b>\$8,933,952.00</b>
<b>NET SURPLUS/(DEFICIT)</b>	<b><u><u>(\$388,681.11)</u></u></b>

**B. FY2020 statement of net assets (balance sheet) - unaudited***All numbers are in dollars (\$).*

	<u>Current Actual</u>	<u>June 2019</u>	<u>Change YTD</u>
Assets			
Current Assets			
Cash			
Cash-Operations	\$1,621,720.84	\$1,129,095.49	\$492,625.35
GREENFIELD CD 3741	\$508,866.56	\$502,575.72	\$6,290.84
GREENFIELD CD 3758	\$0.06	\$502,575.72	(\$502,575.66)
Underposted Funds	\$508,866.00	\$0.00	\$508,866.00
	<u>\$2,639,453.46</u>	<u>\$2,134,246.93</u>	<u>\$505,206.53</u>
Accrued Revenue			
Accrued Revenue	\$0.00	\$470,998.00	(\$470,998.00)
	<u>\$0.00</u>	<u>\$470,998.00</u>	<u>(\$470,998.00)</u>
Prepaid Expenses			
Prepaid Expense	\$20,757.91	\$83,112.99	(\$62,355.08)
Prepaid Rent	\$60,807.92	\$60,807.92	\$0.00
Prepaid Insurance	\$1,783.00	\$12,676.00	(\$10,893.00)
	<u>\$83,348.83</u>	<u>\$156,596.91</u>	<u>(\$73,248.08)</u>
Due to/From Related Parties			
Due from Related Parties	\$6,542.59	\$7,822.98	(\$1,280.39)
Due to Related Parties	\$6,977.78	\$6,977.78	\$0.00
	<u>(\$435.19)</u>	<u>\$845.20</u>	<u>\$1,280.39</u>
Total Current Assets	<u>\$2,722,367.10</u>	<u>\$2,762,687.04</u>	<u>\$40,319.94</u>
Fixed Assets			
Property, Plant and Equipment	\$1,101,833.11	\$1,042,435.00	\$59,398.11
Accumulated Depreciation	(\$610,903.71)	(\$536,528.89)	(\$74,374.82)
Total Fixed Assets	<u>\$490,929.40</u>	<u>\$505,906.11</u>	<u>(\$14,976.71)</u>
Other Assets			
Prepaid Rent L/T			
Prepaid Rent L/T Portion	\$608,079.46	\$668,887.42	(\$60,807.96)
Total Prepaid Rent L/T Portion	<u>\$608,079.46</u>	<u>\$668,887.42</u>	<u>(\$60,807.96)</u>
Total Other Assets	<u>\$608,079.46</u>	<u>\$668,887.42</u>	<u>(\$60,807.96)</u>
Total Assets	<u><u>\$3,821,375.96</u></u>	<u><u>\$3,937,480.57</u></u>	<u><u>\$116,104.61</u></u>
Liabilities and Net Assets			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable-Trade	\$191,196.37	\$150,253.07	(\$40,943.30)
	<u>\$191,196.37</u>	<u>\$150,253.07</u>	<u>(\$40,943.30)</u>
Accrued Expense			

<sup>5</sup> Unaudited due to Annual Report deadline.  
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Accrued Expense	\$29,430.03	\$21,280.03	(\$8,150.00)
Accrued Payroll	\$162,634.54	\$91,767.37	(\$70,867.17)
Annual Contract Accrual-Teachers	\$520,872.90	\$370,640.52	(\$150,232.38)
Payroll Taxes to Allocate	\$0.00	\$0.00	\$0.00
MTRS	\$1,544.33	\$1,544.33	\$0.00
Accrued Payroll Taxes-Federal	\$9,422.16	\$8,462.58	(\$959.58)
Accrued Payroll Taxes-State	\$2,283.22	\$1,531.96	(\$751.26)
	<u>\$726,187.18</u>	<u>\$495,226.79</u>	<u>(\$230,960.39)</u>
Deferred Revenue-Current Portion			
Deferred Revenue	\$0.00	\$1,150.02	\$1,150.02
	<u>\$0.00</u>	<u>\$1,150.02</u>	<u>\$1,150.02</u>
National Honor Society			
National Honor Society	\$400.00	\$200.00	(\$200.00)
	<u>\$400.00</u>	<u>\$200.00</u>	<u>(\$200.00)</u>
Sunshine Fund			
Sunshine Fund	\$1,258.16	\$1,651.50	\$393.34
	<u>\$1,258.16</u>	<u>\$1,651.50</u>	<u>\$393.34</u>
Total Current Liabilities	<u>\$919,041.71</u>	<u>\$648,481.38</u>	<u>(\$270,560.33)</u>
Long Term Liabilities			
Graduating Class Funds			
All Classes	\$16,309.76	\$15,529.80	(\$779.96)
	<u>\$16,309.76</u>	<u>\$15,529.80</u>	<u>(\$779.96)</u>
BSU Club			
BSU CLUB	\$1,125.66	\$23.45	(\$1,102.21)
	<u>\$1,125.66</u>	<u>\$23.45</u>	<u>(\$1,102.21)</u>
PVCICS Student Council Funds			
PVCICS Student Council	\$419.00	\$285.00	(\$134.00)
Total	<u>\$419.00</u>	<u>\$285.00</u>	<u>(\$134.00)</u>
Total Long Term Liabilities	<u>\$17,854.42</u>	<u>\$15,838.25</u>	<u>(\$2,016.17)</u>
Total Liabilities	<u>\$936,896.13</u>	<u>\$664,319.63</u>	<u>(\$272,576.50)</u>
NET ASSETS			
Unrestricted Net Assets	\$2,884,479.83	\$3,273,160.94	(\$388,681.11)
TOTAL NET ASSETS	<u>\$2,884,479.83</u>	<u>\$3,273,160.94</u>	<u>(\$388,681.11)</u>
Total Liabilities and Net Assets	<u>\$3,821,375.96</u>	<u>\$3,937,480.57</u>	<u>\$116,104.61</u>

## C. FY2021 School Budget

*Approved at the June 4, 2020 meeting of the  
PVCICS Board of Trustees*

### Revenues

Tuition	\$8,215,676.00
Grants	\$178,000.00
Student Fees	\$253,285.00
State Nutrition Funding	\$40,000.00
Contributions & Fundraising	\$15,000.00
Rental Income	\$0.00
Other Income	\$20,000.00
Insurance proceeds	\$0.00
Total	<u>\$8,721,961.00</u>
<b>Total Revenues</b>	<b><u>\$8,721,961.00</u></b>

### Expenses

#### Salary

Administrative	\$870,418.84
Counselor	\$130,290.00
Teachers	\$3,301,768.80
SPED Instructors	\$603,752.00
Instructional Support Specials	\$297,633.00
Other HR Specials	\$58,500.00
Paraprofessionals	\$57,251.00
Nurse	\$113,560.00
School Psychologist	\$83,000.00
Lunch Staff	\$18,000.00
Maintenance/Building & Grounds	\$92,246.00
	<u>\$5,626,419.64</u>

#### PTax & Other Fringe

Payroll Taxes	\$135,553.00
Workers Compensation Insurance	\$35,147.00
Other Fringe Benefits	\$589,483.00
Total	<u>\$760,183.00</u>

#### Student Expense

Contracted Services Instructional	\$0.00
Consultant	\$1,000.00
Professional Development Instructional	\$45,000.00
Special Education	\$52,000.00
Student Health Services	\$6,000.00
Program Supplies and Materials	\$7,000.00
Instructional Materials & Supplies	\$125,000.00
Instructional Technology and Software	\$50,000.00
Transportation Vehicle Insurance	\$3,154.00

Student Transportation	\$252,000.00
Food Services	\$127,900.00
Athletic Services	\$15,200.00
Field Trips/Recreation	\$30,000.00
Fundraising-Students	\$0.00
Testing and Assessment	\$36,000.00
Reserve for Covid 19 Expense	\$100,000.00
Total	<u>\$850,254.00</u>
Facility Expense	
Equipment & Furniture	\$30,000.00
Maintenance of Equipment	\$7,800.00
Maintenance Building & Grounds	\$140,000.00
Utilities	\$85,000.00
Rental/Lease of Building & Grounds	\$749,505.00
Rental/Lease Equipment	\$10,100.00
Deprec. Information Technology	\$13,475.00
Deprec. Furniture	\$19,062.00
Deprec. Equipment & Building	\$13,700.00
Deprec. Improvements	\$4,368.00
Total	<u>\$1,073,010.00</u>
Administrative Expense	
Audit	\$16,500.00
Out Source Accounting	\$26,000.00
Legal	\$100,000.00
Payroll Services	\$8,000.00
Professional Development-Admin	\$10,000.00
Dues/Licenses/Subscriptions	\$40,000.00
Office Supplies	\$12,436.00
Telephone	\$20,660.00
Printing/Reproduction	\$26,000.00
Postage	\$4,000.00
Contributions	\$500.00
Bank/Finance Charges	\$480.00
Travel Expense-Conference	\$600.00
Student Summer China Trip Expense	\$0.00
Recruitment/advertising	\$75,000.00
Insurance	\$47,935.00
Fundraising-School	\$2,000.00
Board Expenses	\$3,500.00
Other Administrative	\$4,500.00
Community Policing Expense	\$15,000.00
Total	<u>\$413,111.00</u>
<b>Total Expenses</b>	<u><b>\$8,722,977.64</b></u>
<b>NET SURPLUS/(DEFICIT)</b>	<u><u><b>(\$1,016.64)</b></u></u>

### C.b. FY21 Enrollment Table

<b>FY21 Enrollment Table</b>	<b>Number</b>
<b># of students pre-enrolled via March 16, 2020 submission</b>	584
<b># of students upon which FY21 budget tuition line is based</b>	550
<b># of expected students for FY21 first day of school</b>	550 to 584
<b>Please explain any variances:</b> <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 uncertainty around reopening plans, 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>	

## **D.FY2021 Capital Plans**

### ***PVCICS Facilities Maintenance***

FY20 PVCICS leased roughly 1000 sq./ft. of administrative office/storage space to free up space inside the school.

FY21 PVCICS will be:

1. Replacing a failing main fire alarm panel at a cost of roughly \$10,000.00
2. Installing HVAC ionization systems school wide to continuously sanitize at a cost of roughly \$10,000.00
3. Remodeling existing school space to enlarge a classroom and create two new offices or student services areas at a cost of roughly \$90,000.00
4. Adding a two-story storage shed to free up space inside the school at a cost of roughly \$50,000.00
5. Additional capital expenditures to support Covid-19 requirements are planned, but not finalized.

### ***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 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 2019-2020

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

### Faithfulness to the Charter

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective: Research studies have documented that students 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 1<sup>6</sup>)</b>		
<b>Measure:</b> 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.	No data	Due to state mandated school closure from March 16, 2020 to June 18, 2020 (last day of school), there was no spring 2020 testing done

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence
<b>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)</b>		
<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 students registered for four or more IB exams (n=8) earned two or more IB scores of 3 or higher in the 2020 session (reported in July 2020).
<b>Measure:</b> Each year at least 50% of the members of the graduating class who attempt the IB Diploma will earn their IB Diplomas.	Met	100% of students who attempted the full IB Diploma (n=8) earned the IB Diploma.

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence

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



<b>Objective: PVCICS students will develop proficiency in Chinese language (Key Design Element 2)</b>		
<b>Measure:</b> 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.	No data	Due to state mandated school closure from March 16, 2020 to June 18, 2020 (last day of school), there was no spring 2020 testing done.
<b>Measure:</b> 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.	No data	Due to state mandated school closure from March 16, 2020 to June 18, 2020 (last day of school), there was no spring 2020 testing done.
<b>Measure:</b> 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.	No data	Due to state mandated school closure from March 16, 2020 to June 18, 2020 (last day of school), there was no spring 2020 testing done.
<b>Measure:</b> Annually, in grade 12, on the IB Mandarin test, eighty percent of all students who have been enrolled for at least thirteen years will achieve a 3 or above.	Met	100% of the 12 <sup>th</sup> graders in 2019-2020 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 did not offer regular May 2020 exams worldwide however it used an alternate assessment process to score students. Based on this, the IBO issued student scores.

	<b>2019-2020 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b>
<b>Objective: PVCICS students will develop an understanding of Chinese culture. (Key Design Element 3)</b>		
<b>Measure:</b> 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	Students in K-12 are assessed in class during the school year with language and culture performance tasks that demonstrate student’s understanding of Chinese culture. Starting in late January 2020 and into February 2020, each grade or multiple grades (e.g. middle school and high school grades), there were Chinese New Year’s performances that had multiple student led performances showing Chinese culture including skits, presentations, music, videos and other live performances. In some cases, the grade level performances were attended by students from other grades within the school also (e.g. the middle school performances included inviting elementary students).

## Dissemination

	2019-2020 Performance (Met/Partially 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 host a workshop for Massachusetts public school educators on a topic related to instruction and/or student support activities.	Met	PVCICS was scheduled to present a session in March 2020 for the Annual MA Dual Language Conference. Due to the spring 2020 state mandated closure of schools due to Covid-19, this presentation will occur in September 2020. The topic is “Developing Instructional Support Programs in a Bilingual Environment”.
<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 proposals for a presentation at the Massachusetts Dual Language Annual Conference in March 2020 and the National Chinese Language Conference in May 2020. Due to the mandatory spring 2020 statewide school closures, these presentations did not occur however, the MA Dual Language Annual Conference has been rescheduled to fall 2020 as a virtual event. Topics to present are how to train dual language teachers and developing instructional support programs in a bilingual environment. There are many Massachusetts public school educators expected at these presentations.

## Appendix B: Recruitment and Retention Plan

### Recruitment Plan 2019-2020

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2020

#### Implementation Report on 2019-2020 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 Community Action and 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 Centers for New Americans in Greenfield and Turners Falls, 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>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
English Learner	2.5	2.8	3.2	2.8
Students with Disabilities	5.9	5.9	5.5	9.4
Economically Disadvantaged	15.5	16	15.7	18.7

The changes in percentages from the 2018-2019 school year to the 2019-2020 school year were as follows.

- Students with Disabilities: Based upon October 2019 reporting, the number of ‘Students with Disabilities at PVCICS increased from 5.5% to 9.4%. 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 2020 End of Year reporting shows PVCICS had 66 students with an IEP, which represented roughly 12.4% of the student population and exceeds our 2020 state defined GNT target percentage.

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 an additional 34 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 declined from 3.2% to 2.8%.

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 22.8% of 2020 PVCICS students were 'First Language Not English' (FLNE). This is well above the reported 14.1% 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 2.8% than the 2020 state defined GNT target percentage of 5.0%. 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 2019 reporting the percentage of Economically Disadvantaged students at PVCICS grew from 15.7% to 18.7%.

Last year PVCICS received access to the MA Executive Office of Health and Human Services databases that will help 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. PVCICS supports the efforts of the charter association to change charter school legislation to permit preferential admission for targeted groups.

**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) 2019-2020 Strategies**

**(a) CHART data**

**School percentage:**9.4%  
**GNT percentage:** 12.3%  
**CI percentage:** 15.2%

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.
- PVCICS hired a new Special Education Administrator. June 2020 End of Year SIMs reporting for the 2019-2020 school year shows that the school ‘Students with Disabilities’, meaning students with

	IEPs, percentage grew to roughly 12.4%, which is over to the 2020 GNT percentage.
	<p style="text-align: center;"><b>(c) 2020-2021 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 present how PVCICS is supporting ‘Students with Disabilities’ during the current Covid-19 pandemic at our information sessions. We expect our percentage will grow next year to exceed GNT.</li> </ul>

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

	<b>(b) 2019-2020 Strategies</b>
	<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>• As occurred last year, an English Learner teacher 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>• Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes.</li> <li>• Pick-up and drop-off bus service to Springfield is non-stop.</li> <li>• PVCICS added a bus stop in a district with a higher percentage of students with limited English proficiency during the 2018-2019 school year.</li> <li>• PVCICS contracted for a larger bus to serve Springfield.</li> <li>• PVCICS information sessions will publicize the fact PVCICS graduates EL students out of services at roughly twice the state average rate.</li> </ul>
	<p style="text-align: center;"><b>(c) 2020-2021 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 present how PVCICS is supporting ‘Limited English-proficient students/English learners’ during the current Covid-19 pandemic at our information sessions. We believe the metric being used by the state does not reflect our recruitment success.</li> </ul>
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 2.8%</p> <p><b>GNT percentage:</b> 5.0%</p> <p><b>CI percentage:</b> 6.5%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 18.7%  <b>GNT percentage:</b> 26.8%  <b>CI percentage:</b> 42.9%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2019-2020 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> <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>• Pick-up and drop-off bus service to Springfield is non-stop.</li> <li>• PVCICS added a bus stop in a district with a higher percentage of economically disadvantaged students during the 2018-2019 school year.</li> <li>• PVCICS is contracted for a larger bus to serve Springfield.</li> <li>• PVCICS educated parents of enrolled students about the Project Bread Food Source Hotline to encourage all eligible students to enroll.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>(c) 2019-2020 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 present how PVCICS is supporting ‘Low income/Economically Disadvantaged’ students during the current Covid-19 pandemic at our information sessions. We expect our percentage to increase next year.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2019-2020 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>

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2019-2020 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>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2019-2020 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 2019-2020

### Implementation Report on 2019-2020 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 2019-2020, 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 19.8% of students in 2019-2020 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 2019-2020 roughly 21.3% of PVCICS students received RtI interventions. In 2019-2020 roughly 7.7% 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 2019-2020 goal, based upon October SIMS data, for student retention was 90.0%. The actual student retention was 89.3%. Student retention at PVCICS was lower than the state average of 91.6% and the comparison median of 91.7% reported for “all students”.

PVCICS experienced 0.0% attrition for English Learners (EL), which is below the state average of 12.5% and the comparable median of 10.0%.

Roughly 14.6% of Students with Disabilities left PVCICS. The attrition rate of students with disabilities was below third quartile percentage.

The attrition rate of Economically Disadvantaged students was 17.5% above the third quartile percentage. This result is inconsistent with recent past performance and we expect it to revert to the norm next year.

When one examines attrition of “High Needs” students, which includes Students with Disabilities, English Learners and Economically Disadvantaged students, PVCICS is at 13.5% was below the third quartile percentage. The highest attrition has been in 6<sup>th</sup> grade. Last year PVCICS added special education and instructional support staff to support the growing number of higher needs students entering the school, particularly in middle 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. PVCICS believes this rate will decline as the high school program grows and matures.

PVCICS needs to ensure the fact that it exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students is understood by the parents of “High Needs” students.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90.0%

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><b>School percentage:</b> 14.6%</p> <p><b>Third Quartile:</b> 16.5%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) Continued 2019-2020 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 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.</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 appropriate IEP services, IEP student retention will be raised.</li> <li>• PVCICS hired a full time licensed special education administrator.</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 had a higher ratio of special education staff to special education students than most public schools.</li> </ul>

	<b>(c) 2020-2021 Additional Strategy(ies)</b>
	<input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed
<b>Limited English-proficient students/English learners</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0.0%</p> <p><b>Third Quartile:</b> 16.7%</p> <p>The school is below third quartile percentages.</p>	<b>(b) Continued 2019-2020 Strategies</b>
	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <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 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.</li> <li>• The RtI 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> <li>• PVCICS will publicize that 30.8% of our Limited English-proficient students graduated from receiving services in the 2017-2018 school year</li> </ul>
	<b>(c) 2020-2021 Additional Strategy(ies)</b>
	<input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed
<b>Students eligible for free or reduced lunch (Low income/Economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 17.1%</p> <p><b>Third Quartile:</b> 16.0%</p> <p>The school is above third quartile percentages.</p>	<b>(b) Continued 2019-2020 Strategies</b>
	<input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed <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> </ul>
	<b>(c) 2019-2020 Additional Strategy(ies)</b>
	<input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies <ul style="list-style-type: none"> <li>• PVCICS is developing a new social-emotional learning program focused on preventative measures to help students from all</li> </ul>

	backgrounds. We expect this will help reduce our percentage within a year.
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## 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&>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS (Data as of the October 2019 SIMS submission)</b>	
Race/Ethnicity	% of School
African American	9.3
Asian	19.3
Hispanic	7.4
Native American	0
White	51.1
Native Hawaiian, Pacific Islander	0.2
Multi-race, non-Hispanic	12.8
Selected Populations	% of School
First Language not English	22.8
English Language Learner	2.8
Students with Disabilities	9.4
High Needs	28.1
Economically Disadvantaged	18.7

<b>ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR</b>			
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	N/A
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the educational program.	8/2011 <sup>7</sup>	N/A

<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.

Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011 <sup>8</sup>	N/A
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 <sup>9</sup>	N/A
Dorothy Hartman, Middle School Administrator	The Middle School Administrator assists in coordinating middle school educational activities.	8/2015	N/A
David Bulley, Discipline & Restorative Practices Administrator	The Discipline and Restorative Practices Administrator administers the discipline and restorative practices within the school.	8/2016	N/A
Catherine Zatyarka, Director of Operations and Student Activities	The Director of Operations and Student Activities manages school operations and student activities (clubs, before/after school, extracurricular activities, bus, lunch, etc.).	8/2017	N/A
Jing-Ji Marsha Liaw, Education Director	The Education Director manages the 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. Note: part-time in 2019-2020, has been an employee in another role since 8/2018.	8/2019	N/A
Kevin Lawson, Data and Assessment Coordinator	The Data and Assessment Coordinator <sup>10</sup> coordinates data needs and school wide testing. Note: full-time in 2019-2020, has been an employee since 8/2011.	8/2019	N/A

<b>TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2019-2020 school year.</b>	<b>Departures during the 2019-2020 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	73.11 (see note 1)	2.6	9.75	5.35 (note 3) 7.0 (note 4)
Other Staff	28.8 (see note 2)	3	3.5	1.5 (note 3) 5.0 (note 4)

Notes:

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

<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 is 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 Data and Assessment Coordinator is a new position this year.

<b>BOARD MEMBER INFORMATION</b>	
Number of Commissioner approved board members as of August 1, 2020	15
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	18

<b>BOARD MEMBERS FOR THE 2019-2020 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)</b>
Dana Parsons	Chair	Finance	0	7/1/2018 thru 6/30/2021
Paula Quinn	Vice Chair	Trusteeship	1	10/26/2015 thru 9/24/2021
Elizabeth Larivee	Secretary	Trusteeship, Personnel	1	3/1/2016 thru 2/28/2022
Roland Mandler	Treasurer	Finance	1	7/1/2017 thru 6/30/2020
Dan O'Shea		Finance, Trusteeship	1	1/25/2016 thru 1/24/2022
Scott Livingstone		Trusteeship, Personnel	1	1/30/2015 thru 1/29/2021
Peter Wood		Personnel	1	7/1/2017 thru 6/30/2023
Charles Bagley		Finance	1	1/30/2015 thru 1/29/2021
Lian Duan		Personnel	0	7/1/2018 thru 6/30/2021
Aime DeGrenier		Trusteeship	0	5/15/2019 thru 6/30/2022
A. Juliet Larke		Personnel	0	5/1/2019 thru 6/30/2022
Hannah Treworgy	Teacher Representative		0	10/28/2019 thru 6/30/2021
Sebastian English	Student Representative		0	2019-2020 School Year

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
Typically, 1 <sup>st</sup> Thursday of the month at 6:00 PM	317 Russell Street, Hadley, MA 01035

<b>COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Finance	Typically, Quarterly	317 Russell Street, Hadley, MA 01035
Trusteeship	As needed	317 Russell Street, Hadley, MA 01035
Personnel	As needed	317 Russell Street, Hadley, MA 01035



## Appendix D: Additional Required Information

### Key Leadership Changes

<b>Key Leadership Changes</b> <i>2019-2020 School Year</i>		
<b>Position</b>	<b>Name</b>	<b>No Change/New/Open Position</b>
Board of Trustees Chairperson	Dana Parsons	New
Executive Director	Richard Alcorn	No Change
Principal	Kathleen Wang	No Change
Special Education Administrator	Linee Perroncel	New
MCAS Test Coordinator	Kevin Lawson	New
SIMS Coordinator	Kathleen Wang	No Change
English Learner Director	Marina Jones	No Change
School Business Official	Youko Parsons	No Change
SIMS Contact	Kathleen Wang	No Change
Admissions & Enrollment Coordinator	Richard Alcorn	No Change

### Facilities

<b>Facilities</b>	
<b>Location</b>	<b>Dates of Occupancy</b>
Hadley, MA	August 1, 2008 – present.

### Enrollment

<b>Enrollment Dates for 2021-2022</b>	
<i>Note: typically PVCICS conducts several lotteries.</i>	
<b>Action</b>	<b>Estimated Date</b>
Student Application Deadline	February 8, 2021
1 <sup>st</sup> Lottery	February 10, 2021

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