

# Baystate Academy

Charter Public School

2021-2022 ANNUAL REPORT  
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<b>Name of School Baystate Academy Charter Public School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) the Charter was Renewed (if applicable)	2018
Maximum Enrollment	560	Enrollment as of 6/14/22	420
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	183	Students on Waitlist as of 7/30/22	0
Final Number of Instructional Days during 2022-2022 School Year	180		
School Hours	M-Th 8:00 a.m. – 2:30 p.m. F 8:00 a.m. – 1:30 p.m.	Age of School as of 2022-2022 School Year	Nine Years
<b>Mission Statement</b> <i>Baystate Academy Charter Public School is a college preparatory school that provides challenging academic standards in professional health career settings in order to prepare 6th -12th grade students in Springfield to be inspired leaders in the 21st century workforce.</i>			

## **Faithfulness to Charter**

### **Mission and Key Design Elements**

Baystate Academy educational design is based on the EL Education (formally known as Expeditionary Learning) model. We have taken aggressive steps to complete the full implementation of the EL model. Our focus as a college preparatory school is to prepare students to matriculate through college in pursuit of a career in healthcare or health sciences.

### **Student Character Development**

Character and life habits are essential to being successful in college and, subsequently, in life. Our students' focus on essential skills such as (1) Team building/Collaboration, (2) Empathy/Compassion (3) Responsibility and (4) Wellness. These habits are developed through a variety of school structures, rituals, traditions, and ceremonies.

The school has implemented the cultural and character aspects of EL. Each class spends a week in the beginning of the year reviewing school wide and classroom specific expectations that are posted in classrooms. A major focus to implementing the EL model is our focus on student character building. Through our Habits of Scholarship (HOS), students are graded on the 5 qualities of HOS: Readiness, Respect, Perseverance, Collaboration and Integrity. These habits are operationalized in the following "I can" statements respectively: I can come to class ready to learn; I can actively and respectfully participate in class; I can assess and revise my work; I can contribute to the success of group work; and I can complete daily homework. For each of these HOS's, there is an accompanying rubric that outlines how students should perform and be graded. The HOS habits and rubric are posted in the school hallways and classrooms. Teachers incorporate these habits into their daily lesson plans.

As an EL Education school, culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become CREW, not passengers. CREW is a required, credit-based class for all middle and high school students. It meets for a minimum of 3 hours per week with opportunities to expand this time within the flexible block schedule as needs arise. CREW class size does not exceed 13 students, which promotes a deep sense of community and belonging.

### **College and Career Readiness**

A college-focused culture is visibly present in our school, and includes posted college banners in the entrance, and the organization of student cohorts by college names. Our 8<sup>th</sup> and 9<sup>th</sup> graders created a list of their preferred colleges. This included the completion of a report on the rationale for choosing those colleges and what's required of the students for enrollment. Students across all grades also participated in class trips to colleges, but due to COVID-19, we had to cancel those trips. The schools we usually visit are: Springfield College, UMass-Amherst, Elms College, Worcester State College, Boston University, UConn, Western New England University and Tufts. Baystate Academy has developed a number of partnerships with local colleges including Mt. Holyoke College, Springfield College, American International College, Holyoke Community College and Springfield Technical Community College. These partnerships will ensure students have access to university resources including classroom instruction and use of medical laboratories. We were still able to teach our college and career readiness course to students. Because of COVID-19, we were unable to visit any college or universities this year.

Our senior class demonstrated resiliency as 100% of the graduating 2022 class were accepted into a two- or four-year college. They also received over \$2.5M in scholarship offers.

Our definition of college preparation is that no student will have to take a remedial course in college. As a result, we implemented double mathematics and English Language Arts blocks in the middle school and a double science block for the high school.

### **Immersion in Healthcare Careers**

We continue to increase our focus in the indoctrination of Healthcare Careers to students. A major element of this indoctrination was through our school's Case Studies and Learning Expeditions (one per grade level per year) that primarily have a healthcare or health related focus. Learning expeditions are the signature EL Education curricular structure. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. They involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of nonfictional text. Learning expeditions take multiple, powerful elements of the EL model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work

*As a result of COVID-19, we weren't allowed to visit organizations, therefore we did not have the opportunity to complete our hands on projects and expeditions.*

### **Health Sciences**

We introduce students to healthcare through Project Lead the Way (PLTW), which provides a STEM-based curriculum that gives students the opportunity to play the role of a biomedical professional. PLTW is a [not-for-profit](#) organization that develops [STEM](#) curricula for use by elementary, middle, and high schools. Through PLTW, students are able to investigate and study the concepts of human medicine, physiology, genetics, microbiology and public health. This program is a four-course sequence that prepares students to continue their studies through post-secondary education and careers. PLTW provides students with an opportunity to graduate from High School with college credit for completion of their Advanced Placement (AP) courses. Students who have successfully passed at least three exams (one AP exam, one PLTW exam, and another AP or PLTW exam) are eligible to receive the AP + PLTW Student Recognition in [Biomedical Sciences](#).

Students have the opportunity to enroll in the **Baystate Springfield Educational Partnership**, (BSEP) program, a health career pathway program that introduces students to workplace-based experiences at Baystate Medical Center. BSEP guides students through experiences in health care careers by providing hospital-based learning experiences to explore different careers and engage in observations. We also developed relationships with the Hispanic Nurses' Association, MassHire Hampden County Workforce Board and the Healthcare Workforce Partnership of Western Massachusetts. *Because of operating remotely, students were not able to enter Baystate Medical Center where the program is hosted.*

Students are usually able to participate in a career exploration session at Springfield Technical Community College in their simulation lab, but due to COVID-19, we weren't able to provide this experience. SIM is a computerized medical simulation mannequin used to train students for work in health care fields. They were able to simulate the experience of providing medical care to a patient. Students were unable to participate in this experience due to COVID-19.

Lastly, students take required courses in Health Careers Exploration and Public Health to round out their understanding of the array of health careers available and health related concepts and issues to explore in their post-secondary endeavors.

### **EL Education (formally known as Expeditionary Learning)**

We continue to further implement all aspects of the EL educational model. Aspects of the model include the curriculum, specific instructional practices, cultural and character components, assessment, and characteristics of administrators. The EL model curriculum is built on cross curricular learning expeditions, case studies, projects, fieldwork, service learning, original research, critical thinking, problem solving, and character building.

We define achievement as mastery of complex academic content and rigorous preparation for college. It also includes creation of complex, authentic work and meaningful contributions to society. We measure our work through the lens of three dimensions of student achievement:

- **Student Mastery of Knowledge and Skills** as measured by student performance on MCAS.
- **High Quality Student Work** as measured by evidence drawn from an annual Quality Work Protocol focused on attributes of complexity, craftsmanship and authenticity.
- **Student Character** as measured by evidence of student data showing growth over time in essential character habits such as collaboration, effort and responsibility.

#### Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
4/4/2022	Requested a temporary change to the length of the school year for the current 2021-2022 school year by 3 days.	Approved

#### Access and Equity: Discipline Data

2020-21 Student Discipline <sup>1</sup>					
<a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35020000&amp;orgtypecode=5&amp;=35020000&amp;&amp;fycode=2021">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35020000&amp;orgtypecode=5&amp;=35020000&amp;&amp;fycode=2021</a>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	481	0	0	0	0
English Learner	43	0	0	0	0
Economically Disadvantaged	379	0	0	0	0
Students with Disabilities	98	0	0	0	0
High Needs	403	0	0	0	0
Female	221	0	0	0	0
Male	260	0	0	0	0
American Indian or Alaska Native	0				
Asian	4	0	0	0	0
African American/Black	132	0	0	0	0
Hispanic/Latino	288	0	0	0	0
Multi-race, Non-Hispanic/Latino	6	0	0	0	0

<sup>1</sup> Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school's student discipline data.

<b>Native Hawaiian or Pacific Islander</b>	2	0	0	0	0
<b>White</b>	49	0	0	0	0

Baystate Academy understands that all students come to school with various needs, challenges, and obstacles. A comprehensive review of the *Baystate Academy Code of Conduct* was conducted to remove the use of suspensions and office referrals for lower-level offenses. The team identified inclusive practices that would replace punitive consequences. These practices included restorative conversations, de-escalation strategies, tier behavior supports, school-wide classroom discipline practices, weekly community meetings to review school-wide expectations, cool down spaces, and targeted behavior group sessions with guidance counselors. As a result of being out of the building most of the school year, and trying to reacclimate students when they did return, we did not administer any in or out of school suspensions during the school year.

### Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination)</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Recruiting and Retaining Culturally Responsive Educators of Color	Office of Charter Schools and School Redesign Webinar	Joretha Lewis	K-12 Massachusetts Charter Schools	Share with schools the following items: <ul style="list-style-type: none"> <li>• Creating a culturally responsive and inclusive work climate</li> <li>• Creating culturally responsive recruitment and retention systems and goals</li> </ul>
Co-Teaching Reading Best Practices	Monthly meetings – virtual	Sonia Hill	New Directors Special Educational Leadership Institute	
School re-entry	Quarterly meetings – virtual	Joretha Lewis	Massachusetts EL Education Leadership Cohort	

## Academic Program Success

### Student Performance

A. Baystate Academy Charter Public School Report Card

<https://reportcards.doe.mass.edu/2021/35020405>

B. Assessment Data

We administer the iReady on-line assessment to the 6<sup>th</sup> and 7<sup>th</sup> grades in Reading and three times a year. We use the results to gauge where students are with respect to being on grade level in those content areas. Based on this year's assessments, overall, our students didn't achieve the growth in moving up two grade levels which is our target.

iReady Reading	Fall Overall Placement 21-22 SY				
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
<b>6th Grade</b>	2	5	10	12	23
52	<b>4%</b>	<b>10%</b>	<b>19%</b>	<b>23%</b>	<b>44%</b>
<b>7th Grade</b>	2	4	12	13	40
71	<b>3%</b>	<b>6%</b>	<b>17%</b>	<b>18%</b>	<b>56%</b>
iReady Reading	Winter Overall Placement 21-22 SY				
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
<b>6th Grade</b>	3	7	112	8	24
54	<b>6%</b>	<b>13%</b>	<b>22%</b>	<b>15%</b>	<b>44%</b>
<b>7th Grade</b>	3	12	14	12	32
73	<b>4%</b>	<b>17%</b>	<b>19%</b>	<b>16%</b>	<b>44%</b>
iReady Reading	Spring Overall Placement 21-22 SY				
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
<b>6th Grade</b>	2	5	1	5	26
39	<b>5%</b>	<b>13%</b>	<b>3%</b>	<b>13%</b>	<b>66%</b>
<b>7th Grade</b>	4	1	7	5	40
57	<b>7%</b>	<b>2%</b>	<b>12%</b>	<b>9%</b>	<b>70%</b>

iReady Math	Fall	Fall Overall Placement 21-22 SY				
	Completed	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
<b>6th Grade</b>		1	7	26	9	23
72	<b>92%</b>	<b>1%</b>	<b>10%</b>	<b>36%</b>	<b>13%</b>	<b>32%</b>
<b>7th Grade</b>		2	7	27	11	26
80	<b>91%</b>	<b>3%</b>	<b>9%</b>	<b>34%</b>	<b>14%</b>	<b>33%</b>

iReady Math	Winter	Winter Overall Placement 21-22 SY				
	Completed	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6th Grade		0	6	18	9	31
72	88%	0%	8%	25%	12%	42%
7th Grade		4	10	23	7	27
80	90%	5%	13%	29%	9%	34%
iReady Math	Spring	Spring Overall Placement 21-22 SY				
	Completed	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6th Grade		0	6	19	11	21
72	76%	0%	8%	25%	15%	28%
7th Grade		4	9	21	12	19
80	82%	5%	11%	27%	15%	24%

We administer the NWEA MAP on-line assessment to the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders in Reading, Math and Science twice a year. We use the results to gauge where students are with respect to growth in those content areas. Based on this year's assessments, overall, our students didn't achieve the growth during the year that we anticipated.

21-22 NWEA Reading	Completion Rate	Percentage Meeting Growth Projection	
	Winter 21-22 SY	Winter 21-22 SY	Spring 21-22 SY
Schoolwide			
8th Grade	70	29	24
77	91%	48%	42%
9th Grade	53	15	16
74	72%	33%	36%
10th Grade	53	15	21
68	78%	31%	48%

2021-22 NWEA Math	Completion Rate	Percentage Meeting Growth Projection	
	Winter 21-22 SY	Winter 21-22 SY	Spring 21-22 SY
Schoolwide			
8th Grade	71	32	15
77	92%	47%	23%
9th Grade	61	26	22

74	82%	50%	48%
<b>10th Grade</b>	53	23	20
68	78%	44%	39%

21-22 NWEA Science	Completion Rate	Percentage Meeting Growth Projection	
	Winter 21-22 SY	Winter 21-22 SY	Spring 21-22 SY
<b>Schoolwide</b>			
<b>8th Grade</b>	64	24	22
77	83%	47%	44%

## Academic Program

### Instruction:

Instructional priorities for the 2021- 2022 were guided by our integrated strategic plan. The strategic plan was designed in conjunction with our educational partners EL Education and School Works. This plan includes overarching goals that guide instructional practices, benchmarks to monitor progress and action steps aligned with school-wide goals. This plan is reviewed quarterly through the examination of student data, student work samples and teacher observation data. Our strategic plan in instruction focuses on three major areas: instructional planning, instructional delivery, and assessment practices. Goals and measurable outcomes are reviewed through data cycles by the leadership team.

To maximize teacher-directed instructional time across operational levels and staffing structures, a comprehensive schedule was implemented to maximize instructional minutes in all content areas. Students were provided with 60- 75 minutes of instruction for all core and specials classes. The instructional schedule included 45 minutes of academic support and intervention for students in grades 6th-12th to assist with learning loss and opportunities. The designated intervention schedule focused on mathematics and English Language Arts. Universal academic support was provided using iReady, Khan Academy, Study.com and CommonLit. This instructional design allowed the organization to provide uninterrupted instructional services to all students

For the 2021- 2022 school year, Baystate Academy continued utilizing the same time allocation for core academic instruction. The 45-minutes of academic support and intervention provided opportunities for remediation and acceleration. We continued to utilize the evidence-based online programs mentioned above.

### Curriculum:

All academic courses are aligned to Massachusetts curriculum frameworks. Pacing guides and curriculum maps were revised this school year to allow adequate time for acceleration, remediation and differentiation. A universal curriculum map template was used to outline units of study, instructional duration, assessments, themes, guiding questions, and high impact standards. Due to the shift in instructional delivery models, pacing guides were reviewed quarterly to ensure alignment to student data from interim assessments.

The curriculum in grades 6th- 8th are supplemented with lessons and resources from Curriculum Associates in ELA and Math. 6th -12th-grade science curriculum maps are aligned to Massachusetts 2016 Science and Technology Engineering Framework. Units of study focus on integrating science practices, hands-on labs and engineering into science content and literacy. Students in grades 6th- 8th are provided with a STEM class aligned to NGSS. 9th- 12th grade biomedical courses (Principles of Biomedical

Science, Human Body Systems, Medical Interventions, and Biomedical Innovations) follow the curriculum maps and resources created by Project Lead the Way, and our Advanced Placement courses use pre-approved curriculum maps provided by the College Board's Advanced Placement program.

For the 2021- 2022 school year, Baystate Academy adopted a new curriculum in mathematics, English language arts, science and social studies. These shifts are aligned to Massachusetts Curriculum frameworks and was intended to support the acceleration of student learning.

### **Curriculum**

- Mathematics 6<sup>th</sup> - 11<sup>th</sup> - **LearnZillion Illustrative**
- ELA 6<sup>th</sup>- 10<sup>th</sup> - **StudySync ELA McGraw Hill**
- Social Studies 6<sup>th</sup> - 8<sup>th</sup> - **McGraw Hill**
- Science 6<sup>th</sup>-8<sup>th</sup> - **Amplify**
- Spanish - **McGraw Hill**

### **Assessments**

- 6<sup>th</sup> - 12<sup>th</sup> - NWEA - (Math/ ELA/ Science)
- 6<sup>th</sup> - 8<sup>th</sup> - iReady - (ELA /Math/ Plus Intervention)
- 6<sup>th</sup> - 12<sup>th</sup> grade interim assessment platform - Edulastic (4-6 wks)
- PLTW/Spanish/CCR/Health Careers - use Edulastic every 6-8 wks

### **Intervention Tools**

- Math - Curriculum Associates iReady - Intervention
- Science - Gizmos - Intervention Lab
- Social Studies (Civics) - NewsELA - Intervention/ Supplemental
- ELA - Curriculum Associates iReady - Intervention

### **Safety of Students**

Various committees met months prior to the return of students to develop protocols and practices that would ensure the mental and physical safety of all students.

The first week of in-person learning included spending time addressing the social and emotional needs of all students. Specific lessons in Crew were implemented to address anxiety, social skills, and team building. Academic classes established routines and procedures to ensure consistency of expectations beginning with the first day students returned. Counselors were available to meet with individual students presenting with adjustment disorders, anxiety, and/or depression. Small guidance groups were created in middle school to provide an extra layer of academic support while integrating SEL topics.

Equal attention was given to the physical safety of students. Markers were placed on the floor to guide how students walk in the hallways during transitions. Antibacterial stations were set up throughout the building for easy access. Water fountains were converted to dispense water in cups/bottles, eliminating physical contact. All CDC guidelines for social distancing, wearing masks, and hand cleaning were strictly enforced. Staff members were required to submit daily health screening surveys to minimize the risk of transmitting the Coronavirus. Any student exhibiting signs of illness were immediately sent to the nurse for evaluation and placed in a special holding area until they were picked up. Potentially sick students/staff were immediately sent home and could not return until receiving a negative on the Coronavirus test. Contact tracing procedures were conducted by the principal.

### **Supports for diverse learners:**

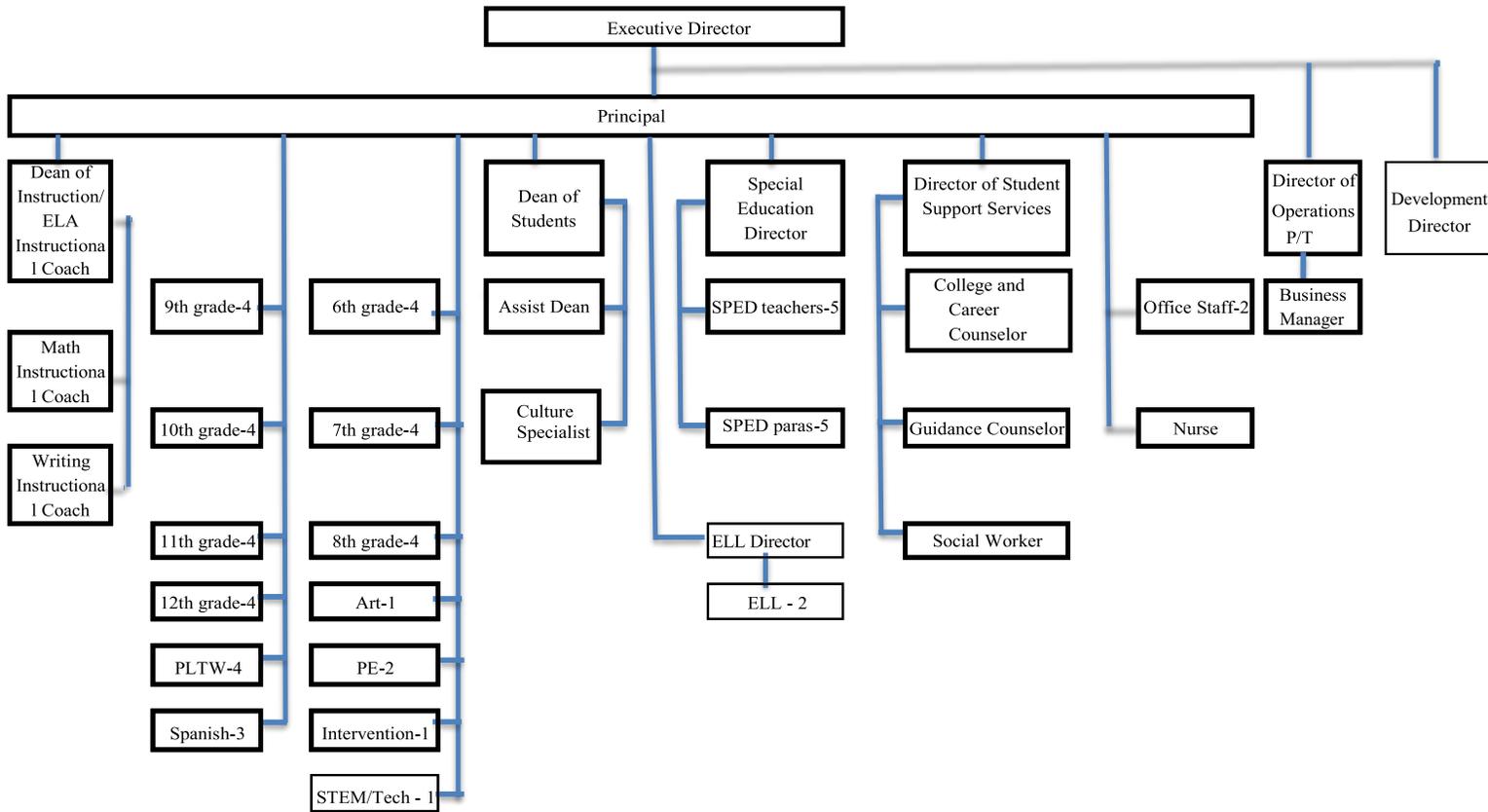
All teachers are required to provide plans for differentiation to support diverse learners. These plans are a part of daily lesson plans and may include the use of visuals, anchor charts, small group instruction, and

one-on-one support, to name a few. On a broader level, students who are identified as requiring special education services receive specific tier-3 instruction in ELA and Mathematics either in smaller groups with a special education teacher or additional support within the regular academic classroom with a special education paraprofessional or teaching assistant (as specified by their individualized educational plans). Students identified as second language learners (ELLs) are provided with an ELL paraprofessional who pushes into their core ELA, Math, and/or Science classes. Additionally, all ELL students take social studies (middle school level) and history (high school level) classes that are specifically designed to meet the needs of ELLs and are taught by ESL teachers. Our special education and ELL teachers participated in professional development training on Specially Designed Instruction. This training focused on addressing students' individual needs with IEPs to ensure they were receiving the appropriate accommodations outlined in their IEPs accommodation lists (Plep A). This enabled teachers to intentionally use their co-planning time to look at what types of support students would need to succeed in school.

Implemented 2-3 times a week academic support classes to meet the needs of all students. Baystate Academy implemented the following Co-Teaching Model: Parallel Teaching Model: Parallel Teaching Model included the following key structures to support students with and without IEPs in the full inclusion setting. General Ed teacher and Special Education teacher collaboratively organize the lesson content. General Ed teacher and Special Education teacher identify strategies needed for groups and individual students. General Ed teacher and Special Education teacher divide the students into two groups. Doing so maximized student engagement and the teacher's ability to check for understanding and implement alternative teaching when necessary.

# Organizational Viability

## Organizational Structure of the School – 2021-2022



There were no changes to the organizational structure in 2021-2022. The principal is the academic leader. She is supported by the Dean of Students and Directors of Special Education, Student Support Services and English Language Learners. Our instructional coaches have the responsibility for working with teachers on their instructional practices and the student support team facilitates our school culture and social emotional efforts.

## Budget and Finance

### FY22 Unaudited Income Statement

Operating Revenues	
Student Tuition	\$6,949,984
Federal and State Grants	\$1,328,324
Total operating revenues	<u>\$8,278,308</u>
Operating Expenses	
Salaries	\$4,125,797
Payroll taxes	\$149,046
Fringe benefits	\$432,674
Occupancy cost	\$394,612
Telephone	\$60,682
Professional development	\$24,164
Insurance	\$32,154
Student supplies and materials	\$136,049
Technology	\$128,096
Professional services	\$1,084,095
Dues, licenses and subscriptions	\$57,413
Repairs, maintenance and supplies	\$321,250
Transportation	\$73,974
Testing and assessments	\$30,987
Payroll service charge	\$7,177
Rental equipment	\$43,749
Board expenses	\$19,299
Advertising	\$32,967
Depreciation and amortization	\$172,838
Audit	\$29,150
Utilities	\$144,024
Misc. expenses	\$13,627
Health Services	\$40,403
Food Services	\$20,642
Non instructional supplies	\$42,219
Athletic services	\$44,935
Total Operating Expenses	<u>\$7,662,023</u>
Operating Income	\$616,285
Nonoperating revenue (expenses)	
Private grants	\$22,121
Interest expense	-\$4,370
Other income	\$35,680
Total Nonoperating revenue	<u>\$53,431</u>

Change in net position

\$669,716

**FY22 Unaudited Balance Sheet**

**ASSETS**

Current Assets

Cash and cash equivalents	\$3,902,903
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$73,762
Due from related parties	\$93,531
Grants Receivables	\$626,707

Total Current Assets \$5,446,903

Noncurrent Assets

Capital assets, net	\$338,588
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Total Noncurrent Assets \$338,588

TOTAL ASSETS \$5,785,491

**LIABILITIES**

Current Liabilities

Accounts Payables	\$130,173
Accrued Expenses	\$390,893
Deferred Revenue	\$308,277
Student Funded Activities	\$3,415

Total Current Liabilities \$832,758

Noncurrent Liabilities

Long Term Debt	\$0
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Total Noncurrent Liabilities \$0

TOTAL LIABILITIES \$832,758

Net Position

Unrestricted	\$4,952,733
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Total Net Position \$4,952,733

TOTAL LIABILITIES AND NET POSITION \$5,785,491

## **FY23 Operating Budget**

Operating Revenues	
Student Tuition	\$7,805,318
Federal and State Grants	\$1,386,008
Total operating revenues	<u>\$9,191,326</u>
Operating Expenses	
Salaries	\$5,668,680
Payroll taxes	\$193,887
Fringe benefits	\$549,882
Occupancy cost	\$394,608
Telephone	\$60,000
Professional development	\$66,000
Insurance	\$36,000
Student supplies and materials	\$158,000
Office supplies and materials	\$7,500
Technology	\$197,525
Professional services	\$635,483
Dues, licenses and subscriptions	\$42,189
Repairs, maintenance and supplies	\$300,200
Legal	\$6,000
Transportation	\$89,200
Testing and assessments	\$15,000
Payroll service charge	\$6,000
Advertising	\$18,000
Depreciation and amortization	\$180,000
Travel	\$44,000
Utilities	\$120,000
Other student services	\$41,000
Health Services	\$13,500
Board Expenses	\$14,400
Fundraising	\$2,000
Audit fees	\$28,356
Rental equipment	\$36,000
Athletic services	\$78,494
Total Operating Expenses	<u>\$9,001,904</u>
Operating Income	\$189,422
Nonoperating revenue (expenses)	
Private grants	\$19,032
Interest expense	-\$8,454
Other income	\$0
Total Nonoperating revenue	<u>\$10,578</u>

Change in net position \$200,000

The Baystate Academy Charter Public School’s Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2022-2023 Operating Budget on April 14<sup>th</sup>, 2022 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2022 submission	465
Number of students upon which FY22 budget tuition line is based	447
Number of expected students for FY22 first day of school	471
Please explain any variances: We budget for 5% attrition	

**Capital Budget for FY23**

<b>Category</b>	<b>Budget</b>	<b>Description</b>
Computers	\$112,600	Chromebooks and laptops for students
Furniture	\$7,700	New science room furniture
Equipment	\$63,000	Science program equipment
Construction	\$3,360,000	Gymnasium construction
Contingency	\$16,700	
<b>Total Budget</b>	<b>\$3,560,000</b>	

**Capital Plan – Gymnasium Construction Project**

We plan on constructing a gymnasium on the school property. It will consist of a high school regulation floor with two side courts. It will seat approximately 600 students and will include additional classrooms, breakout rooms, offices, training rooms, boys and girl’s locker room. The project will start the fall of 2022 and should be completed in 2023. The school will finance this project with our current cash reserves and will not need to acquire any debt. The school has also established a reserve for this project.

The Baystate Academy Charter Public School’s Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2022-2023 Capital Budget on April 14<sup>th</sup>, 2022 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

# APPENDIX A

## Accountability Plan Evidence 2021-2022

### Faithfulness to Charter

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective: BACPS will effectively prepare students to succeed in college and/or career.</b>		
<b>Measure:</b> All students who enter reading below grade level will increase their reading level by at least two grade levels per year as measured by iReady assessments. All other students will increase their reading level by at least one grade level per year from the beginning to the end of the school year.	Not Met	<b>2021-22:</b> % Of Students entering below grade level, improving by 2 grade levels: <ul style="list-style-type: none"> <li>6<sup>th</sup> – 0%, 7<sup>th</sup> – 1%, 8<sup>th</sup> – 4%</li> </ul> % Of Students entering at grade level improving by 1 grade level <ul style="list-style-type: none"> <li>6<sup>th</sup> – 1%, 7<sup>th</sup> – 1%, 8<sup>th</sup> – 3%</li> </ul>
<b>Measure:</b> Annually, 100% of 11 <sup>th</sup> and 12 <sup>th</sup> graders will participate in our College and Career Readiness program which includes Career Awareness, Exploration, and Immersion. To participate, students will either complete a 40-hour internship or job shadow; enroll in core classes (College and Career Readiness, Health Care Exploration, SAT prep); and participate in college tours, college fairs, Career exploration fairs.	Met	Students enrolled in: <ul style="list-style-type: none"> <li>College and Career Readiness-100%</li> <li>Health Care Exploration-100%</li> <li>SAT prep-100%</li> </ul>
<b>Measure:</b> Annually, 75% of 11 <sup>th</sup> grade students will achieve a 510 math and 460 Evidence-based Reading and Writing score on the SAT	Not Met	75% of our students did not take the SAT due to COVID-19
<b>Measure:</b> Annually, 75% of 12 <sup>th</sup> grade students will achieve a 530 math and 480 Evidence-based Reading and Writing score on the SAT	Not Met	75% of our students did not take the ACT due to COVID-19
<b>Measure:</b> Annually, 75% of any student who takes the ACT, which may include 11 <sup>th</sup> and 12 <sup>th</sup> graders, will achieve the following ACT benchmarks: English 18, Reading 22, Math 22, Science 23	Not Met	75% of our students did not take the ACT due to COVID-19
<b>Objective: BACPS will ensure that students are educated in healthcare career settings and have exposure to healthcare career opportunities.</b>		
<b>Measure:</b> By graduation, 100% of high school students will complete at least one internship (80 – 120 hours), preferably in a healthcare field, at either Baystate Health or Mercy Medical Center, during Saturday Academy or after school.	Not Met	Did not meet due to COVID-19 as companies were not allowing visitors
<b>Measure:</b> By the time they graduate, all high school students will have taken the <b>Exploration in Healthcare Careers</b> and <b>Medical Terminology</b> courses and pass with a minimum grade of 2.6 out of 4.0	Met	All graduating seniors have taken and passed both courses
<b>Objective: BACPS will intentionally build the personal character of each student so that they are prepared to confront the numerous non-academic challenges that face students transitioning to college.</b>		

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence
<b>Measure:</b> 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	Met	92% of students were proficient in HOS
<b>Measure:</b> Annually, based on weekly observations by the school's ILT or culture team, at least 80% of teachers will be exemplary in the practice of ensuring the CREW model is effective and students are building meaningful relationships with peers and their CREW leader by demonstrating the following desired practices: <ol style="list-style-type: none"> <li>1. Crew teachers plan lessons that include specific character learning targets</li> <li>2. Crew teachers meet individually with each student Crew member at least once per quarter to discuss student goals, progress, and plans (e.g., student led conferences, portfolios)</li> <li>3. Crew teachers use specific strategies to foster a strong sense of community among Crew members, including (a) Crew protocols and traditions (b) team building, group problem solving or other collaborative activities and (c) celebrations of students' personal and academic accomplishments.</li> </ol> <p>Crew teachers promote a sense of responsibility and purpose among Crew members by (a) discussing the purpose of Crew and (b) establishing clear and consistent social/behavioral norms to ensure respectful, inclusive interactions among Crew members.</p>	Met	<ul style="list-style-type: none"> <li>• 83.5% Student Led Conference participation rate</li> <li>• EL Education did not conduct an End of Year Implementation Review due to COVID-19</li> <li>• 92% of high school students grade proficient (2.6 or above) in CREW</li> </ul>
<b>Objective: BACPS will partner with Expeditionary Learning to provide students with a rigorous, relevant and project-based curriculum.</b>		
<b>Measure:</b> In order to be promoted to the next grade level, each year all students will produce at least two pieces of high-quality work per year that demonstrates complexity, authenticity and craftsmanship as defined by Expeditionary Learning's Attributes of High-Quality Student Work. Students must achieve at least a grade of 2.6 out of 4.0 indicating mastery of this skill.	Not Met	100% of students did not produce 2 pieces of High-Quality
<b>Measure:</b> Annually, 100% of high school students will be enrolled in our Project Lead the Way (PLTW) Biomedical Science program.	Met	Enrollment is a requirement for graduation. 100% of students were enrolled.
<b>Measure:</b> Annually, 12% of all high school students will pass their PLTW administered End of Year test with a minimum score of 4 (proficient) which could translate into a college credit.	Not Met	We did not administer the end of year assessment

### Dissemination

	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: BACPS will share its practices with local public, parochial and independent schools over the course of the charter term on sustaining a positive school culture (teachers and students)</b>		

	<b>2021-2022 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence (include detailed evidence with supporting data or examples)</b>
<b>Measure:</b> By the end of this charter term, Baystate Academy will conduct at least five workshops to share innovative and implementation strategies for developing positive school culture	Not Met	These measures will not be accomplished due to COVID-19
<b>Measure:</b> By the end of the charter term, Baystate Academy will annually present at an EL Education national conference	Not Met	These measures will not be accomplished due to COVID-19
<b>Measure:</b> Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures.	Not Met	These measures will not be accomplished due to COVID-19

**APPENDIX B**  
**Charter School Recruitment and Retention Plan Template**

**Recruitment Plan**  
**2021-2022**

School Name: Baystate Academy Charter Public School

**2021-2022 Implementation Summary:**

Our recruiting strategies resulted in our ability to start the school year close to capacity and our overall demographics of our student body were reflective of the sending district. Our results were the efforts of our information sessions held at the school and referral from existing parents and students. We were not however successful in enrolling any Somali students.

We participated in a Virtual Open House at the Martin Luther King, Jr. Charter School and accepted applications that night for incoming 6<sup>th</sup> graders. We also conducted a mailing to all of the incoming 6<sup>th</sup>-10<sup>th</sup> graders from the Springfield School district.

We hosted a virtual lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on March 3, 2022 at 5:00 pm.

**Describe the school’s general recruitment activities, i.e., those intended to reach all students.**

**General Recruitment Activities for 2022-2023:**

- Advertise in the African American Point of View newspaper, Masslive.com and social media.
- Information sessions to be held at the school during November 2022 through January 2023
- Informational flyer and enrollment application in English, Spanish and Somali mailing to all families of current 5th - 10th graders in the district in Spanish, English and Somali
- Advertise on local radio stations that cater to a Spanish-speaking audience and African-American and Somali communities.
- Have staff speak live on local radio stations that cater to a Spanish-speaking audience and African-American communities.
- Advertise in the Baystate Medical Centers employee’s newsletter.
- Application can be picked up at the school or on our web site [www.bacps.net](http://www.bacps.net)

**Recruitment Plan – 2021-2022 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 19.7%</p> <p><b>GNT</b> percentage:16.6%</p> <p><b>CI</b> percentage:18.0%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p>
	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Work with supplemental services providers in the district to disseminate information about the school;</li> <li>• Include information about school’s special education program in all promotional materials;</li> <li>• Discuss school’s special education program at all school information sessions.</li> <li>• All recruitment materials state explicitly in the languages spoken by the target families that “children with special needs are welcomed at our school”,</li> <li>• School’s special education programs will be highlighted on our website</li> </ul>

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

<p><b>(a) CHART data</b></p> <p>School percentage:6.8%</p> <p><b>GNT</b> percentage:8.0%</p> <p><b>CI</b> percentage:9.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p>
	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p><b>(c) 2022-2023 Additional Strategy(ies), if needed</b></p>
	<p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• Engage in targeted recruitment activities at community centers serving ELL families, including three neighborhood health centers in the North End, South End, and Mason Square</li> <li>• Collaborate with New England Farmworkers youth programs</li> <li>• Provide translation services at recruitment and school events.</li> <li>• All print, radio and TV communications will be delivered in multiple languages.</li> <li>• Bilingual staff available during the open houses and information sessions.</li> <li>• The school will invite prospective families and community members to our Latin Heritage Night in October that will highlight the cultures of our current students.</li> </ul>

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

<p><b>(a) CHART data</b></p> <p>School percentage:83.6%</p> <p><b>GNT</b> percentage:71.1%</p> <p><b>CI</b> percentage:77.7%</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p>
	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Engage in targeted recruitment activities at community centers serving low-income families, including three neighborhood health centers in the North End, South End, and Mason Square;</li> <li>• Engage in targeted recruitment activities at Springfield district school’s serving an especially high number of low- income students.</li> </ul>

<b>Recruitment Plan – 2021-2022 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<u>The school is above GNT percentages and above CI percentages</u>	
<u>Students who are sub-proficient</u>	<b>(d) Continued 2022-2023 Strategies</b> Include information on the school’s extensive remediation programs in all promotional materials; discuss school’s remediation programs at all information sessions; engage in targeted recruitment at district schools serving a high percentage of sub-proficient students.
<u>Students at risk of dropping out of school</u>	<b>(e) Continued 2022-2023 Strategies</b> Include information on school’s extensive student support structures in all promotional materials; discuss school’s student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student populations.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<b>(f) Continued 2022-2023 Strategies</b> Mail information and applications with an offer to visit non-profit organizations that serve this population (ROCA, New England Farm Worker’s Council, YWCA, Square One).
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<b>(g) Continued 2022-2023 Strategies</b> <ul style="list-style-type: none"> <li>• Distribute school information through multiple mentoring programs that work with young males such as Big Brother/Big Sister of Hampden County and Black Men of Greater Springfield; Distribute school information through the Springfield Parks athletic and after school programs, and through church youth groups.</li> <li>• Add athletic programs to the school’s list of extra curriculum activities.</li> </ul>

# Retention Plan

## 2022-2023

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.

### 2021-2022 Implementation Summary:

We were able to recruit and enroll a student body with the demographics characteristics we were targeting. Our retention rate of 89.6% was slightly below our retention goal of 90%. A few students returned to the sending district due to wanting to participate in athletics. We continue to offer extra-curricular activities and a variety of field trips and exposure to the medical profession to keep students engaged.

### Overall Student Retention Goal

**Annual goal for student retention (percentage):**

90 % of students will re-enroll in the school annually, excluding students who move out of the district

### Retention Plan – 2022-2023 Strategies

List strategies for retention activities for each demographic group.

#### Special education students/students with disabilities

<p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b>12.5% <b>Third Quartile:</b>15.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-2022 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Provide intensive support for IEP/504 students at all levels</li> <li>• Differentiate curriculum to meet the needs of IEP/504 students</li> <li>• Hired a 5<sup>th</sup> full time SPED certified instructor</li> <li>• Hired two additional SPED paraprofessionals to support students</li> <li>• Group students in cohorts based on similar needs and provide intensive one on one support.</li> </ul>
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#### Limited English-proficient students/English learners

<p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b>16.2% <b>Third Quartile:</b>18.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-2022 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• Hired an additional full time ELL instructor</li> <li>• Provide a dedicated classroom for ELL students</li> <li>• Assisted teachers in completing their SEI endorsement</li> <li>• Increase the time on learning for ELL students</li> </ul>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b><u>(a) CHART data</u></b></p> <p align="center"><b>School percentage:10.9% Third Quartile:19.1%</b></p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2021-2022 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2021-2022 Strategies</b></p> <p>Strategies include the standards-based curriculum, interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2021-2022 Strategies</b></p> <p>Strategies: Include information on school's extensive student support structures in all promotional materials; discuss school's student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student populations</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center"><b>(f) Continued 2021-2022 Strategies</b></p> <p>Strategies: Enroll students in Saturday Academy to provide added academic and social emotional support and enrichment opportunities.</p>
<p align="center"><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2021-2022 Strategies</b></p> <p>Strategies: Distribute school information through multiple mentoring programs that work with young males such as Big Brother/Big Sister of Hampden County and Black Men of Greater Springfield; Distribute school information through the 5A Athletic program, the Springfield Parks athletic and after school programs, and through church youth groups</p>

## APPENDIX C

### School and Student Data Tables

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35020405&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	29.8
Asian	.7
Hispanic	63.6
Native American	0
White	4.6
Native Hawaiian, Pacific Islander	.4
Multi-race, non-Hispanic	.9
Selected Populations	
First Language not English	25.2
English Language Learner	6.8
Students with Disabilities	83.6
High Needs	19.7
Economically Disadvantaged	87.3

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Timothy L. Sneed <i>Executive Director</i>	School Leader	June 2013	N/A
Joretha Lewis <i>Principal</i>	Chief academic officer	June 2015	7/29/22
Sonia Dwyer <i>Director of English Language</i>	Provides leadership, supervision and student support for our EL students	January 2016	N/A
Michele Hernandez <i>Director of Student Support Svcs</i>	Provides leadership, supervision and student support for counseling and wellness	December 2021	6/30/22
Sonia Hill <i>Director of Special Education</i>	Provides leadership, supervision and student support for our EL students	August 2017	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	32	15	3	Retirement Termination Personal
Other Staff	24	3	2	Termination

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioners approved board members <b>as of August 1, 2022</b>	<b>11</b>
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	18

<b>BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Paul Hyry-Dermith, PhD	President	Academic Success	2	7/16-6/19 7/19-6/22 7/22-6/25
Jennifer Hixon, DHSc	1st Vice President	Academic Success Personnel	2	7/15-6/18 7/18-6/21 7/21-6/24
Martha Anderson	2nd Vice President	Academic Success	1	7/20-6/23 7/23-6/26 7/26-6/29
Robert Nieves	Treasurer	Finance	2	7/15-6/18 7/18-6/21 7/21-6/24
Jennifer Sanchez	Secretary	Academic Success Development	2	12/16-6/19 7/19-6/22 7/22-6/25
Rebecca Connolly, CPA		Finance	1	10/18-6/21 7/21-6/24 7/24-6/27
Gilberto Amador		Finance	1	7/20-6/23 7/23-6/26 7/26-6/29
Stephanie Logan, Ph.D.		Academic Success	1	7/20-6/23 7/23-6/26 7/26-6/29
Peter Blain		Academic Success	0	7/21-6/24 7/24-6/27 7/27-6/30
Caitlin Castillo, Esq.		Governance	0	7/21-6/24 7/24-6/27 7/27-6/30

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
2 <sup>nd</sup> Thursday of the month – September -June 5:30 p.m. – 7:00 p.m.	2001 Roosevelt Avenue, Springfield, MA

<b>COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Governance	1 <sup>st</sup> Wednesday of the month – September – June, 5:00 p.m.	2001 Roosevelt Ave Springfield, MA 01104
Finance	2 <sup>nd</sup> Wednesday of the month – September – June 4:30 p.m.	
Academic Success	3 <sup>rd</sup> Thursday of the month September – June 5:00 p.m.	
Personnel	When needed	
Development	4 <sup>th</sup> Thursday of the month September – June 5:00 p.m.	

## Appendix D

### Additional Required Information

#### Key Leadership Changes for School Year 2022-23

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Jennifer Hixon D. HSc	jhixon@westfield.ma.edu	New
Charter School Leader	Timothy Sneed	tsneed@bacps.net	No change
Principal	Maria Williams	mwilliams@bacps.net	New
Special Education Director	Sonia Hill	shill@bacps.net	No change
MCAS Test Coordinator	Stephanie Richmond	srichmond@bacps.net	New
SIMS Coordinator	Timothy Sneed	tsneed@bacps.net	No change
English Language Learner Director	Sonya Dwyer	sdwyer@bacps.net	No change
School Business Official	Allison Touchette	atouchette@bacps.net	No change
SIMS Contact	Timothy Sneed	tsneed@bacps.net	No change
Admissions and Enrollment Coordinator	Johana Arzola	jarzola@bacps.net	No change

#### Facilities

No changes to our facilities.

#### Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	February 10, 2023
Lottery	March 2, 2023

# Appendix E

## A. Conditions

Condition	Status
<p>Demonstrate improvement in our overall academic programs no later than December 21, 2022</p>	<p>Working with our strategic partners, SchoolWorks and El Education, we've provided staff and intensive support on their instructional practices.</p> <p>We purchased culturally relevant and structured curriculum for math, science and English.</p> <p>We incorporated a co-teaching model in classes where the cohort had a large number of students with special needs.</p> <p>We increased our staffing to support students with special needs.</p> <p>We increased our staff by adding content based instructional coaches to work closely with teachers who were either new or struggling with classroom management and content delivery.</p> <p>We refined our data review process to ensure teachers and students knew the student's deficits and actions required to accelerate their learning.</p>

## B. Complaints

There were no complaints received by the board of directors during 2021-2022.