

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2021-2022 School Year

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

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

Report Date: July 31, 2022

Table of Contents

Introduction to the School	3
School Performance and Program Implementation	4
Faithfulness to the Charter.....	4
Mission and Key Design Elements	4
Access and Equity: Discipline Data	5
Dissemination Efforts	6
Academic Program Success.....	7
Student Performance	7
Academic Program.....	7
Organizational Viability.....	9
Organizational Structure of the School	9
Budget and Finance.....	10
Appendix A: Accountability Plan 2021-2022	16
Appendix B: Recruitment and Retention Plan	19
Appendix C: School and Student Data Tables	28
Appendix D: Additional Required Information	32
Appendix E: Conditions, Complaints and Attachments	33

Introduction to the School

<i>Pioneer Valley Chinese Immersion Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hadley, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region	See below
Year Opened	2007	Year(s) Renewed	2012, 2017, 2022
Maximum Enrollment	584	Enrollment as of EOY June 2022	549
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist as of March 2022	166
Final # of instructional days during 2021-2021 School Year	180	Age of School as of 2021-2022 school year	15 years
School Hours	K-1 st grades: 8:30 AM – 3:30 PM 2nd-12th grades: 8:30 AM – 4:00 PM		
<p>Mission Statement</p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a Kindergarten through grade 12¹ educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:</p> <ul style="list-style-type: none"> • To develop proficiency² in Mandarin Chinese. • To maintain and extend students’ proficiency in English. • To develop high levels of academic attainment, meeting or exceeding national and state standards, through rigorous study and instruction aligned with the Massachusetts Curriculum Frameworks. • To develop students’ understanding of Chinese culture and the ability to interact successfully with others whose language and/or culture differs from their own. <p>PVCICS serves the Pioneer Valley region and offers a diverse group of students an innovative educational opportunity unavailable elsewhere in Massachusetts. PVCICS works to disseminate the school’s experiences and serve as a resource for schools trying to develop similar programs.</p>			

¹ PVCICS’s originally chartered grade span was K-8 and that grade span was in effect through the 2012-2013 school year. Due to the 2013 approval of an expanded grade span to K-12th, the mission statement was revised to be a K-12 grade span starting in the 2013-2014 school year.

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

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

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

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

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

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

In the elementary school grades K-5, Chinese language acquisition occurs by using Chinese in an immersive environment where Chinese is the language of instruction during at least half of the school day. During the 2021-2022 school year, PVCICS operated fully in-person after the previous school year's Covid-19 remote/hybrid/in-person 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 11th and 12th grades. The goal of the high school program is to prepare students for college by giving them 21st century global skills. PVCICS requires its 11th and 12th grade students to take IB Mandarin so they continue developing their Chinese proficiency. In middle and high school Chinese courses, Chinese is used as the language of instruction as done in the elementary immersion program. For the 2021-2022 school year, PVCICS's middle and high school schedules were restored to the regular daily schedules used during in person learning prior to the Covid remote/hybrid/in-person schedules of the previous school year.

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

AMENDMENTS TO THE CHARTER IN 2021-2022

Date	Amendment Requested	Approved?
10/28/2021	Enrollment Policy Update	11/23/2021

Access and Equity: Discipline Data

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

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04970205&orgtypecode=6&=04970205&&fycode=2021>

B. The Student Discipline data table below is for 2020-2021 and accessible from the link above. Note: this table is the latest available on the MA Department of Elementary and Secondary Education website and listed per DESE’s instructions. Data rules are as follows:

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

- There are fewer than 6 students reported, based on the offense and student group selected.
- The number of students disciplined and the types of discipline are suppressed.”

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

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	571	2			
English Learner	21	0			
Economically Disadvantaged	140	1			
Students with Disabilities	72	1			
High Needs	204	2			
Female	289	1			
Male	281	1			
American Indian or Alaska Native	0	<i>See note above about blank cells</i>			
Asian	111	1			
African American/Black	59	1			

Hispanic/Latino	51	0			
Multi-race, Non-Hispanic/Latino	74	0			
Native Hawaiian or Pacific Islander	1				
White	275	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. To reduce suspension rates, which are very low historically, PVCICS employs restorative practices to approach discipline. 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. In the previous school year, the Peace Room had operated in virtual and in person modes reflecting the model that PVCICS used due to Covid guidelines. Students could refer themselves to the Peace Room or be referred by a staff person. The goal of the Peace Room is to reduce traditional disciplinary consequences with preventative and educational approaches.

Dissemination Efforts

PVCICS’s Chinese immersion model has demonstrated that its students can learn two languages and be successful. PVCICS disseminates knowledge about its program to the public and to educators in Massachusetts and out of state. As an educational entity, PVCICS also hosts pre-service teachers to build collaborative relationships with graduate schools of education. In 2021-2022, PVCICS adhered to Covid-19 health safety guidelines and disseminated information in virtual formats instead of in person. All conferences that PVCICS presented at were only held in virtual formats using Zoom, Google Meets or similar real-time synchronous live broadcast technology. This online format actually allowed more participants than in person since no one had to spend money travelling to conferences. PVCICS also hosted monthly virtual information sessions for prospective parents and any educators interested in learning about the school.

Highlights of dissemination activities in 2021-2022 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
International Baccalaureate for All in a Bilingual Environment	GIBS conference	IB Coordinator	Massachusetts and New England educators in other IB programs.	Shared best practices and networking with other IB programs. There was no grant funding for this.
Race, racism, social justice in Chinese immersion program	Asia Society “Truth to Power” panel discussion entitled, “Addressing Race, Racism and Social Justice in Foreign	Principal	Teachers and administrators in world language programs around the world.	Shared experiences in K-12 on how learning another language (e.g. Chinese immersion) can counter stereotypes about

	Language Classrooms”, April 2022			language learning. There was no grant funding for this.
Diversity, language learning and administration	National Alliance for Charter Schools Conference for School Leaders of Color, February 2022	Principal	Charter school leaders of color from around the country.	National conversation about the challenges that school leaders of color face and how to build more support for them, as well as a pipeline for more. There was no grant funding for this.
Teacher and social worker training	Licensure practicum for pre-service teachers and social worker.	Teachers and administrators	Six UMass/Amherst undergraduate interns, one UMass/Amherst Doctoral of Psychology graduate student, one Smith College Masters of Social Work student, two Mount Holyoke College Masters of Teaching graduate students, one Westfield State University graduate student, and two licensure candidates from The Collaborative’s program,	Collaborative educational activities with local colleges. There was no grant funding for this.

ACADEMIC PROGRAM SUCCESS

Student Performance

A. PVCICS’s most recent 2021 school report card link is below,

<https://reportcards.doe.mass.edu/2021/04970205>

Academic Program

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

In 2021-2022, PVCICS returned to a full in person instructional model after the previous school year in remote/hybrid/in-person modes³. Students were required to be in school in-person unless there were approved medical reasons related to Covid.

PVCICS’s return to an all in person model relied on the culture of continual reflection at how to improve its educational program as well as a strong sense of teamwork within the entire staff. PVCICS daily schedules were restored to “pre-Covid” formats however, monitoring student attendance/engagement was increased with additional staff involved in the social-emotional welfare of students. PVCICS’s first year with an all in-person full day Peace Room went smoothly and was a popular safe space for students needing social-emotional support as they re-adjusted to being in school full-time.

³ 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.

The 2021-2022 school year marked the sixth year the school had 12th graders and in June 2022, all 12th graders successfully graduated in an in-person graduation. PVCICS's high school is an "International Baccalaureate (IB) for All" program so all 11th and 12th graders were enrolled in all IB courses.

The 2021-2022 school year saw modest growth in student enrollment during the first half of the school year but that changed as student attrition during the school year occurred. The 2021-2022 school year had more students exhibiting mental health needs as they transitioned back to school. Students whose educational progress were negatively impacted by Covid-19 were closely monitored in the school-wide Multi-Tiered System of Support (MTSS) process. That process along with additional staff, helped "accelerate" learning for all students.

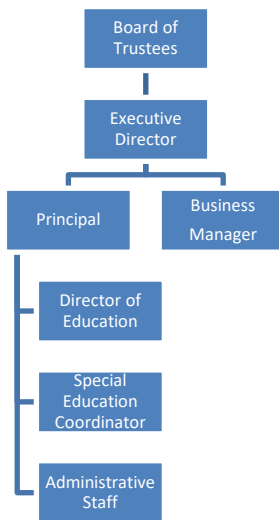
ORGANIZATIONAL VIABILITY

Organizational Structure of the School

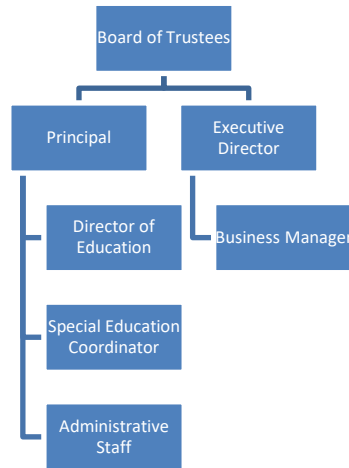
In 2021-2022, in the absence of qualified applicants, Ms. Kathleen Wang, served as the Interim Special Education Administrator, while also serving as Principal. To assist with special education administration, Ms. Rose Carr, a retired SPED administrator was contracted part-time to also support the SPED department. Mr. Kevin Lawson assumed a new role of Middle/High School Administrator. There were no other changes to the administrative positions that were in place in the prior year.

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

Organizational Chart



Functional Organization Chart



Budget and Finance

A. FY2022 income statement – unaudited

For the Fiscal Year July 1, 2021 to June 30, 2022

Revenues

Tuition	\$9,272,038.00
Grants	\$616,937.00
Student Fees	\$341,099.29
State Nutrition Funding	\$2,308.89
Contributions & Fundraising	\$2,442.43
Other Income	\$51,481.16
Insurance proceeds	\$4,656.43
Total	<u>\$10,290,963.20</u>
Total Revenues	<u>\$10,290,963.20</u>

Expenses

Salary

Administrative	\$970,500.40
Counselor	\$160,635.57
Teachers	\$3,886,779.21
Stipends	\$337.50
SPED Instructors	\$203,909.82
Instructional Support Specials	\$245,525.73
Other HR Specials	\$157,748.73
Paraprofessionals	\$350,093.33
Nurse	\$165,555.61
School Psychologist	\$89,982.22
Lunch Staff	\$0.00
Maintenance/Building & Grounds	\$108,103.55
Total	<u>\$6,339,171.67</u>

PTax & Other Fringe

Payroll Taxes	\$168,982.88
Workers Compensation Insurance	\$35,696.04
Other Fringe Benefits	\$581,611.99
Total	<u>\$786,290.91</u>

Student Expense

Consultant	\$72,875.91
Professional Development Instructional	\$13,561.82
Special Education	\$40,324.97
Student Health Services	\$25,010.09
Program Supplies and Materials	\$11,401.12
Instructional Materials & Supplies	\$84,053.75
Instructional Technology and Software	\$66,346.30
Non-Instructional Supplies	\$626.75
Depreciation Transport. Vehicles	\$11,097.58
Transportation Vehicle Insurance	\$1,845.25
Student Transportation	\$258,924.64

Food Services	\$175,060.38
Athletic Services	\$12,031.94
Community Services Honorarium	(\$150.00)
Field Trips/Recreation	\$4,289.92
Testing and Assessment	\$41,691.50
Total	<u>\$818,991.92</u>
Facility Expense	
Equipment & Furniture	\$20,813.72
Maintenance of Equipment	\$23,412.01
Maintenance Bldg & Grounds	\$185,631.48
Building Renovation/Construction	\$1,980.00
Utilities	\$102,059.46
Rental/Lease of Building & Grounds	\$749,509.08
Rental/Lease Equipment	\$12,044.68
Deprec. Information Technology	\$54,047.05
Deprec. Furniture	\$19,841.74
Deprec. Equipment & Building	\$28,137.50
Deprec. Improvements	\$15,264.80
Total	<u>\$1,212,741.52</u>
Administrative Expense	
IT Support	\$468.75
Audit	\$12,244.97
Out Source Accounting	\$26,000.00
Legal	\$68,535.10
Payroll Services	\$7,037.84
Professional Development-Admin	\$7,203.74
Dues/Licenses/Subscriptions	\$62,043.90
Office Supplies	\$13,952.66
Telephone	\$19,538.03
Printing/Reproduction	\$29,415.16
Postage	\$3,295.35
Contributions	\$0.00
Bank/Finance Charges	\$253.00
Travel Expense-Conference	\$1,174.71
Recruitment/advertising	\$33,403.55
Insurance	\$54,964.68
Fundraising-School	\$0.00
Board Expenses	\$6,971.72
Other Administrative	\$9,250.02
Community Policing Expense	\$12,500.00
Total	<u>\$368,253.18</u>
Total Expenses	<u>\$9,525,449.20</u>
NET SURPLUS/(DEFICIT)	<u><u>\$765,514.00</u></u>

B. FY2022 statement of net assets (balance sheet) - unaudited

*All numbers are in dollars (\$).
July 21, 2022 DRAFT*

	<u>Current Actual</u>	<u>June 2021</u>	<u>Change YTD</u>
Assets			
Current Assets			
Cash	\$3,517,844.05	\$2,963,802.92	\$554,041.13
Accounts Receivable	\$0.00	\$11,068.58	(\$11,068.58)
Prepaid Expenses	\$187,336.67	\$181,439.94	\$5,896.73
Due to/From Related Parties	\$3,988.73	(\$3,649.93)	(\$7,638.66)
Total Current Assets	<u>\$3,709,169.45</u>	<u>\$3,152,661.51</u>	<u>(\$556,507.94)</u>
Fixed Assets			
Property, Plant and Equipment	\$1,813,213.22	\$1,454,899.77	\$358,313.45
Accumulated Depreciation	(\$845,998.91)	(\$717,610.24)	(\$128,388.67)
Total Fixed Assets	<u>\$967,214.31</u>	<u>\$737,289.53</u>	<u>\$229,924.78</u>
Other Assets			
Prepaid Rent L/T	\$486,463.54	\$547,271.50	(\$60,807.96)
Total Other Assets	<u>\$486,463.54</u>	<u>\$547,271.50</u>	<u>(\$60,807.96)</u>
Total Assets	<u><u>\$5,162,847.30</u></u>	<u><u>\$4,437,222.54</u></u>	<u><u>(\$725,624.76)</u></u>
Liabilities and Net Assets			
Liabilities			
Current Liabilities			
Accounts Payable	\$146,047.87	\$232,472.74	\$86,424.87
Accrued Expense	\$572,093.70	\$526,198.16	(\$45,895.54)
National Honor Society	\$141.92	\$400.00	\$258.08
Sunshine Fund	\$696.83	\$562.52	(\$134.31)
Total Current Liabilities	<u>\$718,980.32</u>	<u>\$759,633.42</u>	<u>\$40,653.10</u>
Long Term Liabilities			
Graduating Class Funds	\$12,831.26	\$13,909.93	\$1,078.67
BSU Club	\$1,507.09	\$674.24	(\$832.85)
Service Club	\$321.42	\$0.00	(\$321.42)
PVCICS Student Council Funds	\$2,224.78	\$1,536.52	(\$688.26)
Total Long-Term Liabilities	<u>\$16,884.55</u>	<u>\$16,120.69</u>	<u>(\$763.86)</u>
Total Liabilities	<u>\$735,864.87</u>	<u>\$775,754.11</u>	<u>\$39,889.24</u>
NET ASSETS	<u>\$4,426,982.43</u>	<u>\$3,661,468.43</u>	<u>\$765,514.00</u>
Total Liabilities and Net Assets	<u><u>\$5,162,847.30</u></u>	<u><u>\$4,437,222.54</u></u>	<u><u>(\$725,624.76)</u></u>

C. FY2023 School Budget

Approved at the July 21, 2022 meeting of the PVCICS Board of Trustees

Revenues

Tuition	\$10,117,500.00
Grants	\$587,100.00
Student Fees	\$300,000.00
State Nutrition Funding	\$5,000.00
Contributions & Fundraising	\$1,250.00
Other Income	\$25,000.00
Insurance proceeds	\$0.00
Total	\$11,035,850.00
Total Revenues	\$11,035,850.00

Expenses

Salary		
	Administrative	\$999,976.88
	Counselor	\$282,416.00
	Teachers	\$3,877,552.00
	Stipends	\$205,000.00
	SPED Instructors	\$552,371.82
	Instructional Support Specials	\$283,290.00
	Other HR Specials	\$0.00
	Paraprofessionals	\$159,048.00
	Nurse	\$185,594.00
	School Psychologist	\$94,244.18
	Lunch Staff	\$61,290.00
	Maintenance/Building & Grounds	\$114,126.00
	Salary Reserve	\$150,000.00
		\$6,964,908.88
PTax & Other Fringe		
	Payroll Taxes	\$208,950.00
	Workers Compensation Insurance	\$38,970.00
	Other Fringe Benefits	\$607,656.00
	Total	\$855,576.00
Student Expense		
	Contracted Services Instructional	\$5,000.00
	Consultant	\$50,000.00
	Professional Development Instructional	\$25,000.00
	Special Education	\$40,000.00
	Student Health Services	\$30,495.00
	Program Supplies and Materials	\$13,627.00
	Instructional Materials & Supplies	\$100,000.00
	Instructional Technology and Software	\$70,500.00
	Non-Instructional Supplies	\$0.00
	Depreciation Transport. Vehicles	\$13,317.00
	Transportation Vehicle Insurance	\$2,000.00
	Student Transportation	\$300,000.00

	Food Services	\$200,000.00
	Athletic Services	\$15,500.00
	Community Services Honorarium	\$0.00
	Field Trips/Recreation	\$30,000.00
	Testing and Assessment	\$53,500.00
	Total	\$948,939.00
Facility Expense		
	Equipment & Furniture	\$0.00
	Maintenance of Equipment	\$26,121.00
	Maintenance Bldg & Grounds	\$200,000.00
	Building Renovation/Construction	\$0.00
	Utilities	\$109,325.00
	Rental/Lease of Building & Grounds	\$760,000.00
	Rental/Lease Equipment	\$13,040.00
	Deprec. Information Technology	\$54,010.00
	Deprec. Furniture	\$19,720.00
	Deprec. Equipment & Building	\$26,600.00
	Deprec. Improvements	\$15,212.00
	Total	\$1,224,028.00
Administrative Expense		
	Audit	\$21,600.00
	Out Source Accounting	\$33,800.00
	Legal	\$75,000.00
	Payroll Services	\$8,000.00
	Professional Development-Admin	\$5,000.00
	Dues/Licenses/Subscriptions	\$69,500.00
	Office Supplies	\$14,500.00
	Telephone	\$18,500.00
	Printing/Reproduction	\$35,516.00
	Postage	\$3,400.00
	Contributions	\$0.00
	Bank/Finance Charges	\$300.00
	Travel Expense-Conference	\$0.00
	Recruitment/advertising	\$38,600.00
	Insurance	\$58,812.00
	Fundraising-School	\$0.00
	Board Expenses	\$7,700.00
	Other Administrative	\$10,000.00
	Community Policing Expense	\$12,500.00
	Total	\$412,728.00
	Total Expenses	\$10,406,179.88
	NET SURPLUS/(DEFICIT)	\$629,670.12

C.b. FY23 Enrollment Table

FY22 Enrollment Table	Number
# of students pre-enrolled via March 2022 submission	584
# of students upon which FY23 budget tuition line is based	570
# of expected students for FY23 first day of school	570 to 584
Please explain any variances: <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>	

D. FY2023 Capital Plans

PVCICS Facilities Maintenance

PVCICS used much of our ESSER II funding for facilities maintenance and upgrades in FY22. There are no plans for significant facilities expenditures at the existing facility in FY23.

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 a combination of local bank financing and financing from the USDA – Rural Development.

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 maintains reserve accounts as part of existing loan agreements. These reserves are not dedicated to this project.

Appendix A: Accountability Plan 2021-2022

Note: This Accountability Plan was approved by MA Dept. of Elementary and Secondary Education on May 15, 2019. Due to Covid -19 state mandated school closures, PVCICS students were in remote / virtual learning mode from March 2020 – June 2020, and from August 2020-March 2021. From March 2021-June 2021, students could opt for remote/hybrid/in-person learning modes. Starting in August 2021, all students were in in-person learning mode.

Faithfulness to the Charter

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence																
Objective: Research studies have documented that student in language immersion programs develop English and target language literacy skills over time. K-3 grade English reading performance is strong and demonstrates improvement over time. (Key Design Element 1⁴)																		
<p>Measure: In each grade, K-3, the Fountas and Pinnell Benchmark Assessment System (BAS), will be used to track improvement in English reading and show that the average year-end scores of all students who have been enrolled for at least two years will be on or above grade-level.</p>	Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Initial Entry Year</th> <th>Average Year-End BAS Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2020-2021</td> <td style="text-align: center;">I</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2019-2020</td> <td style="text-align: center;">M</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2018-2019</td> <td style="text-align: center;">R</td> </tr> </tbody> </table> <p>Note: F&P BAS scores E through J are within grade level for 1st grade. F&P BAS scores K through M are within grade level for 2nd grade. F&P BAS scores N through P are within grade level for 3rd grade. Average year-end BAS scores for grades 1 and 2 are within grade level, and average year-end BAS score for grade 3 is above grade level.</p>	Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score	1	K	2020-2021	I	2	K	2019-2020	M	3	K	2018-2019	R
Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score															
1	K	2020-2021	I															
2	K	2019-2020	M															
3	K	2018-2019	R															

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Research studies have documented that the International Baccalaureate (IB) Diploma Programme is highly aligned with the Knowledge and Skills for University Success. All PVCICS grade 11-12 students will access a world class education by embracing their course work in the International Baccalaureate Diploma Programme at PVCICS. (Key Design Element 1)		
<p>Measure: 95% of the members of the graduating class who register to take 4 or more IB exams will earn at least two IB course scores of 3 or higher by July of their graduation year.</p>	Met	<p>100% of students registered for four or more IB exams (n=37) earned two or more IB scores of 3 or higher in the 2022 session (reported in July 2022).</p>
<p>Measure: Each year at least 50% of the members of the graduating class who attempt</p>	Met	<p>97% (36/37) of students in the graduating class of 2022 who attempted the IB Diploma earned their IB Diploma.</p>

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

the IB Diploma will earn their IB Diplomas.		
---	--	--

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence																					
Objective: PVCICS students will develop proficiency in Chinese language (Key Design Element 2)																							
Measure: Annually, in each grade K-2, on the Chinese SOPA, eighty percent of all students who have been enrolled for at least two years, will achieve Junior Novice Low or above proficiency.	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least two years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>K</td> <td>100%</td> </tr> <tr> <td>2</td> <td>K-1</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least two years are included in this data. SOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency	1	K	100%	2	K-1	100%												
Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency																					
1	K	100%																					
2	K-1	100%																					
Measure: Annually, in each grade 3-5, on the Chinese STAndards-based Measurement of Proficiency 4Se (STAMP 4Se) , eighty percent of all students who have been enrolled for at least four years, will achieve Novice-Mid or above proficiency.	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least four years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>K</td> <td>100%</td> </tr> <tr> <td>4</td> <td>K-1</td> <td>100%</td> </tr> <tr> <td>5</td> <td>K-2</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled at least four years are included in the percentage of students above. STAMP 4Se measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency	3	K	100%	4	K-1	100%	5	K-2	100%									
Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency																					
3	K	100%																					
4	K-1	100%																					
5	K-2	100%																					
Measure: Annually, in each grade 6-11, on the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S), eighty percent of all students who have been enrolled for at least seven years, will achieve Intermediate Low or above proficiency.	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>K</td> <td>97%</td> </tr> <tr> <td>7</td> <td>K-1</td> <td>97%</td> </tr> <tr> <td>8</td> <td>K-2</td> <td>100%</td> </tr> <tr> <td>9</td> <td>K-3</td> <td>100%</td> </tr> <tr> <td>10</td> <td>K-4</td> <td>100%</td> </tr> <tr> <td>11</td> <td>K-5</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least seven years are included in this data. STAMP 4S measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency	6	K	97%	7	K-1	97%	8	K-2	100%	9	K-3	100%	10	K-4	100%	11	K-5	100%
Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency																					
6	K	97%																					
7	K-1	97%																					
8	K-2	100%																					
9	K-3	100%																					
10	K-4	100%																					
11	K-5	100%																					

Measure: Annually, in grade 12, on the IB Mandarin test, eighty percent of all students who have been enrolled for at least thirteen years will achieve a 3 or above.	Met	100% of the 12 th graders in 2021-2022 who were enrolled for at least thirteen years, achieved a 3 or above on the IB Mandarin test. Note: all students took the IB exams in person on paper in 2021-2022.
--	-----	---

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence
Objective: PVCICS students will develop an understanding of Chinese culture. (Key Design Element 3)		
Measure: Annually, in each grade K-12, eighty percent of all students who have been enrolled for at least two years, will achieve Novice-Mid or above proficiency in understanding of Chinese culture based on “ACTFL World Readiness Standards” for Culture.	Met	In 2021-2022, PVCICS students in grades K-12 who were enrolled for at least two years, 100% achieved Novice-Mid or above proficiency in understanding of Chinese culture based on ACTFL intercultural communication benchmarks (part of the ACTFL World Readiness Standards). School wide events occurred for the Chinese New Year and online Pen Pal Exchange with schools in China and Taiwan. Within these events, students had to listen, observe, interpret, analyze and evaluate Chinese culture.

Dissemination

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence
Objective: PVCICS will share its innovative practices with other public school educators.		
Measure: At least once a year, PVCICS will host a workshop for Massachusetts public school educators on a topic related to instruction and/or student support activities.	Met	PVCICS presented multiple sessions during the 2021-2022 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.
Measure: At least once a year, PVCICS will submit a proposal for a presentation at a professional conference for public school dual language educators related to its Chinese language and culture program.	Met	PVCICS submitted a proposal for an educational series hosted by Asia Society called “Truth to Power”. PVCICS’s Principal participated in a panel discussion in April 2022 about “Addressing Race, Racism and Social Justice in Foreign Language Classrooms”. Topics discussed included training teachers in dual language programs, building a pipeline of culturally responsive educators, how to address racism in Chinese language and culture programs. Due to Covid-19, this was a live stream virtual program accessible to educators worldwide.

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2021-2022

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2022

Implementation Report on 2021-2022 Recruitment Plan

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

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

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

Percentage of Students in Selected Population				
Selected Population	2018-2019	2019-2020	2020-2021	2021-2022
English Learner	3.2	2.8	3.0	1.9
Students with Disabilities	5.5	9.4	10.7	11.7
Economically Disadvantaged	15.7	18.7	23.4	26.6

The changes in percentages from the 2020-2021 school year to the 2021-2022 school year were as follows.

- Students with Disabilities: Based upon October 2021 reporting, the number of ‘Students with Disabilities at PVCICS increased from 10.7% to 11.7%. The state uses the number of Individual

Education Programs (IEPs) in place at a school as the measure of the number of students with disabilities. In order for a student to receive an IEP the student must both have a disability and not make effective progress. June 2022 End of Year reporting shows PVCICS had 72 students with an IEP, which represented roughly 13.1% 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 has more 'Teachers' and 'Sped Teachers' per student than can be found in neighboring public-school districts.

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 decreased from 3.0% to 1.9%.

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 21.0% of 2022 PVCICS students were 'First Language Not English' (FLNE). This is well above the reported 14.3% of FLNE student within our state defined regional comparison index.

While serving a higher percentage of 'First Language Not English' students, the percentage of students at PVCICS receiving English Learner services is lower at 1.9% than the 2021 state defined GNT target percentage of 6.0%. 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 2021 reporting the percentage of Economically Disadvantaged students at PVCICS grew from 23.4% to 26.6%, which represents a 13% year over year increase.

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

Wait list data shows growing demand from communities with high needs populations. PVCICS is working to expand the number of seats to serve all students.

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

- **High Needs:** High Needs students served, which includes all the populations previously described, grew from 33.4% of the school population to 37.1%, which represents a 11% year over year increase. PVCICS is clearly being quite successful recruiting high needs students. More high needs students could be served, if the state allowed the school to enroll more new students.

General Recruitment Activities Undertaken Each Year Which Apply to All Students

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2021-2022 Strategies

(a) CHART data

School percentage:
11.7%

GNT percentage:
15.3%

CI percentage: 16.3%

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.
- June 2021 End of Year SIMs reporting for the 2020-2021 school year shows that the school ‘Students with Disabilities’, meaning students with

	<p>IEPs, percentage grew to roughly 12.2%, which is close to the 2021 GNT percentage.</p> <ul style="list-style-type: none"> • PVCICS will present how PVCICS supports ‘Students with Disabilities’ during the current Covid-19 pandemic at our information sessions, if relevant. • PVCICS will present how our staff includes Chinese fluent special education teachers at our information sessions. We expect our percentage will grow next year.
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Existing strategies have resulted in considerable growth in the target population. As has occurred over the last four years, we expect our percentage to increase as new students are enrolled in the school.

Limited English-proficient students/English learners

	<p>(b) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support for Limited English-proficient students available at PVCICS. • Services are described at information sessions and on the public website. Google translator works with PVCICS’s website. • As occurred last year, an English Learner teacher will host an information session; • Information sessions will include time for parents and students to receive additional information about services for limited English-proficient students. • PVCICS will continue to distribute flyers at Centers for New Americans and at the International Language Institute of Massachusetts. • Services include reduced cost for student bus service to and from Holyoke, Chicopee, Springfield and Greenfield, which have a higher percentage of Limited English-proficient students. • PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes. • Pick-up and drop-off bus service to Springfield is non-stop. • PVCICS added a bus stop in a district with a higher percentage of students with limited English proficiency during the 2018-2019 school year. • PVCICS contracted for a larger bus to serve Springfield. • PVCICS information sessions will publicize the fact, historically, PVCICS graduates EL students out of services at roughly twice the state average rate. • PVCICS will present how PVCICS supports ‘Limited English-proficient students/English learners’ during the current Covid-19 pandemic at our information sessions, if relevant. • PVCICS information sessions will publicize that the school has had no attrition of EL students for two years
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p>

(a) CHART data

School percentage:
1.9%

GNT percentage:
6.0%

CI percentage: 6.5%

The school is below GNT percentages and below CI percentages

	<ul style="list-style-type: none"> 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.
Students eligible for free or reduced lunch (Low income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 26.6%</p> <p>GNT percentage: 37.6%</p> <p>CI percentage: 53.6%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 Strategies</p> <ul style="list-style-type: none"> PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who have direct certification as Economically Disadvantaged. Services include reduced cost for student bus service to and from Holyoke, Chicopee, Springfield and Greenfield, which have a high percentage of Economically Disadvantaged students. Supports for Economically Disadvantaged students are described at information sessions and on the school’s website. PVCICS will continue to post flyers at regional Community Action centers, public libraries and the area survival centers. Information sessions will continue to include time for parents and students to receive additional information about services for Economically Disadvantaged students. PVCICS will provide flyers to at least two YMCA programs that tend to service lower income families and their children. PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes. Pick-up and drop-off bus service to Springfield is non-stop. PVCICS added a bus stop in a district with a higher percentage of economically disadvantaged students during the 2018-2019 school year. PVCICS is contracted for a larger bus to serve Springfield. PVCICS educated parents of enrolled students about the Project Bread Food Source Hotline to encourage all eligible students to enroll. PVCICS information sessions publicized the fact PVCICS exceeded the state's average Student Growth Percentiles (SGP), which measures how a group of students’ achievement has grown or changed over time, for "High Needs" students. PVCICS will present how PVCICS supports ‘Low income/Economically Disadvantaged’ students during the current Covid-19 pandemic at our information sessions, if relevant <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Existing strategies have resulted in considerable growth in the target population. As has occurred over the last four years, we expect our percentage to increase as new students are enrolled in the school.

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Supports for students who are sub-proficient are described at information sessions and on the public website. • PVCICS distributed flyers at local after-school enrichment and tutoring centers. • PVCICS will be explicit about how its programmatic elements (e.g., two teachers in all K-5 classes and extended school day) are beneficial to students who have struggled academically and/or may need more intensive support.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students at risk of dropping out of school. Supports for students at risk of dropping out of school are described at information sessions and on the public website.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students who have dropped out of school. Supports for who have dropped out of school are described at information sessions and on the public website.

Retention Plan 2021-2022

Implementation Report on 2021-2022 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 2021-2022, 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 21% of students in 2021-2022 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 2020-2021 roughly 22% of PVCICS students received MTSS interventions. In 2021-2022 roughly 6.9% 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 2021-2022 goal, based upon October SIMS data, for student retention was 91.0%. The actual student retention was 93.8%. Student retention at PVCICS was lower than the state average of 90.4% and equal to the comparison median of 90.8% reported for “all students”.

PVCICS experienced 17.2% attrition for English Learners (EL), which is above the state average of 12.4% and the comparable median of 8.6%. Given the small number of English Learners (EL) students the departure of a small numbers of students leads to a large attrition percentage. In the preceding two years English Learners (EL) attrition was 0%.

Roughly 7.6% of Students with Disabilities left PVCICS. which is below the state average of 10.1% and the comparable median of 11.1%.

The attrition rate of Low-Income students was 6.1%. which is below the state average of 11.5% and the comparable median of 11.8%.

When one examines attrition of “High Needs” students, which includes Students with Disabilities, English Learners and Low-Income students, PVCICS is at 5.3%, which was well below the state average percentage of 10.9%. PVCICS has added special education and instructional support staff to support the growing number of higher needs students entering the school.

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.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.6%</p> <p>Third Quartile: 17.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • PVCICS will continue to provide social, emotional and academic support for special education students. • 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. • PVCICS will continue to maintain a full range of services for students on IEP’s. • PVCICS will continue to build skill by providing teacher training. • PVCICS believes that by delivering required IEP services, IEP student retention will be raised. • PVCICS hired a full time licensed special education administrator. • PVCICS will publicize to parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • PVCICS will publicize to parents/guardians the fact PVCICS has had a higher ratio of special education staff to special education students than most public schools.
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies)</p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

<p>School percentage: 17.6%</p> <p>Third Quartile: 16.7%</p> <p>The school is above third quartile percentages.</p>	<ul style="list-style-type: none"> • PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students. • PVCICS uses the 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. • The MTSS process employs progress monitoring and escalating intervention, as needed. • PVCICS believes that by delivering appropriate EL services, LEP student retention will increase. • PVCICS will publicize to its parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • PVCICS will publicize that 30.8% of our Limited English-proficient students graduated from receiving services in the 2017-2018 school year
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies)</p> <p><input type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> • Offer a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups.

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

<p><u>(a) CHART data</u></p> <p>School percentage: 6.1%</p> <p>Third Quartile: 17.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • PVCICS will continue to offer Economically Disadvantaged students social, emotional and academic support. • PVCICS will send an informational flyer to all incoming parents on the New England Farm Workers program to provide childcare vouchers or provide a comparable alternative, if the NEFW program ends. • PVCICS is eligible for Title I funding and will use these funds to support a reading specialist. • PVCICS will publicize to parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • Students that have direct certification as Economically Disadvantaged will receive free bus service on the supported routes. • PVCICS has developed a social-emotional learning program focused on preventative measures to help students from all backgrounds.
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies)</p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>

Appendix C: School and Student Data Tables

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

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

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS (Data as of the October 2021 SIMS submission)	
Race/Ethnicity	% of School
African American	10
Asian	18.5
Hispanic	10.1
Native American	0
White	47.9
Native Hawaiian, Pacific Islander	0.2
Multi-race, non-Hispanic	13.3
Selected Populations	% of School
First Language not English	21
English Language Learner	1.9
Students with Disabilities	11.7
High Needs	37.1
Low Income	26.6

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date as Admin	End date
Richard Alcorn, Executive Director	The Executive Director is the school's leader responsible for the strategic management of the organization.	9/2010	N/A
Kathleen Wang, Principal	The Principal is the school's educational operations leader responsible for the implementation of the instructional program and daily school operations.	5/2007	N/A
Youko Parsons, Director of Financial Operations	The Director of Business Operations administers the day-to-day financial responsibilities.	8/2015	N/A
Kathleen Wang, Interim Special Education Administrator (Coordinator)	The Special Education Administrator manages the special education program and ensures compliance with all state and federal laws and regulations.	8/2021	N/A
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the K-5 Chinese educational program.	8/2011 ⁵	N/A

⁵ 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 ⁶	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 ⁷	N/A
Kevin Lawson, Middle/High School Administrator	The Middle/High School Administrator assists in coordinating middle school educational activities.	8/2021	N/A
Edison Santana, Peace Room Administrator	The Peace Room administrator manages the socio-emotional supports and restorative practices in the Peace Room.	8/2020 ⁸	N/A
Jing-Ji Marsha Liaw, Education Director	The Education Director manages the middle and high school Chinese educational program.	8/2018	N/A
Greg Rota, Athletic Director	The Athletic Director manages the middle and high school extracurricular athletics programs.	8/2019 ⁹	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year.	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	76.9 (see note 1)	5	14	2.0 (note 3) 16.0 (note 4) 1.0 (note 5)
Other Staff	35 (see note 2)	5	3	7 (note 4)

Notes:

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

⁶ The Director of Student Services was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

⁷ 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.

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

⁹ The Athletic Director was a part-time position in 2020-2021. He has been an employee in another role since 8/2018.

BOARD MEMBER INFORMATION	
Number of Commissioner approved board members as of August 1, 2022	9
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	18

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served (count of completed 3-yr terms)	Length of each term (start and end date)
Cynthia Farmer	Chair	Trusteeship, Personnel	0	7/9/2020 thru 6/30/2023
Michael Rooney	Vice Chair	Personnel	0	7/1/2021 thru 6/30/2024
Elizabeth Larivee	Secretary	Trusteeship, Personnel	1	3/1/2016 thru 2/28/2022
Ying Wang	Treasurer	Finance	0	7/9/2020 thru 6/30/2023
Peter Wood		Personnel	1	7/1/2017 thru 6/30/2023
A. Juliet Larke		Trusteeship, Personnel	0	5/1/2019 thru 11/10/2021
Dan O'Shea		Finance, Trusteeship	1	1/25/2016 thru 1/24/2022
Edison Santana		Trusteeship	0	7/9/2020 thru 3/3/2022
Ann Kochis		Finance	0	7/1/2021 thru 6/30/2024
Frank Soleimani		Trusteeship	0	7/1/2021 thru 6/30/2024
Gina Occasion		Personnel	0	7/1/2021 thru 6/30/2024
Sujane Wu		Trusteeship	0	7/1/2021 thru 6/30/2024
Chung Liu			0	04/04/2022 thru 6/30/2022
Greg Rota	Teacher Representative		0	2021-2022 School Year
Augusto Schwanz	Student Representative		0	2021-2022 School Year

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

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Typically, 1 st Thursday of the month at 7:00 PM. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance	Typically, quarterly. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035
Trusteeship	As needed. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035
Personnel/Grievance	As needed. Meeting dates and times are posted at https://pvcics.org/about-pvcics/board-of-trustees and at the school.	317 Russell Street, Hadley, MA 01035

Appendix D: Additional Required Information

Key Leadership Changes

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

Facilities

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

Enrollment

Enrollment Dates for 2023-2024	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	March 6, 2023
1 st Lottery	March 8, 2023

Appendix E: Conditions, Complaints and Attachments

Conditions – N/A.

Complaints – N/A

Attachments – N/A

*** End of Annual Report ****