



# Baystate Academy

## Charter Public School

2019-2020 ANNUAL REPORT  
July 31, 2020

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## **Table of Content**

Mission Statement and School Information	3
School Performance and Program Implementation:	
Faithfulness to Charter	4
Academic Program Success	9
Organizational Viability	13
Budget and Finance:	
• FY 2020 Unaudited Income Statement	14
• FY 2020 Unaudited Balance Sheet	15
• FY 2021 Operating and Capital Budgets	16
Appendix A: Accountability Plan	18
Appendix B: Recruitment Plan	21
Retention Plan	24
Appendix C: School Data Chart	27
Appendix D: Additional information	30

<b><i>Name of School Baystate Academy Charter Public School</i></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 6/22/20	459
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 7/28/20	76
Final Number of Instructional Days during 2019-2020 School Year <sup>1</sup> Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	119 in person days 64 remote days		
School Hours	M-Th 8:00 a.m. – 4:00 p.m. F 8:00 a.m. – 1:30 p.m.	Age of School as of 2019-2020 School Year	Seven 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 that included 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.

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. The following are a few examples of our Case Studies and Learning Expeditions.

Because of the school closure in March, we did not have the opportunity to compete our projects.

### **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.

Students were also able to and participate in a career exploration session at Springfield Technical Community College in their simulation lab. 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.

### **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

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35020405&orgtypecode=6&=35020405>  
&

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 2019-2020 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

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	511	76	0	14.9	0
English Learner	67	9	0	13.4	0
Economically Disadvantaged	680	67	0	17.6	0
Students with Disabilities	107	19	0	17.8	0
High Needs	408	69	0	16.9	0
Female	258	36	0	14.0	0
Male	253	40	0	15.8	0

<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	4	0	0	0	0
<b>African American/Black</b>	124	18	0	14.5	0
<b>Hispanic/Latino</b>	351	53	0	15.1	0
<b>Multi-race, Non-Hispanic/Latino</b>	6	1	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	1	0	0	0	0
<b>White</b>	25	4	0	0	0

## 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>
Implicit Bias and the Impact on School Cultures	EL Education Leadership Retreat	<ul style="list-style-type: none"> <li>Principal</li> <li>Mathematics Instructional Coach</li> <li>English Language Arts Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>EL Education Partner Schools</li> <li>New York Region</li> <li>Western Massachusetts Region</li> <li>Connecticut Region</li> </ul>	<p>The following practices were shared:</p> <ul style="list-style-type: none"> <li>How to embed implicit bias training into quarterly professional development calendars.</li> <li>How to Strategies and practices to support anti-racist work in schools.</li> </ul>
Creating Sustaining Leadership Teams for Crisis	EL Education Community of Practice	<ul style="list-style-type: none"> <li>Principal</li> <li>Dean of Students</li> </ul>	<ul style="list-style-type: none"> <li>EL Education Partner Schools</li> <li>New York Region</li> <li>Western Massachusetts Region</li> <li>Connecticut Region</li> </ul>	<p>The following practices were shared:</p> <ul style="list-style-type: none"> <li>How to developed and monitor teacher leaders</li> <li>Building capacity in teacher leaders with the use of cultural competency and</li> </ul>

				courageous conversations.
Developing an equitable remote learning plan.	Local Charter Network Meeting	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Executive Director</li> </ul>	K-12 Charter School Leaders	<p>The following practices were shared:</p> <ul style="list-style-type: none"> <li>• How to identify and list gap in equity</li> <li>• How to leverage teacher leaders and support staff</li> <li>• How to identify assessment tools to address the feasibility of a remote learning plan</li> </ul>
Sustainable school structures and systems	Local Charter Network Meeting	Executive Director/Principal	Western Massachusetts Executive Directors	Establishing a structure for sustainability, budget effectiveness and effective hiring practices.



## Academic Program Success

### Student Performance

#### A. Baystate Academy Charter Public School Report Card

<http://reportcards.doe.mass.edu/2019/DistrictReportcard/35020000>

#### B. Accountability Status

2019 Official Accountability Report – Baystate Academy Charter Public School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	54% - Substantial progress toward targets
Accountability percentile	---

#### C. Assessment Data

FY20 NWEA Reading	Percentage Meeting Growth Projection	School Conditional Growth Percentile	Percentage Meeting 21st Percentile Achievement		Percentage Meeting 40th Percentile Achievement		Percentage Meeting 60th Percentile Achievement		Percentage Meeting 80th Percentile Achievement		Percentage Exceeding 80th Percentile Achievement	
	Winter FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20
<u>Schoolwide</u>	-	-	-	-	-	-	-	-	-	-	-	-
<u>6th Grade</u>	<u>37%</u>	<u>12</u>	<u>39%</u>	<u>41%</u>	<u>19%</u>	<u>24%</u>	<u>21%</u>	<u>18%</u>	<u>18%</u>	<u>14%</u>	<u>3%</u>	<u>2%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>7th Grade</u>	<u>53%</u>	<u>60</u>	<u>51%</u>	<u>55%</u>	<u>19%</u>	<u>17%</u>	<u>11%</u>	<u>10%</u>	<u>16%</u>	<u>16%</u>	<u>3%</u>	<u>3%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>8th Grade</u>	<u>83%</u>	<u>99</u>	<u>51%</u>	<u>27%</u>	<u>18%</u>	<u>23%</u>	<u>16%</u>	<u>21%</u>	<u>14%</u>	<u>24%</u>	<u>1%</u>	<u>6%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>9th Grade</u>	<u>64%</u>	<u>99</u>	<u>41%</u>	<u>39%</u>	<u>26%</u>	<u>17%</u>	<u>12%</u>	<u>17%</u>	<u>16%</u>	<u>20%</u>	<u>6%</u>	<u>7%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>10th Grade</u>	<u>54%</u>	<u>84</u>	<u>35%</u>	<u>27%</u>	<u>22%</u>	<u>20%</u>	<u>13%</u>	<u>22%</u>	<u>24%</u>	<u>22%</u>	<u>6%</u>	<u>8%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-

2019-20 NWEA Math	Percentage Meeting Growth Projection	School Conditional Growth Percentile	Percentage Meeting 21st Percentile Achievement		Percentage Meeting 40th Percentile Achievement		Percentage Meeting 60th Percentile Achievement		Percentage Meeting 80th Percentile Achievement		Percentage Exceeding 80th Percentile Achievement	
	Winter FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20	Fall FY20	Winter FY20
<u>Schoolwide</u>	-	-	-	-	-	-	-	-	-	-	-	-
<u>6th Grade</u>	<u>30%</u>	<u>1</u>	<u>31%</u>	<u>43%</u>	<u>31%</u>	<u>34%</u>	<u>18%</u>	<u>16%</u>	<u>18%</u>	<u>7%</u>	<u>1%</u>	<u>0</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>7th Grade</u>	<u>66%</u>	<u>99</u>	<u>35%</u>	<u>33%</u>	<u>26%</u>	<u>21%</u>	<u>24%</u>	<u>28%</u>	<u>10%</u>	<u>14%</u>	<u>5%</u>	<u>4%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>8th Grade</u>	<u>64%</u>	<u>98</u>	<u>41%</u>	<u>30%</u>	<u>17%</u>	<u>28%</u>	<u>21%</u>	<u>20%</u>	<u>15%</u>	<u>14%</u>	<u>5%</u>	<u>8%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>9th Grade</u>	<u>52%</u>	<u>47</u>	<u>34%</u>	<u>36%</u>	<u>28%</u>	<u>23%</u>	<u>12%</u>	<u>21%</u>	<u>12%</u>	<u>10%</u>	<u>13%</u>	<u>10%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-
<u>10th Grade</u>	<u>57%</u>	<u>79</u>	<u>25%</u>	<u>24%</u>	<u>27%</u>	<u>18%</u>	<u>22%</u>	<u>25%</u>	<u>16%</u>	<u>25%</u>	<u>10%</u>	<u>8%</u>
-	-	-	-	-	-	-	-	-	-	-	-	-

As a result of the school closure in March, we were unable to administer an assessment in the spring to determine if there was any improvement.

## Academic Program

### Curriculum:

Academic courses are aligned to the state learning standards as outlined in the Massachusetts curriculum frameworks in all courses. A universal template is used to develop curriculum maps that outline units of study, instructional duration, assessments, themes, guiding questions, and high impact standards. Curriculum maps strategically outline the progression of process and content standards. The development of content progression for each quarter is guided by essential questions that help focus conceptual understanding of course material as well as unit assessments to ensure mastery of standards. Curriculum maps are reviewed annually and revised based on data. These data include state assessments, school-level assessments, student surveys, and teacher feedback. Units of study are revised and/or replaced as new units are developed that better incorporate new content, materials, assessments, and technology. Cross-curricular integration is also integrated to ensure the highest quality curriculum and instruction for all students.

The EL Education Language Arts Curriculum Modules and Eureka Math are utilized in grades 6th - 12th. The curriculum in grades 6th- 8th are supplemented with lessons and resources from Curriculum Associates' Teacher. 6th -12th-grade science curriculum maps are aligned to Massachusetts 2016 Science and Technology Engineering Framework. Unit of study focus on integrating science practices and engineering into science content and literacy. 9th- 12th grade biomedical courses (Principles of Biomedical Science, Human Body Systems, Medication Interventions, and Biomedical Innovations) follow the curriculum maps and resources created by Project Lead the Way, and our Advance Placement courses use pre-approved curriculum maps provided by the College Board's Advanced Placement program.

**Instruction:**

The instructional framework includes daily instruction for students in all courses for 65 minutes in all core content areas. Instructional practices and procedures are guided by our school strategic plan. The strategic plan is developed and reviewed annually and designed in conjunction with our educational partners EL Education and School Works. Our strategic plan in instruction focuses on three major areas: instructional planning, instructional delivery, and assessment practices. Goals and measurable outcomes are aligned to

Emphasize the production of high-quality writing and work across all core classes with a focus on complexity, craftsmanship, and authenticity. Writing rubrics for the three major areas of writing—argumentative, explanatory, and narrative—guide our work. Additionally, students practice close-reading skills in which they critically read literary and/or informational texts for comprehension and apply strategies such as annotation, highlighting, and summarizing to dig more deeply into the texts. All of our math courses emphasize best practices in mathematics, higher-order understanding of math concepts, and problem-solving while reinforcing basic computational skills. In addition to introducing new content, each math lesson has an MCAS question of the day and incorporates time to spiral review previously taught content.

A common lesson plan template and procedures for feedback are unified Teachers continue to use a common lesson plan template following EL Education’s workshop 1.0/2.0 models to ensure classroom consistencies. Lesson plans reflect long term and daily learning targets, plans for differentiation, and lesson vocabulary, to name a few. The expectation for consistencies across grade levels ensures a common language among students and teachers. Lesson plans include a combination of practicing skills and the application of concepts to various scenarios. The infusion of academic language and discourse protocols occurs throughout a lesson to promote higher-order thinking and writing skills as well as revision, collaboration, and self-reflection.

**Assessment and program evaluation:**

i-Ready, which is an evidence-based assessment program tied to common core ELA and Math standards, and NWEA MAP, which is another periodic assessment tool used to measure student current levels of performance in reading, math, and science, are used as data points to inform instructional classroom practices; identify students requiring small group tutoring and/or Saturday school; provide guidance in the development of curriculum and pacing for the ELA and Math supplemental classes.

Interim assessments are used to measure student mastery of content-specific learning targets in all core academic classes across grade levels. In collaboration with instructional coaches, Program Manager, and Principal, teachers develop interim assessments specifically tied to course content and skills standards. Online programs, such as Problem-Attic.com, edulastic.com, achievethecore.com, as well as the DESE website are used to select standards-driven questions for the development of assessments. A shared process is used in the development of these assessments, which emphasize attention to the critical skill levels of questions to ensure a variety of rigor and high expectations. The Depth of Knowledge Wheel (DOK) and Hess’ Rigor Matrix are used to determine the complexity levels of questions selected. Interim assessments are given in the fall and spring. Teachers use interim assessment data to make determinations about targeted instruction, small group instruction, spiraling content, and re-teach plans.

**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.

Tier-2 instructional supports include ELA and Mathematics supplemental classes in the middle school level. These courses use the iReady online instructional program that sets up individual learning pathways for students as determined by diagnostic assessments. Students work on both grade level standards as well as earlier standards to address gaps in their learning. Some students, who are on and above grade level, use the program to accelerate their learning. High school students receive additional support via tutoring and small group instruction. Struggling high school students who fail classes are given additional opportunities for credit recovery using Study.com, which provides a suite of standards-aligned high school courses that students complete independently as well as with teacher support.

### **Covid-19 Impact**

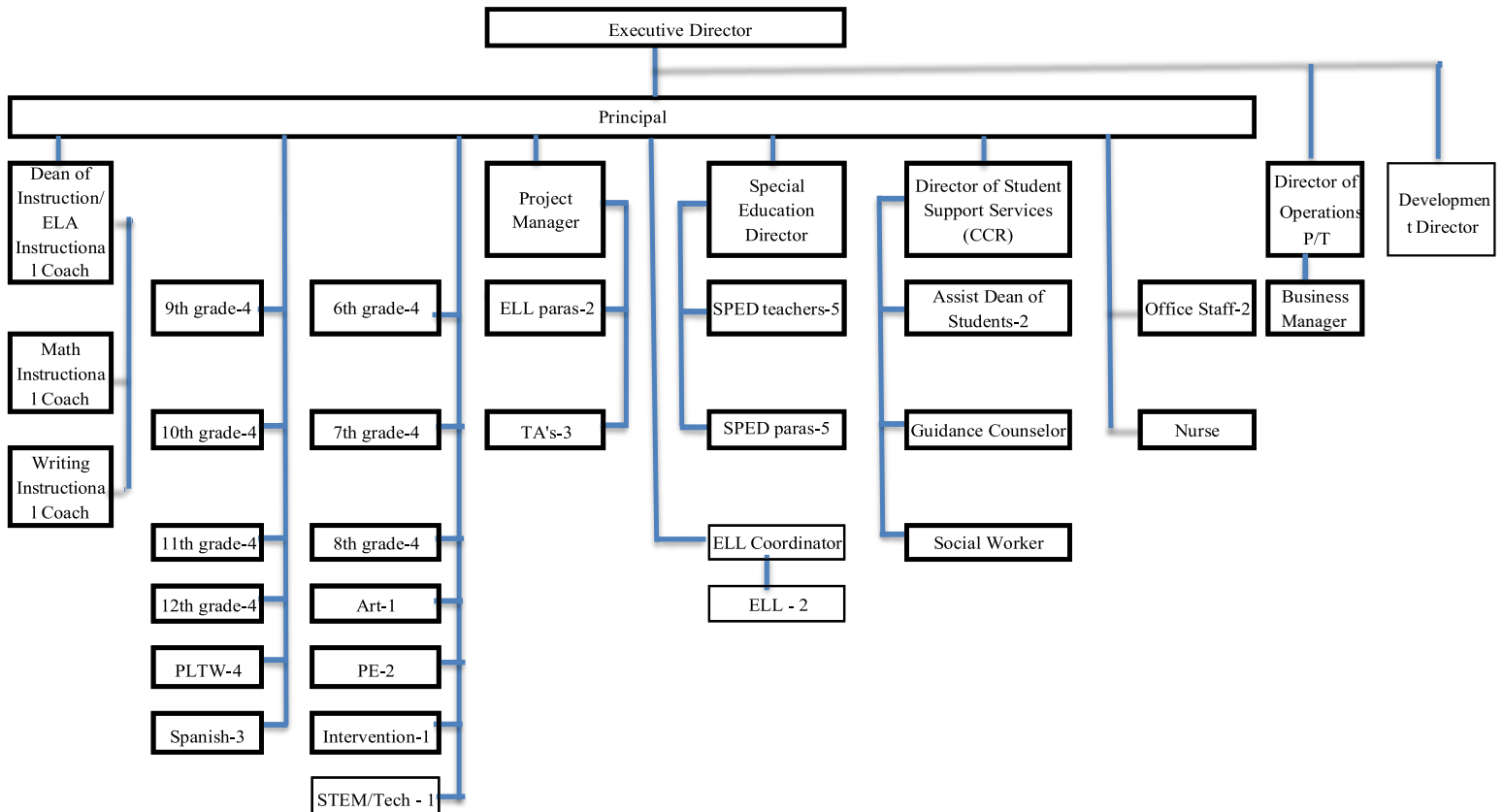
Baystate Academy initiated remote learning on March 23, 2020, amidst the initial onset of the COVID-19 outbreak. Remote learning tools included instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Google Classroom for students. Google classroom was designated as the learning management system and Zoom was used as the video conferencing platform. Staff was trained prior to school closure on platform usage and assignment types. The asynchronous model was designed to provide students with two pre-recorded lessons a week accompanied by 1 authentic hands-on tasks to demonstrate learning and two supplemental assignments to allow students the opportunity to practice the taught standard. Students were graded bi-weekly using teacher-designed standards-based rubrics and provide ongoing feedback. School structures were modified to ensure staff and students were supported. Shared leadership was used to ensure the transition was smooth and equitable for all. Grade level administrators were assigned to will meet with teams weekly to discuss student progress, instructional supports, students of concerns and identify goals for the week. Teams are highly encouraged to reach out to grade-level administrators to help design team meetings, outline student supports, and other key components required to run a highly effective team. Instructional coaching

Social-emotional supports for students were outlined and identified based on the following criteria; is a student who has not been accessible via bi-weekly check-ins, has not completed assignments, or has expressed concern about remote learning. Identified students were referred to the school culture team to reach out to the student. (Guidance Counselor, Social Worker, Deans of Students -2) Student Support will use peers, social media, and other electronic platforms to contact students.

Remote learning included services for special education and English language learner students. Student support staff collaborated with families to determine what services were needed during remote learning. The student support services were aligned services and support to ensure accessibility for all students.

## Organizational Viability

### Organizational Structure of the School – 2019-2020



### Teacher Evaluation

There were no changes to our teacher evaluation system in FY20

**Budget and Finance****FY20 Unaudited Income Statement****Operating Revenues**

Student Tuition	\$6,871,360
Federal and State Grants	<u>\$609,530</u>
Total operating revenues	<u><u>\$7,480,890</u></u>

**Operating Expenses**

Salaries	\$4,272,226
Payroll taxes	\$108,863
Fringe benefits	\$432,984
Occupancy cost	\$738,756
Telephone	\$45,043
Professional development	\$61,478
Insurance	\$21,714
Student supplies and materials	\$48,369
Office supplies and materials	\$4,843
Technology	\$72,403
Professional services	\$404,245
Dues, licenses and subscriptions	\$40,627
Repairs, maintenance and supplies	\$110,903
Books	\$50,324
Transportation	\$109,606
Testing and assessments	\$11,168
Payroll service charge	\$8,086
Rental equipment	\$49,209
Board expenses	\$11,726
Advertising	\$26,470
Depreciation and amortization	\$229,248
Travel	\$29,042
Utilities	\$117,000
Misc. expenses	\$9,968
Health Services	\$8,178
Fundraising	\$46
Non instructional supplies	\$24,619
Athletic services	<u>\$23,567</u>
Total Operating Expenses	<u><u>\$7,070,711</u></u>

Operating Income	\$410,179
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**Nonoperating revenue (expenses)**

Private grants	\$23,881
Interest expense	<b>-\$12,170</b>
Other income	<u>\$23,373</u>
Total Nonoperating revenue	<u><u>\$35,084</u></u>

Change in net position	\$445,263
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## **FY20 Unaudited Balance Sheet**

### **ASSETS**

#### Current Assets

Cash and cash equivalents	\$1,909,194
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$14,173
Accrued Revenue	\$14,972
Due from related parties	\$89,980
Grants Receivables	\$71,090

Total Current Assets	<u>\$2,849,409</u>
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#### Noncurrent Assets

Capital assets, net	<u>\$480,738</u>
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Total Noncurrent Assets	<u>\$480,738</u>
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TOTAL ASSETS	<u><u>\$3,330,147</u></u>
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### **LIABILITIES**

#### Current Liabilities

Accounts Payables	\$51,497
Accrued Expenses	\$271,551
Deferred Revenue	\$35,660
Student Funded Activities	<b>\$10,654</b>
Current portion of long term debt	<u>\$0</u>

Total Current Liabilities	<u>\$348,054</u>
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#### Noncurrent Liabilities

Long Term Debt	<u>\$210,310</u>
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Total Noncurrent Liabilities	<u>\$210,310</u>
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TOTAL LIABILITIES	<u>\$558,364</u>
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#### Net Position

Unrestricted	<u>\$2,771,783</u>
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Total Net Position	<u>\$2,771,783</u>
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TOTAL LIABILITIES AND NET POSITION	<u><u>\$3,330,147</u></u>
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## **FY21 Provisional Operating Budget**

### **Operating Revenues**

Student Tuition	\$7,005,989
Federal and State Grants	\$979,933
In-kind services	
Total operating revenues	<u><u>\$7,985,922</u></u>

### **Operating Expenses**

Salaries	\$4,402,345
Payroll taxes	\$120,000
Fringe benefits	\$511,395
Occupancy cost	\$533,049
Telephone	\$60,000
Professional development	\$130,733
Insurance	\$25,080
Student supplies and materials	\$132,000
Office supplies and materials	\$126,894
Technology	\$87,534
Professional services	\$739,905
Dues, licenses and subscriptions	\$25,000
Repairs, maintenance and supplies	\$275,400
Vehicle lease	\$0
Transportation	\$32,700
Testing and assessments	\$10,000
Payroll service charge	\$6,000
Advertising	\$8,000
Depreciation and amortization	\$259,572
Travel	\$15,300
Utilities	\$132,000
Other student services	\$45,900
Books	\$33,508
Board Expenses	\$14,400
Fundraising	\$2,000
Audit fees	\$28,356
Rental equipment	\$72,000
Athletic services	\$50,500
Total Operating Expenses	<u><u>\$7,879,571</u></u>

Operating Income	\$106,351
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### **Nonoperating revenue (expenses)**

Private grants	\$94,975
Interest expense	-\$17,643
Other income	\$16,317
Total Nonoperating revenue	<u><u>\$93,649</u></u>

Change in net position	\$200,000
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<b>FY21 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2020 submission	497
Number of students upon which FY21 budget tuition line is based	484
Number of expected students for FY21 first day of school	497
Please explain any variances: We budget for 5% attrition	

### **Capital Budget for FY21**

#### **Summary**

Computers	\$105,600
Furniture	\$7,700
Equipment	\$63,000
Contingency	\$23,700
Total	\$200,000

This investment supports our technology plan to primarily support remote learning. Equipment is the replacement of building mechanicals.

The Baystate Academy Charter Public School's Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2020-2021 Provisional Operating and Capital Budget on June 11<sup>th</sup>, 2020 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

# APPENDIX A

## Accountability Plan Evidence 2019-2020

### Faithfulness to Charter

	2019-2020 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	<p><b>Based on the comparison of iReady Sept 2019 and June 2020 assessments:</b></p> <p><b>As a result of the school closure, we could not conduct the June 2020 assessment.</b></p> <p><b>% of Students entering below grade level, improving by 2 grade levels:</b></p> <p><b>% of Students entering at grade level improving by 1 grade level</b></p>
<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.	Partially Met	<ul style="list-style-type: none"> <li>Completed a 40-hour internship or job shadow – 1 student</li> </ul> <p>Enrolled in:</p> <ul style="list-style-type: none"> <li>College and Career Readiness-100%</li> <li>Health Care Exploration-100%</li> <li>SAT prep-100%</li> <li>Participated in College tours-100% <ul style="list-style-type: none"> <li>URI, UMass-Amherst</li> </ul> </li> </ul>
<b>Measure:</b> Annually, 75% of 11th grade students will achieve a 510 math and 460 Evidence-based Reading and Writing score on the SAT	Not Met	<p><b>SAT results:</b></p> <p>Due to the school closure, our students did not take the SAT</p>
<b>Measure:</b> Annually, 75% of 12th grade students will achieve a 530 math and 480 Evidence-based Reading and Writing score on the SAT	Not Met	<p><b>SAT results:</b></p> <p>Due to the school closure, our students did not take the SAT</p>
<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	<p>Due to the school closure, our students did not take the SAT</p>
<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	<p>One students have completed a job shadowing experience.</p>
<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	<p>All graduating seniors have taken and passed both courses.</p>

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence
<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>		
<b>Measure:</b> 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	Not Met	Cumulative data to support this measure was unavailable at the time of this report
<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>• 85% Student Led Conference participation rate</li> <li>• EL Education did not conduct an End of Year Implementation Review due to the school closure</li> <li>• 95% 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.	Did not Meet	100% of students did not produce 2 pieces of High-Quality Work due to the school closure
<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.	N/A	PLTW did not administer their end of year assessment

## Dissemination

	2019-2020 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>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 be accomplished no later than the end of the charter term
<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 be accomplished no later than the end of the charter term
<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 be accomplished no later than the end of the charter term

## APPENDIX B

### Charter School Recruitment and Retention Plan Template

## Recruitment Plan

### 2020-2021

School Name: Baystate Academy Charter Public School

#### 2019-2020 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 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 public lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on March 5, 2019 at 5:30 pm.

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

##### General Recruitment Activities for 2019-2020:

- Advertise in the Springfield Republican newspaper and Masslive.com
- Information sessions to be held at the school during November 2019 through January 2020
- 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 – 2020-2021 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p>School percentage: 19.9%</p> <p>GNT percentage: 15.2%</p> <p>CI percentage: 16.8%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2019-2020 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: 8.9%</p> <p>GNT percentage: 7.9%</p> <p>CI percentage: 10.3%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><b>(c) 2020-2021 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> </ul>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p><b>(a) CHART data</b></p> <p>School percentage: 66.3%</p> <p>GNT percentage: 63.3%</p> <p>CI percentage: 65.2%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2019-2020 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 – 2020-2021 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<u>Students who are sub-proficient</u>	<b>(d) Continued 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 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 2020-2021

**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 89% did not meet our retention goal of 90% but was an improvement over 2019. 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	
<b>Annual goal for student retention (percentage):</b>	90 % of students will re-enroll in the school annually, excluding students who move out of the district



Retention Plan – 2020-2021 Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b>13.3% <b>Third Quartile:</b>18.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Provide intensive support for IEP/504 students at all levels</li> <li>• Differentiate curriculum to meet the needs of IEP/504 students</li> <li>• Hire a 5<sup>th</sup> full time SPED certified instructor</li> <li>• Hire two additional SPED paraprofessional to support students</li> <li>• Group students in cohorts based on similar needs and provide intensive one on one support.</li> </ul>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b>9.3% <b>Third Quartile:</b>18.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• 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>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage: 11.2%</b>  <b>Third Quartile: 16.7%</b></p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b><u>(b) Continued 2019-2020 Strategies</u></b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
<p><b><u>Students who are sub-proficient</u></b></p>	<p><b><u>(d) Continued 2019-2020 Strategies</u></b></p> <p>Strategies include the standards-based curriculum, interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school.</p>
<p><b><u>Students at risk of dropping out of school</u></b></p>	<p><b><u>(e) Continued 2019-2020 Strategies</u></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><b><u>Students who have dropped out of school</u></b>  <b><u>*only schools serving students who are 16 and older</u></b></p>	<p><b><u>(f) Continued 2019-2020 Strategies</u></b></p> <p>Strategies: Enroll students in Saturday Academy to provide added academic and social emotional support and enrichment opportunities.</p>
<p><b><u>OPTIONAL</u></b>  <b><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></b></p>	<p><b><u>(g) Continued 2019-2020 Strategies</u></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

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

here:

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	27.6%
Asian	.6%
Hispanic	57%
Native American	0
White	12.5%
Native Hawaiian, Pacific Islander	.4%
Multi-race, non-Hispanic	1.7%
Selected Populations	% of School
First Language not English	23.3%
English Language Learner	8.9%
Students with Disabilities	19.9%
High Needs	75.4%
Economically Disadvantaged	66.3%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 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
Dan Rossi <i>Project Manager</i>	Overseas teacher support and academic program structure	7/2015	N/A
Ebony Hopper <i>Dean of Student Support Services</i>	Responsible for school culture and student support services	1/2016	N/A
Melissa Saporito PhD <i>Director of Special Education</i>	Support students with special needs	8/2017	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	44	1	1 6	Not offered a position Decided not to return
Other Staff	26.5	0	3	Relocation

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members <b>as of August 1, 2020</b>	<b>9</b>
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	18

<b>BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Lisa deSousa Esq.	President	Governance Development	3	7/12-6/15 7/15-6/18 7/19-6/21
Paul Hyry-Dermith, PhD	1 <sup>st</sup> Vice President	Academic Success Personnel	1	7/16-6/19 7/20 – 6/23
Rebecca Blanchard, PhD	2 <sup>nd</sup> Vice President	Academic Success	1	7/16-6/19 7/20 – 6/23
Frank Robinson, PhD	Treasurer	Finance Governance Personnel Development	3	3/12-6/15 7/15-6/18 7/19-6/21
Robert Nieves		Finance	2	7/15-6/18 7/19-6/21
Jennifer Hixon, DHSc	Secretary	Academic Success Governance	2	7/15-6/18 7/19-6/22
Willette Johnson		Personnel Academic Success	3	3/12-6/15 7/15-6/18 7/19-6/21
Kristine Allard		Development	2	11/16-6/19 7/19-6/22
Jennifer Sanchez		Academic Success	2	12/16-6/19 7/19-6/22
Rebecca Connolly, CPA		Finance	1	10/18-6/21

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
2 <sup>nd</sup> Thursday of the month – September -June 5:30 p.m. – 7:00 p.m.	2001 Roosevelt Avenue, Springfield, MA

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
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

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Paul Hyry-Dirmith	hyryp@comcast.net	New change
Charter School Leader	Timothy Sneed	<a href="mailto:tsneed@bacps.net">tsneed@bacps.net</a>	No change
Assistant Charter School Leader	Joretha Lewis	<a href="mailto:jlewis@bacps.net">jlewis@bacps.net</a>	No change
Special Education Director	Melissa Saporito PhD	mmirhej@bacps.net	No change
MCAS Test Coordinator	Joretha Lewis	<a href="mailto:jlewis@bacps.net">jlewis@bacps.net</a>	No change
SIMS Coordinator	Timothy Sneed	<a href="mailto:tsneed@bacps.net">tsneed@bacps.net</a>	No change
English Language Learner Director	Sonya Dwyer	sdwyer@bacps.net	New change
School Business Official	Allison Touchette	atouchette@bacps.net	No change
SIMS Contact	Timothy Sneed	<a href="mailto:tsneed@bacps.net">tsneed@bacps.net</a>	No change

#### Facilities

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

#### Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 12, 2021
Lottery	March 4, 2021