

Baystate Academy

Charter Public School

2020-2021 ANNUAL REPORT
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<i>Name of School Baystate Academy Charter Public School</i>			
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 6/18/21	466
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 7/30/21	44
Final Number of Instructional Days during 2020-2021 School Year	173		
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 2020-2021 School Year	Eight Years
Mission Statement <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.

As a result of the school operating remotely due to COVID-19, we still managed to conduct virtual CREW five days a week. Students were still graded on their HOS, based on their Readiness, Perseverance and Collaboration.

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 8th and 9th 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.

Our senior class demonstrated resiliency as 100% of the graduating 2021 class were accepted into a two- or four-year college. They also received over \$4M 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

Because of the school operating remotely this year, we did not have the opportunity to compete 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.

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. *Student were able to complete this course remotely this year.*

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?
	None	

Access and Equity: Discipline Data

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35020000&orgtypecode=5>

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.

In addition, a universal data dashboard was developed in 2020-2021 to provide school leaders and staff with instant access to discipline data. Data were disaggregated by subgroups, gender, race, academic achievement, and cohort performance. Bi-weekly data talks were facilitated by the school administration, grade level team, and subgroup committees. Data gathered were used to create action plans to address areas of concern and further enhance areas of strength. Data from meetings were also used to identify professional development foci, small group counseling group topics, and target classroom coaching support for staff

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	493	40	0	8.1	0
English Learner	43	4	0	0	0
Economically Disadvantaged	357	36	0	10.1	0

Students with Disabilities	96	12	0	12.5	0
High Needs	391	38	0	9.7	0
Female	238	10	0	4.2	0
Male	255	30	0	11.8	0
American Indian or Alaska Native	0	0	0	0	0
Asian	3	0	0	0	0
African American/Black	136	10	0	7.4	0
Hispanic/Latino	285	23	0	8.1	0
Multi-race, Non-Hispanic/Latino	8	1	0	0	0
Native Hawaiian or Pacific Islander	2	0	0	0	0
White	59	6	0	10.2	0

Dissemination Efforts

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
Instructional strategies to engage students during remote learning and school reopening plans.	Leadership Retreat (Virtual)	Principal / Guidance	EL Education Network Schools	Agenda/ Powerpoint
Utilizing crew/advisory to foster family connections	Leadership Retreat (Virtual)	Dean of Students	EL Education Network Schools	As a result from this session, participants were provided with tools to track student attendance, framework for home visits and activities to engage families.
Connecting with external programs and resources for special education.	Email	Director of Special Education	Massachusetts Charter Public School Association	Email/ Contact Information for list resources
Shared school-wide SEL framework for adults and students to address mental needs. Counseling Framework and Design	Virtual Meeting	Wellness Team	MA SEL Academy	Agenda/ SEL Resources

Academic Program Success

Student Performance

A. Baystate Academy Charter Public School Report Card

<https://reportcards.doe.mass.edu/2020/35020405>

B. Assessment Data

We administer the iReady on-line assessment to the 6th and 7th 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 years assessments, overall our students didn't achieve the growth in moving up two grade levels which is our target.

iReady Reading	Fall Overall Placement 20-21 SY				
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Schoolwide					
6th Grade	4	4	8	12	35
72	6%	6%	11%	17%	49%
7th Grade	4	3	14	9	38
80	5%	4%	18%	11%	48%
iReady Reading	Winter Overall Placement 20-21 SY				
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Schoolwide					
6th Grade	3	3	6	10	31
72	4%	4%	8%	14%	42%
7th Grade	6	6	9	8	33
80	8%	8%	11%	10%	42%
iReady Reading	Spring Overall Placement 20-21 SY				
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Schoolwide					
6th Grade	3	5	12	5	28
72	6%	9%	23%	9%	53%
7th Grade	4	11	14	8	26
80	5%	14%	18%	11%	37%

iReady Math	Fall	Fall Overall Placement 20-21 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
Schoolwide						
6th Grade		1	7	26	9	23
72	92%	1%	10%	36%	13%	32%
7th Grade		2	7	27	11	26
80	91%	3%	9%	34%	14%	33%
iReady Math	Winter	Winter Overall Placement 20-21 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
Schoolwide						
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 20-21 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
Schoolwide						
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 8th, 9th and 10th 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.

20-21 NWEA Reading	Completion Rate	Percentage Meeting Growth Projection	
	Winter 20-21 SY	Winter 20-21 SY	Spring 20-21 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%

2020-21 NWEA Math	Completion Rate	Percentage Meeting Growth Projection	
	Winter 20-21 SY	Winter 20-21 SY	Spring 20-21 SY
Schoolwide			
8th Grade	71	32	15
77	92%	47%	23%
9th Grade	61	26	22
74	82%	50%	48%
10th Grade	53	23	20
68	78%	44%	39%

20-21 NWEA Science	Completion Rate	Percentage Meeting Growth Projection	
	Winter 20-21 SY	Winter 20-21 SY	Spring 20-21 SY
Schoolwide			
8th Grade	64	24	22
77	83%	47%	44%

Academic Program

Instruction:

Instructional priorities for the 2020- 2021 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 will be 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 will continue utilizing the same time allocation for core academic instruction. The 45-minutes of academic support and intervention will provide opportunities for remediation and acceleration. We will continue to utilize the evidence-based online programs mentioned above.

Curriculum:

There were no changes in the school curriculum for the 2020 -2021 school year. 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 EL Education Language Arts Curriculum Modules and Eureka Mathematics are utilized in grades 6th -12th. 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 has adopted a new curriculum in mathematics, English language arts, science and social studies. These shifts are aligned to Massachusetts Curriculum frameworks and will support the acceleration of student learning.

Curriculum

- Mathematics 6th - 11th - **LearnZillion Illustrative**
- ELA 6th- 10th - **StudySync ELA McGraw Hill**
- Social Studies 6th - 8th - **McGraw Hill**

- Science 6th-8th - **Amplify** (Pending purchase 7/9)
- Spanish - **McGraw Hill**

Assessments

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

Intervention Tools

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

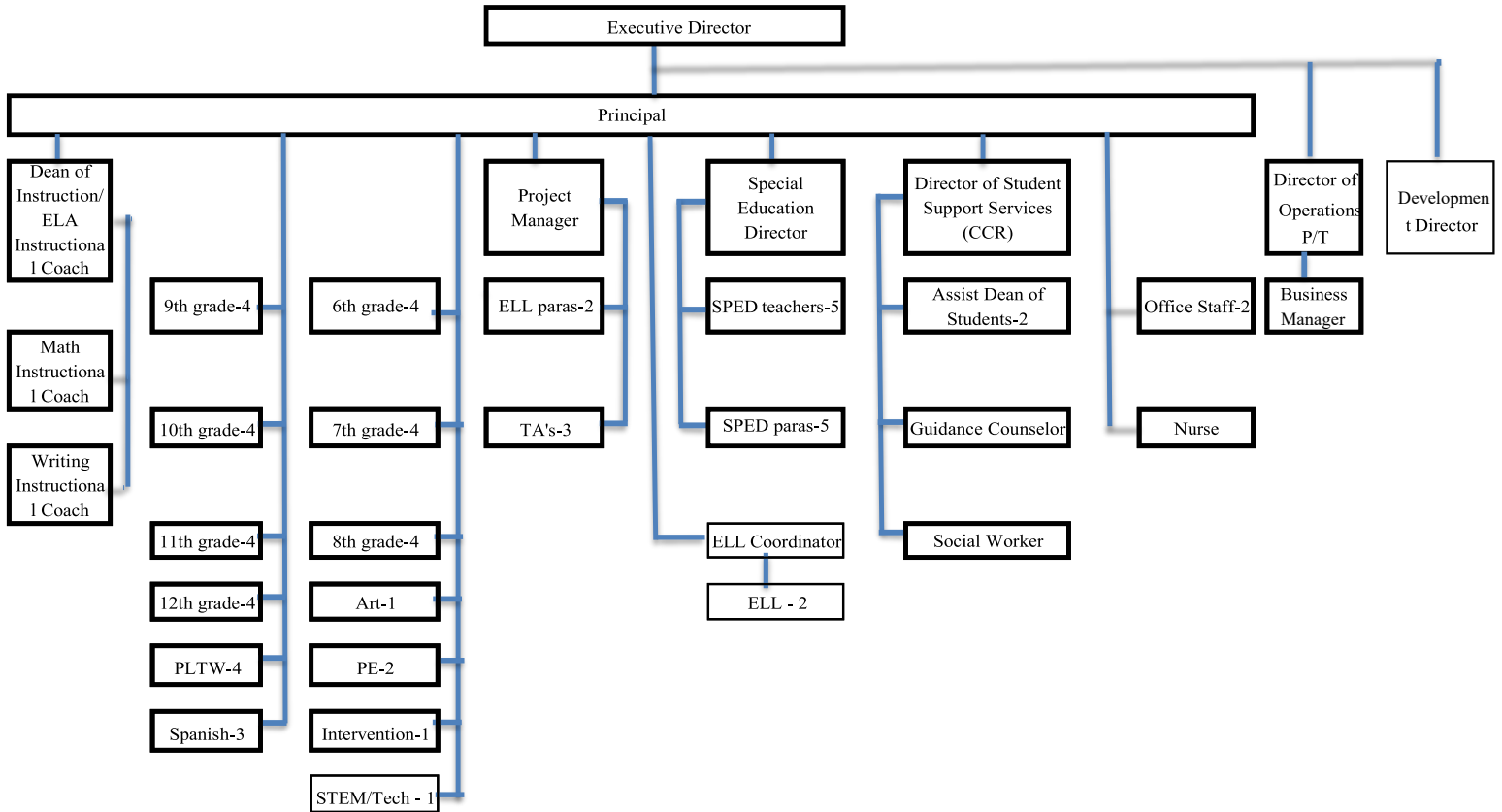
Supports for diverse learners:

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 – 2020-2021



There were no changes to the organizational structure in 2020-2021. The principal is the academic leader. She is supported by the Director of Special Education and Student Support Services. 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

FY21 Unaudited Income Statement

Operating Revenues	
Student Tuition	\$7,199,145
Federal and State Grants	\$927,423
Total operating revenues	<u>\$8,126,568</u>
Operating Expenses	
Salaries	\$3,900,547
Payroll taxes	\$116,526
Fringe benefits	\$415,772
Occupancy cost	\$394,612
Telephone	\$44,650
Professional development	\$161,939
Insurance	\$30,660
Student supplies and materials	\$81,931
Technology	\$352,857
Professional services	\$262,612
Dues, licenses and subscriptions	\$33,461
Repairs, maintenance and supplies	\$331,187
Transportation	\$23,528
Testing and assessments	\$6,395
Payroll service charge	\$7,458
Rental equipment	\$28,543
Board expenses	\$14,293
Advertising	\$19,528
Depreciation and amortization	\$197,580
Audit	\$29,150
Utilities	\$89,390
Misc. expenses	\$22,636
Health Services	\$16,497
Food Services	\$6,608
Non instructional supplies	\$23,054
Athletic services	\$20,241
Total Operating Expenses	<u>\$6,631,655</u>
Operating Income	\$1,494,913
Nonoperating revenue (expenses)	
Private grants	\$17,448
Interest expense	-\$8,494
Other income	\$25,480
Total Nonoperating revenue	<u>\$34,434</u>
Change in net position	\$1,529,347

FY21 Unaudited Balance Sheet

ASSETS

Current Assets	
Cash and cash equivalents	\$3,415,447
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$34,732
Due from related parties	\$89,980
Grants Receivables	<u>\$67,792</u>
Total Current Assets	<u>\$4,357,951</u>
Noncurrent Net Assets	
Capital assets, net	<u>\$431,068</u>
Total Noncurrent Net Assets	<u>\$431,068</u>
TOTAL ASSETS	<u><u>\$4,789,019</u></u>

LIABILITIES

Current Liabilities	
Accounts Payables	\$76,086
Accrued Expenses	\$256,606
Deferred Revenue	\$9,893
Student Funded Activities	<u>\$935</u>
Total Current Liabilities	<u>\$341,650</u>
Noncurrent Liabilities	
Long Term Debt	<u>\$146,953</u>
Total Noncurrent Liabilities	<u>\$146,953</u>
TOTAL LIABILITIES	<u><u>\$488,603</u></u>
Net Position	
Unrestricted	<u>\$4,300,416</u>
Total Net Position	<u>\$4,300,416</u>
TOTAL LIABILITIES AND NET POSITION	<u><u>\$4,789,019</u></u>

FY22 Operating Budget

Operating Revenues	
Student Tuition	\$7,617,218
Federal and State Grants	<u>\$1,035,640</u>
Total operating revenues	<u><u>\$8,652,858</u></u>
Operating Expenses	
Salaries	\$5,039,623
Payroll taxes	\$120,000
Fringe benefits	\$525,258
Occupancy cost	\$394,608
Telephone	\$60,000
Professional development	\$387,985
Insurance	\$34,745
Student supplies and materials	\$166,000
Office supplies and materials	\$6,000
Technology	\$277,549
Professional services	\$473,621
Dues, licenses and subscriptions	\$42,189
Repairs, maintenance and supplies	\$303,700
Legal	\$6,000
Transportation	\$81,200
Testing and assessments	\$10,000
Payroll service charge	\$6,000
Advertising	\$16,000
Depreciation and amortization	\$240,000
Travel	\$28,010
Utilities	\$90,000
Other student services	\$13,799
Health Services	\$13,500
Board Expenses	\$14,400
Fundraising	\$2,000
Audit fees	\$28,356
Rental equipment	\$36,000
Athletic services	<u>\$56,830</u>
Total Operating Expenses	<u><u>\$8,473,373</u></u>
Operating Income	\$179,485
Nonoperating revenue (expenses)	
Private grants	\$19,032
Interest expense	-\$10,908
Other income	<u>\$12,391</u>
Total Nonoperating revenue	<u><u>\$20,515</u></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 2021-2022 Operating Budget on June 10th, 2021 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	500
Number of students upon which FY22 budget tuition line is based	467
Number of expected students for FY22 first day of school	492
Please explain any variances: We budget for 5% attrition	

Capital Budget for FY22

Category	Budget	Description
Computers	\$269,600	Chromebooks and laptops for students
Furniture	\$35,100	New science room furniture
Equipment	\$104,000	Science program equipment
Leasehold Improvements	\$1,100,000	Renovation of 10,000 sq. ft. for additional classrooms, offices and training rooms
Contingency	\$41,300	
Total Budget	\$1,550,000	

Capital Plan – Basement Renovation Project

We plan on building out approximately 10,000 square feet of undeveloped space in our building to support the need for additional classrooms, breakout rooms, offices, training rooms, boys and girls locker room and staff lounge. The project will start the fall of 2021 and should be completed in 2022. The school will finance this project with its 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 2021-2022 Capital Budget on June 10th, 2021 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

APPENDIX A

Accountability Plan Evidence 2020-2021

Faithfulness to Charter

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence
Objective: BACPS will effectively prepare students to succeed in college and/or career.		
Measure: 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	<ul style="list-style-type: none"> Because of the challenges with remote learning and our inability to work directly with students, we were unable to meet this condition
Measure: Annually, 100% of 11 th and 12 th 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.	Partially Met	<ul style="list-style-type: none"> Because of COVID-19, our students could not participate in internships or college tours Enrolled in: <ul style="list-style-type: none"> College and Career Readiness-100% Health Care Exploration-100% SAT prep-100%
Measure: Annually, 75% of 11th grade students will achieve a 510 math and 460 Evidence-based Reading and Writing score on the SAT	Not Met	SAT results: As a result of COVID-19, our students didn't participate in SAT testing.
Measure: Annually, 75% of 12th grade students will achieve a 530 math and 480 Evidence-based Reading and Writing score on the SAT	Not Met	SAT results: As a result of COVID-19, our students didn't participate in SAT testing
Measure: Annually, 75% of any student who takes the ACT, which may include 11 th and 12 th graders, will achieve the following ACT benchmarks: English 18, Reading 22, Math 22, Science 23	Not Met	As a result of COVID-19, our students didn't participate in ACT testing
Objective: BACPS will ensure that students are educated in healthcare career settings and have exposure to healthcare career opportunities.		
Measure: 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	As a result of COVID-19, our students could not participate in an internship program.
Measure: By the time they graduate, all high school students will have taken the Exploration in Healthcare Careers and Medical Terminology courses and pass with a minimum grade of 2.6 out of 4.0	Met	All graduating seniors have taken and passed both courses.
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.		
Measure: 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	Not Met	Because of remote learning, this Habit of Scholarship could not be fully measured
Measure: Annually, based on weekly observations by the school's ILT or culture team, at least 80% of teachers	Met	<ul style="list-style-type: none"> 85% Student Led Conference participation rate

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence
<p>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:</p> <ol style="list-style-type: none"> 1. Crew teachers plan lessons that include specific character learning targets 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) 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. <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>		<ul style="list-style-type: none"> • EL Education did not conduct an End of Year Implementation Review due to the school closure • 95% of high school students grade proficient (2.6 or above) in Virtual CREW
<p>Objective: BACPS will partner with Expeditionary Learning to provide students with a rigorous, relevant and project-based curriculum.</p>		
<p>Measure: 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.</p>	Did not Meet	100% of students did not produce 2 pieces of High-Quality Work due to the school closure
<p>Measure: Annually, 100% of high school students will be enrolled in our Project Lead the Way (PLTW) Biomedical Science program.</p>	Met	Enrollment is a requirement for graduation. 100% of students were enrolled.
<p>Measure: 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.</p>	N/A	PLTW did not administer their end of year assessment

Dissemination

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
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)		
Measure: 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 be accomplished no later than the end of the charter term
Measure: By the end of the charter term, Baystate Academy will annually present at an EL Education national conference	Not met	These measures will be accomplished no later than the end of the charter term
Measure: 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 be accomplished no later than the end of the charter term

APPENDIX B
Charter School Recruitment and Retention Plan Template

Recruitment Plan
2021-2022

School Name: Baystate Academy Charter Public School

2020-2021 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 an Virtual Open House at the Martin Luther King, Jr. Charter School and accepted applications that night for incoming 6th graders. We also conducted a mailing to all of the incoming 6th-10th graders from the Springfield School district.

We hosted a virtual lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on March 5, 2020 at 5:00 pm.

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

General Recruitment Activities for 2020-2021:

- Advertise in the African American Point of View newspaper, Masslive.com and social media.
- Virtual Information sessions to be held at the school during November 2020 through January 2021
- 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

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.7%</p> <p>GNT percentage:15.9%</p> <p>CI percentage:17.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p>
	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Work with supplemental services providers in the district to disseminate information about the school; • Include information about school’s special education program in all promotional materials; • Discuss school’s special education program at all school information sessions. • All recruitment materials state explicitly in the languages spoken by the target families that “children with special needs are welcomed at our school”, • School’s special education programs will be highlighted on our website

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage:8.7%</p> <p>GNT percentage:4.5%</p> <p>CI percentage:9.2%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p>
	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p>
	<p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • 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 • Collaborate with New England Farmworkers youth programs

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

<p>(a) CHART data</p> <p>School percentage:73.1%</p> <p>GNT percentage:66.3%</p> <p>CI percentage:70.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p>
	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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; • Engage in targeted recruitment activities at Springfield district school’s serving an especially high number of low- income students.

Recruitment Plan – 2021-2022 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	(d) Continued 2020-2021 Strategies 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>	(e) Continued 2020-2021 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.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2020-2021 Strategies 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).
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2020-2021 Strategies <ul style="list-style-type: none"> • 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. • Add athletic programs to the school’s list of extra curriculum activities.

Retention Plan

2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

We were able to recruit and enroll a student body with the demographics characteristics we were targeting. Our retention rate of 91.6% met our retention goal of 90% and was a 25% improvement over 2020. Our attrition rate was lower than the state average as well. 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 – 2021-2022 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>School percentage:3.8% Third Quartile:14.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Provide intensive support for IEP/504 students at all levels • Differentiate curriculum to meet the needs of IEP/504 students • Hired a 5th full time SPED certified instructor • Hired two additional SPED paraprofessional to support students • Group students in cohorts based on similar needs and provide intensive one on one support.
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Limited English-proficient students/English learners

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage:5.6% Third Quartile:14.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • Hired an additional full time ELL instructor • Provide a dedicated classroom for ELL students • Assisted teachers in completing their SEI endorsement • Increase the time on learning for ELL students
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage:8.1% Third Quartile:12.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>☒ Below third quartile: no enhanced/additional strategies needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</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 style="text-align: center;">(e) Continued 2020-2021 Strategies</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 style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <p>Strategies: Enroll students in Saturday Academy to provide added academic and social emotional support and enrichment opportunities.</p>
<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</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=35020000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	27.5
Asian	.9
Hispanic	59.3
Native American	0
White	10.7
Native Hawaiian, Pacific Islander	.4
Multi-race, non-Hispanic	1.3
Selected Populations	
First Language not English	24.7
English Language Learner	8.7
Students with Disabilities	20.7
High Needs	80.4
Economically Disadvantaged	73.1

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Timothy L. Sneed <i>Executive Director</i>	School Leader	6/2013	N/A
Joretha Lewis <i>Principal</i>	Chief academic officer	6/2015	N/A
Sonia Dwyer <i>Director of English Language</i>	Provides leadership, supervision and student support for our EL students	1/2016	N/A
Sonia Hill <i>Director of Special Education</i>	Provides leadership, supervision and student support for our EL students	8/2017	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	44	0	• 1	• Leaving the teaching profession
Other Staff	17.5	3	• 1 • 1	• Relocation • Change of profession

BOARD AND COMMITTEE INFORMATION	
Number of commissioners approved board members as of August 1, 2021	10
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	18

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
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

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
2 nd Thursday of the month – September -June 5:30 p.m. – 7:00 p.m.	2001 Roosevelt Avenue, Springfield, MA

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance	1 st Wednesday of the month – September – June, 5:00 p.m.	2001 Roosevelt Ave Springfield, MA 01104
Finance	2 nd Wednesday of the month – September – June 4:30 p.m.	
Academic Success	3 rd Thursday of the month September – June 5:00 p.m.	
Personnel	When needed	
Development	4 th Thursday of the month September – June 5:00 p.m.	

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Paul Hyry-Dirmith	hyryp@comcast.net	No change
Charter School Leader	Timothy Sneed	tsneed@bacps.net	No change
Assistant Charter School Leader	Joretha Lewis	jlewis@bacps.net	No change
Special Education Director	Sonia Hill	shill@bacps.net	New
MCAS Test Coordinator	Joretha Lewis	jlewis@bacps.net	No change
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

Facilities

We purchased the building we currently occupy at 2001 Roosevelt Avenue, Springfield, MA in 2020.

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	February 11, 2022
Lottery	March 3, 2022

School Conditions

Condition	Status
Demonstrate improvement in our overall academic programs no later than December 21, 2021	As a result of the school closings and little to no MCAS testing, this condition has been extended from 12/21/19 to 12/21/21