



SABIS[®] International Charter School
Springfield - Massachusetts, USA

2020 - 2021 Annual Report

July 30, 2021

SABIS[®] INTERNATIONAL CHARTER SCHOOL

Maretta Thomsen, Interim Director

160 Joan Street Springfield, MA 01129

Phone: (413) 783-2600 - Fax: (413) 783-2555

sics@sabis.net

www.sics-sabis.net

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Introduction to the School

SABIS® International Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	1995	Year(s) the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	1574	Enrollment as of 2/15/2021	1565
Chartered Grade Span	Kindergarten – 12th grade	Current Grade Span	Kindergarten – 12th grade
Number of Instructional Days per School Year (as stated in the charter)	188 days	Students on Waitlist as of 7/17/2020	232 as of 6/16/21
Number of Instructional Days during 2020-2021 School Year	170 days		
School Hours	(K- 5) – 8:00 – 4:00 (6 – 12)- 7:10 – 2:30	Age of School of 2020- 2021 School Year	26 years

Mission Statement

The SABIS® International Charter School (SICS) is a college preparatory school that provides top- quality education on a non-selective basis to children of different races, religions, nationalities and backgrounds. It teaches these children to perform to the best of their ability, to achieve academic excellence in a global context, and prepares graduates to attend colleges and universities. The school develops and strengthens students’ ethical, moral, and civic values thus molding men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The School believes those students with a SABIS® education, especially in a multicultural setting, will be able to provide leadership throughout the world.

Letter from the Chair of the Board of Trustees

Dear SICS Community,

As the Chair of the Board of Trustees, it is my privilege to report the legacy of the school continues and our future is bright. We survived the pandemic and successfully reopened our school. We sincerely appreciate all of our educators for your valiant leadership as you instructed our students during a global pandemic.

In 2021, we completed the rebuilding of our athletic fields. We graduated 98 students who were accepted to 99 different colleges, universities, and technical schools. Some of the top acceptances received by our students (Boston College, Babson College, Boston University, George Washington University, Villanova University, Wesleyan University, and Worcester Polytechnic Institute) were impressive, as was the approximately \$14,000,000 in scholarships and financial aid offered to our students. Sorrowfully, we mourned the loss of two students (from the class of 2021) who passed away prior to the start of the last school year.

In December 2020, The Department of Elementary and Secondary Education returned our negotiated management agreement with needed changes. The backdrop for our negotiations consisted of improving the delivery of services to every student, in particular those students in grades 3-8. The Board of Trustees worked extremely hard to ink a five-year management agreement, but to no avail.

On the evening of June 30, 2021, after 26 years, our contract with Springfield Education Management, LLC ended. We did not intend to abruptly end the contract, but our former management company was unwilling to extend the contract for six months for the purpose of transitioning the school. So, here we are. We did not choose this moment. This moment chose us! Every decision the Board has made has been in the best interest of our students and educators. Our next steps will determine the course of our school.

On July 6, 2021, in order to better serve our students, the Board of Trustees unanimously named:

1. Mr. Justin Baker- Interim School Director
2. Ms. Shirley Vazquez - Deputy Director and K-2 Principal
3. Mr. Brendan Dwyer - High School Principal
4. Ms. Trina Roberts - Middle School Principal
5. Ms. Rosara Pellicier - Elementary Principal (grades 3-5)

On July 14, 2021, Commissioner Riley approved our new school name, "Springfield International Charter School." We are amending our charter to reflect a self-management structure, an updated curriculum that focuses on the whole student, and the utilization of the creativity of our educators.

The five (5) pillars of Springfield International are:

1. Rigorous College Prep Curriculum
2. Dynamic K- 12 Community
3. Educational Innovation
4. Prepared Global Leaders with Global Ideas
5. Transparency for Growth Opportunities

Additionally, we are replacing our student management systems in order to increase efficiency. We anticipate two full years of transition, and to best address concerns and ensure all of the needs of our students are met, we will implement the SICS Planning Team. This Team will consist of the Senior Leadership Team, Teachers, and Parents. It is our goal to dream together, implement together, and evaluate together as we fortify our future.

Onward and Upward!
Dr. Atu White, Chair

Faithfulness to Charter

Key Design Elements (with parenthetical citations to pages from the charter application):

1. Prepare students for lifelong learning and success in college and/or career (p3)
2. Continuous evaluation of student learning as an integral part of the instructional process (p3)
3. Provide leadership opportunities to empower students to make a difference in their own lives and the lives of others through the SABIS Student Life Organization® (SLO®). (p3)

Implementation of the Governance/Leadership Structure

SICS has benefitted from stable leadership and membership on the Board since it was founded in 1995. Over the past sixteen school years, from 2005-2006 to 2020-2021, SABIS® International’s Board has averaged ten members. Consistency and stability in board membership has greatly benefitted SABIS® International’s continued commitment and capacity toward achieving the shared vision and mission.

Access and Equity: Discipline Data

SABIS® International Charter School utilizes the Student Management Team, as well as all staff to uphold the policies and procedures of the school’s Mission and Handbook. The Student Management Team works in tandem with the school’s adjustment counselors to ensure that all discipline matters are handled thoroughly. In order to minimize student behaviors, the Student Management Team offers a wide variety of positive based incentives for both individuals and groups.

In order to reduce the use of In-School and Out of School Suspensions, SABIS International Charter School has focused on the following:

- Deputy Student Management Coordinator position has been added in the K-5th grade to assist in the day-to-day de-escalation of students with behavior challenges.
- Implementation and focus on positive based incentives to promote positive based behavior.
- Adjustment Counselor position has been added in the K-5th grade to increase access students have when in need of direct instruction in social regulation and social skills.
- Continued contracts with outside providers (BCBA) to help maintain a safe and positive learning environment for students with social / emotional behavior.
- Along with promoting positive based incentives, the Student Management Team uses multiple de-escalating strategies and “Staff to Student” communication techniques.
- Heightened awareness in the following Professional Development areas
 1. Civil Rights
 2. CPI Training Crisis Prevention
 3. Social Emotional Behavior
 4. Title IX / Sexual Harassment
 5. MTSS

Student Discipline Data Report:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04410505&orgtypecode=6&=04410505&&fycode=2020>

2019-2020 Student Discipline					
[2019-20 Student Discipline Data Report by All Offenses - Sabis International Charter School (04410505) (mass.edu)]					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal

All Students	1,624	115	1.1	7.1	0.0
English Learner	127	14	0.0	11.0	0.0
Economically Disadvantaged	787	73	1.8	9.3	0.0
Students with Disabilities	252	26	1.6	10.3	0.0
High Needs	963	88	1.5	9.1	0.0
Female	816	41	1.5	5.0	0.0
Male	808	74	0.7	9.2	0.0
American Indian or Alaska Native	0				
Asian	67	1	0.0	0.0	0.0
African American/Black	452	41	2.2	9.1	0.0
Hispanic/Latino	702	60	0.9	8.5	0.0
Multi-race, Non-Hispanic/Latino	95	95	6	2.1	0.0
Native Hawaiian or Pacific Islander	0				
White	308	7	0.0	2.3	0.0

Academic Program Success
Student Performance

A. School Report Card

<https://reportcards.doe.mass.edu/2020/04410505>

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04410505&orgtypecode=6>

2020 Official Accountability Report – SABIS® International Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	Meeting 52% of Improvement targets
Accountability percentile	41% Percentile

School Performance and Program Implementation

- The 2020-2021 school year was unique in its impact to our students and staff. SABIS did not change our schedule of academic courses within the master schedule of the school. As a result, students were exposed to a rigorous academic program during the course of the 2020-2021 school year. Our students were fully remote until April 5, 2021. During the course of full remote, students were provided academic and social-emotional supports remotely using Microsoft Teams. A return to hybrid learning, and then eventually the option for full in-person learning ended our school year. Students learned in-person, as well as through TEAMS. Assessments for the full school year were given through the SABIS Digital Platform, an on-line assessment program. Students were provided with practice exams in many courses to prepare them for assessments.
- Students accessed learning using Microsoft Teams and were assessed through the SABIS Digital Platform.
- Extensive health and safety protocols were followed upon the return to in-person learning. All guidance provided by DESE was followed at a minimum. In many areas SICS went beyond the guidance provided by DESE.
- The Board of Trustees has ended its relationship with SABIS as of June 30, 2021. Utilizing new curriculum materials, a new student information management system, and hiring additional support staff will position our school to prepare our students for the 2021-2022 school year. Following DESE guidance for accelerated learning, Springfield International Charter School is poised to accelerate and bring our students to grade level at all levels of the school during the 2021-2022 school year.

Teacher Evaluations

SABIS® has created its' own teacher evaluation based on the SABIS® principles. Supervisors support teachers in their goals which should include academic goals, students learning goals and/or professional practice goals. Teaching assistants and related service providers are evaluated through modified DESE rubrics.

Organizational Viability

Organizational Structure of the School

Through June 30th, 2021, no organizational changes were implemented. The school continued to be managed by interim school director. The Director was assisted by an outside management company and a leadership team of supervisors as articulated in Attachment 1: School Organizational Chart.

Policy Decisions

The Board of Trustees continues to fulfill its statutory responsibilities to achieve the terms of the charter, safeguard public funds and to effectively and efficiently oversee SABIS® International management team's performance. The Board has accomplished this not by micromanagement over the school's administrative team, but by establishing a sound committee system to receive, review and follow-up on information received through various reporting mechanisms. This current system has proven to be effective and efficient for handling the Board's oversight responsibilities, while channeling policies and issues that emerge through a process.

The Board focuses on long-term planning and oversight, while the administrative team is responsible for day-to-day operations and reporting results. By staying within clearly defined and established parameters, the Board and the administration have been able to effectively and cooperatively carry out their respective duties and responsibilities. The Board understands that its main responsibility is to ensure that the school remains in full compliance with all laws and regulations governing public schools. This means ensuring that the school is accountable financially and academically to the Massachusetts Board of Elementary and Secondary Education. It also means making practical facility-related decisions, analyzing financial reports, setting and overseeing the school's uniform and discipline code, and evaluating the school's Director.

Board members are knowledgeable of the school's academic goals, as well as the status and challenge toward meeting these goals. Communication between the administration and the Board has always been open, allowing for a free flow of information, thus strengthening the relationship between the Board and school management. Status reports on the school's programs and progress toward goals are presented at every Board meeting. Answers to questions are quickly provided.

Oversight

The Board of Trustees performs its oversight of the school's management through its various committees (such as Education, Governance, Finance, Long Range Planning, Community Relations and others). These committees meet regularly and receive and review reports provided by school administrators or outside consultants. Minutes of all committee meetings are written and shared with the full Board, staff and the public.

As part of its oversight role, the Board reviews and approves the school's Accountability Plan which contains a wide range of academic and non-academic performance goals. This Accountability Plan is then submitted to the Department of Elementary and Secondary Education (DESE) for approval. In addition, the school's administrators prepare an annual report detailing the school's performance toward meeting each goal outlined in the Accountability Plan. The School Director submits a regular report to the Board prior to all Board meetings detailing progress toward meeting the school's goals.

Financial Oversight

Relative to the school's compliance with requirements applicable to the internal controls on accordance with OMB Circular A-133, the auditors stated the following in each fiscal year audited financial statements: "In our opinion, the SABIS® International Charter School complied, in all material respects, with the [federal] requirements referred to above that are applicable to its major federal program for the year ended."

The auditors discovered "no instances of noncompliance that are required to be reported under the *Government Auditing Standards*." In addition, the auditors noted in each of the last fifteen fiscal year audits that there are "no matters involving the internal controls over financial reporting and its operation that we consider to be material weaknesses." The auditors stated: "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses."

In the last fifteen fiscal years, the auditors stated that "SABIS® International Charter School was determined to be a low-risk auditee." In addition, auditors made no findings for all fifteen fiscal years related to the Financial Statements Audit and the Major Federal Award Programs Audit.

All fifteen fiscal year audits contain not a single finding of noncompliance or deficiencies relative to SABIS® International's management of its finances.

Fiscal Oversight

The Board of Trustees takes its fiduciary responsibility seriously to provide fiscal oversight of the school's operations. As the governing body, the Board receives and reviews regular financial reports from the school's administrative team. The Board also adopts policies, as necessary, to improve the system of internal controls already established at the school. The Board's Finance Committee meets periodically (in most cases monthly) with the school's business manager to review a variety of financial reports, profit and loss detail and statements, year to date budgeted versus actual variance, review of detailed balance sheet, assets and liabilities, transaction itemization report, contracts with vendors, major capital outlays, and much more. The reports are carefully reviewed by the committee before being submitted to the full board.

Internal Controls

SICS is a professionally managed charter school that adheres to all state and federal reporting requirements. The school has implemented the Massachusetts Department of Elementary and Secondary Education recommended *Fiscal Policies and Procedures Guide* as well as SABIS® Educational System’s policies and procedures management of business operations. Over the years, a comprehensive set of procedures for handling and safeguarding public funds has been developed by SICS.

Sound policies have been established to deal with internal banking procedures, account transfers, and bank reconciliation process. Both school and SABIS® corporate staff carefully monitor restricted and unrestricted grant awards, grant expenses, and monthly draws. To further ensure compliance with sound and effective financial management policies and procedures, the school’s business manager prepares a detailed monthly financial report that is provided to the SABIS® corporate office for review and approval, and then provided to the School Director and to the Board of Trustees. This monthly budget analysis shows budgeted versus actual comparisons in the same format as the budget, thus allowing for quick and efficient review.

Prior to June of each year, SABIS® Educational Systems prepares and presents to the Trustees a detailed, recommended operating budget for the next school year. The proposed budget shows each discreet area of expenditure as a separate line item, including funds allocated for use by the Trustees as well as fees paid to SABIS®. The Trustees and SABIS® review the proposed budget together. The Trustees then provide SABIS® with its position on each line item.

All revenue funds received in connection with the school are deposited initially in a Board of Trustees account. SABIS® Educational Systems is paid fees on a quarterly basis per the operating budget. Also, on a monthly basis, funds allocated in the budget for the operation of the school are deposited in a school operating account. Expenditures from the school operating account are incurred only in accordance with the approved budget (as it may be modified by agreement of the Trustees from time to time). The school budget for FY22 was approved by the Board of Trustees on 7/20/21.

Capital Plan

Annually, the school continues to invest in our ability to help students access the latest technology. In light of our unprecedented needs for remote learning, the school made a dramatic investment in computers. Each of our students now have their own “chromebook” to meet the challenges of remote learning. The school is in the process of completing our new athletic complex to allow our students to have the most fulfilling athletic experience we can provide. Throughout the year the school has invested in the necessary upgrades to our heating and ventilation system to provide as safe a learning space as possible.

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	0
Number of students upon which FY22 budget tuition line is based	1574
Number of expected students for FY22 first day of school	1574

10 Year Capital Plan												
Capital Project	Financing Source	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	Year 6 2026-2027	Year 7 2027-2028	Year 8 2028-2029	Year 9 2029-2030	Year 10 2030-2031	10 YEAR TOTAL
Furniture, Fixtures & Equipment	Internal	\$313,250	\$37,531	\$125,696	\$596,847	\$138,702	\$382,745	\$328,291	\$230,716	\$686,159	\$90,104	\$2,930,041
Building & Land Improvements:												
- General Site Replacement	Internal	\$77,300	\$40,605	\$96,016	\$74,285	\$48,317	\$55,061	\$73,071	\$80,235	\$99,436	\$0	\$644,328
- Floor & Carpet Replacement	Internal	\$50,000	\$57,017	\$58,728	\$17,708	\$18,239	\$18,786	\$41,925	\$19,930	\$29,454	\$30,337	\$342,125
- HVAC Unit Replacement	Internal	\$125,000	\$0	\$0	\$62,355	\$265,306	\$0	\$0	\$0	\$60,000	\$0	\$512,661
- Fencing Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$18,000	\$0	\$0	\$0	\$18,000
- Parking Lot Replacement	Internal	\$0	\$0	\$405,424	\$0	\$0	\$212,535	\$0	\$0	\$0	\$0	\$617,960
- Exterior Doors Replacement	In	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$151,335	\$0	\$0	\$151,335
- Security Camera System Replacement	Internal	\$0	\$0	\$125,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$125,000
- Telephone System Replacement	Internal	\$0	\$0	\$0	\$0	\$60,000	\$0	\$0	\$0	\$0	\$0	\$60,000
- Fire Alarm System Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$54,529	\$0	\$0	\$0	\$54,529
FISCAL YEAR TOTAL		\$565,550	\$135,154	\$810,864	\$751,194	\$530,564	\$669,128	\$515,816	\$482,217	\$875,048	\$120,441	\$5,455,978

Dissemination efforts

Best practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Not able to engage in dissemination due to the COVID-19 pandemic.				

Appendix A

SABIS International Charter School Accountability Plan

Objective #1: SABIS® International Charter School (SICS) will prepare students for lifelong learning and success in college and /or career.

Measure 1:

Ninety-five (95) percent of SICS students in Grades 9-12 will successfully complete a College and Career Readiness course with a grade of 80 or above by the end of each academic year as determined by the year-end grade on the student's report card.

Met

95% of students met this goal.

<p>Measure 2:</p> <p>By Grade 12, all students will have developed an individualized post-secondary college (Capstone) and career plan.</p>	<p>Met</p>	<p>All members of the Class of 2021 completed a Capstone Project and developed a plan for their post-secondary experiences.</p>
<p>Measure 3:</p> <p>SICS will form and maintain a partnership with at least one local college/ university at which students can earn college credit each year.</p> <ul style="list-style-type: none"> • Year 1 -50% of students participating in the dual enrollment program will earn college credit¹ • Year 3 -60% of students participating in the dual enrollment program will earn college credit¹ • Year 5-70% of students participating in the dual enrollment program will earn 3 college credits¹ <p>¹ Until partnership is solidified, number of credits will be determined at that time.</p>	<p>Met</p>	<p>SICS formed a partnership with STCC for members of the classes of 2020 and 2021 to enroll at STCC and earn college credit. Nineteen students enrolled in the program and eighteen (95%) earned college credit.</p>

Objective #2: SABIS® International Charter School (SICS) will engage in continuous evaluation of student learning as an integral part of the instructional process.

Measure 1:

By regularly enforcing the school's attendance policy and actively following up with parent/guardians on student absences, SICS will achieve an attendance rate of 80% in academic support sessions for each year in the charter term.

Not Met

The school was not able to meet this goal because of COVID-19. Taking attendance remotely was difficult to obtain accurate numbers.

Measure 2:

Following summer workshop sessions, SICS teachers' performance will be assessed monthly, using the current DESE Educator Performance Evaluation.

Not Met

The school was not able to meet this goal because of COVID-19. During remote learning periods monthly assessments did not take place.

Objective 3: SABIS® International Charter School will provide leadership opportunities to empower students to make a difference in their own lives and the lives of others through the SABIS Student Life Organization® (SLO®).

<p>Measure 1:</p> <p>Annually, 90% of students in Grades 6-10 will attend a PrepList³ session once each week that school is in session.</p> <p>³ PrepList is ongoing list of essential concepts students must master for each grade which are eliminated as students master them.</p>	<p>Not Met</p>	<p>The school was not able to meet this goal because of COVID-19 and remote learning.</p>
<p>Measure 2:</p> <p>Annually, 90% of students in Grades K-5 will participate in SLO® through Classroom Prefects, peer tutoring, Lower School academic events, Study Buddies, PrepList sessions, Shadow Teachers, academic recognition events.</p>	<p>Not Met</p>	<p>The school was not able to meet this goal because of COVID-19 and remote learning.</p>
<p>Measure 3:</p> <p>Through active recruitment efforts, the number of students in Grades 6 – 12 participating in student-initiated SLO® clubs and/or activities will increase by 5% annually over the term of the Charter.</p>	<p>Not Met</p>	<p>Replace with: The school was not able to meet this goal because of COVID-19. SLO Clubs and activities were not held remotely and in-person activities were not allowed throughout the school year.</p>

Dissemination Objective: SICS will form meaningful partnerships, share our skillsets, our campus, and our systematic approach to education.

Measure 1: Annually, SICS will invite other Public/Charter schools to attend a Best Practices event to learn about SLO, student management, data- driven decision making, or college and career readiness planning.	Not Met	The school was not able to meet this goal because of COVID-19. The quick transition to remote learning put the emphasis on delivering our curriculum directly to the students.
Measure 2: SICS will form a working partnership and will share best practices annually with at least one elementary/high school over the course of the charter term.	Not Met	The school has not yet formed a partnership with another school.

Recruitment Plan 2021-2022

Springfield International Charter School

General Recruitment Activities for 2021-2022:

Community Outreach: We are going to continue to disseminate our SICS information to students in Springfield. Advertisements are purchased and placed in local newspapers with registration, event, and lottery information. They are printed in English, Spanish, and Vietnamese, and we will also be adding translation in Somali. Additionally, all promotional materials will explicitly state that the school serves **all** students, including those with IEPs and 504s. We are distributing our informational flyers to local community centers, pediatrician offices, libraries, museums, preschools, and Pre-K programs.

Mailings and Flyers: Annually, SICS sends out mailings in English, Spanish, Vietnamese and other prevalent languages in the district to local child-care centers, libraries, youth agencies, pediatrician offices, preschools, museums, colleges, and community centers. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming of **all** students, including those who have learning disabilities, and language barriers and they will be printed in English, Spanish and Vietnamese.

Information Sessions: Annually, in November, we hold two Information Sessions prior to the Kindergarten registration deadline to ensure that families have an opportunity to inquire, tour the school, and understand what we have to offer. These information sessions will be advertised on the school's website, in the school monitors, school calendar, electronically using google ads and social media, and in the local newspaper. We will also advertise in newspapers in targeted languages. We plan on participating in more panel discussions, informational sessions, and hosting more community events.

The Board of Trustees has created an Ad Hoc Committee for marketing the school. The goal is to recruit students from the Springfield community that are reflective of the city's, as well as the school's, diverse population. With the new curriculum and the new initiatives, we see this as an opportunity at tapping into the diversity of Springfield and continuing our school as a college preparatory school.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.3%</p> <p>GNT percentage: 18.2%</p> <p>CI percentage: 19.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • At all informational sessions/outreach, the Special Education Director, Special Education Staff and PAC representatives will be available to families for individual consultations and to describe what SICS has to offer students with Special Needs. • All recruitment materials state “children with special needs are welcome at our school” in languages spoken by all families. • Maintain a comprehensive Special Education section on our school website. • Include Special Education students/alumni to speak on his/her experiences here at SICS. • Place informational posters representing our school in local mental health agencies, at local parent advocacy agencies, the Department of Social Services and of Youth Services. • Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process • In addition to the strategies above, advertise in local Spanish-Language newspapers and in inserts
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	<p align="center">(2021-2022 Additional Strategies)</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • By January 1, 2022, the school website will include a dedicated Special Services tab with information on our Special Education Program. The tab will include resource links and dates of the SEPAC meetings, along with agendas. The tab will also include information about how we meet the needs of our diverse learners and provide additional resources for families in our school, as well as those interested in sending their child to our school. • By February 1, 2022, a Special Education Department representative will send flyers about our school to various programs in the Springfield area, including Headstart and the Boys and Girls Club of Springfield. This will increase our recruiting presence in the Springfield area. • By June 1, 2022, a Special Education Department representative will attend information sessions at local programs, including pre-schools, daycares and programs including Headstart and the Boys and Girls Club of Springfield. This will increase our recruiting presence in the Springfield area.
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Limited English proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 4.0%</p> <p>GNT percentage: 10.9%</p> <p>CI percentage: 12.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be LEP, that student will be provided with a program to meet his/her individual needs. • Distribute literature, applications, and enrollment forms in Spanish, Chinese, Vietnamese, Somali and Japanese. Any family needing materials in a language other than those listed, will have them provided. • Distribute all recruitment information to the Vietnamese Civic Association, Italian Cultural Center, Puerto Rican Cultural Center, and the Greek Cultural Center. • Provide translators at every recruitment event and meeting. • Develop ongoing partnerships at community events. • ELL staff will be available at all school informational sessions, Parent Nights and Open Houses. • Place ads in many languages on our website. • Build relationships with community leaders. • Contract outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process. • Host information sessions off campus at various locations including childcare centers, libraries, WIC agencies and community centers.
	<p align="center">(2021-2022 Additional Strategies)</p>

	<input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. <ul style="list-style-type: none"> • By January 1, 2022, we will advertise our school in local diverse newspapers, including the Russian World Newspaper, and El Pueblo Latino. • By April 1, 2022, we will seek a partnership with the Gandara Center, for resources and increased presence of our school in a community center in Springfield. • By February 1, 2022, develop a partnership with a local marketing agency, with a focus on the diverse cultures of the Springfield community.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

	<input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Partnering with SPS, SICS will continue to offer “FREE” breakfast and lunch to ALL K-12 students on a daily basis. • This information is included in all registration, outreach and community materials. • Disseminating this information to all food pantries, local churches, local boys & girls clubs, regional Head Start sites and within media ads. • Provide refreshments at one or more of the informational sessions. • Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process • Host information sessions off campus at various locations including childcare centers, libraries, WIC agencies and community centers.
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<p>(a) CHART data</p> <p>School percentage: 46.8%</p> <p>GNT percentage: 53.9%</p> <p>CI percentage: 75.5%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p>
	<input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. <ul style="list-style-type: none"> • Create a committee (include: teachers, administrators, community members and members of the Parent Connection) to look over all of the strategies above in order to enhance enrollment percentages in this demographic group. This committee will meet at the beginning of the school year in order to improve the school’s enrollment by the time open enrollment and the lottery take place. • Postcards were sent to low-income/ subsidized housing developments (postcards targeted zip codes for Colonial Estates). • Create a flyer on the application and lottery process to be distributed to Springfield area community organizations. The community organizations will include, the Dunbar Center, YMCA of Springfield, the Boys and Girls Club of Springfield and the Gandara Center. The flyer will include information regarding free lunch and breakfast, the diversity of languages of students at our school, as well as the merits of our college preparatory academic program. The flyer will also highlight the benefits and successes of our athletic programs. • By February 1, 2022, develop a partnership with a local marketing agency, with a focus on the diverse cultures of the Springfield community. • Market to low-income/subsidized housing developments, with targeted zip codes for Colonial Estates, by February 1, 2022. • By June 1, 2022, have members of our Student Leadership Organization present SICS to local organizations, including the Boys and Girls Club of Springfield. • By June 1, 2022, have members of our Student Leadership Organization hold an informational night for Springfield families regarding programs offered at SICS.

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Emphasize the extensive amount of extra help, tutoring and extended day academic help that is available from staff & peers. • Distribute our materials regarding our non-selective and non-discriminatory enrollment/recruitment information to non-traditional learning centers throughout the city. (Springfield) • Continue including in our recruitment materials that students are not selected/enrolled based on their academic abilities, thus allowing students who are sub-proficient the opportunity to apply for enrollment. • Include our unique characteristics of SICS and the benefits for students who may be in danger of failing. • Included in our enrollment/recruitment materials the school will add flyers that highlight remedial strategies.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Continue to make parents/students in our sending district aware that SICS does provide services for students who have dropped out of school. • Include in recruitment material that students are not selected/enrolled based on their academic abilities. • Continue to follow our waitlist policy by taking students off the waitlist as an opening occurs, following DESE guidelines. • Created a new Civil Rights System that makes students and parents aware that SICS provides services for students that have dropped out (age16+) <p align="center">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Continue to work on homeless resources (ongoing as they change depending on circumstances). Began remodel of a community closet to help all kids in need gain access to clothing, uniforms, personal hygiene products, school supplies etc.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Continue to make parents/students in our sending district aware that SICS does provide services for students who have dropped out of school. • Include in recruitment material that students are not selected/enrolled based on their academic abilities. • Continue to follow our waitlist policy by taking students off the waitlist as an opening occurs, following DESE guidelines. • Continue to develop an educational stability program servicing homeless, foster care and transient populations.
<p>OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	

**Retention Plan
2021-2022**

<p align="center">2020-2021 Implementation Summary:</p> <p>Successes: *The school was able to maintain a high percentage of students in the 2020-2021 school year. *We were able to maintain this high retention rate even among potentially at-risk subgroups. *We had a high rate of retention even for new students entering the school.</p>
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- *We were able to maintain a high retention rate even though there is an increasing rate of competition in the form of new charter and magnet schools as well as online and early college programs.
- *Several students who had left the school decided to return when there were openings on our wait list.
- *In several cases, when students were considering leaving, we were able to hold meetings with their families and academic team to create success plans and address concerns to make them more likely to return.
- *This was an unprecedented year in terms of COVID-19 and Remote Learning. We had a very high percentage of students engage with online learning and 97% plus percent of High School students take the in-person MCAS exams.
- *Similarly, although there was a lot of uncertainty with schools, the economy, and families moving, almost all of our students indicated they will return next year.
- *Our staff did an outstanding job supporting students during this difficult period and students and parents alike were happy with the school’s response thus indicating they will stay with us next year during the reopening phase of schools.
- *Families have expressed overwhelming support for our school self-managing and have indicated they will return their students as well as place siblings on our wait list.
- *We had a very successful return to Hybrid Learning in April.

Challenges:

- *We have had an increasing transient population and have experienced several students moving out of district, so in spite of strong program efforts, these students are not retained.
- *There are increasing alternative options in the form of new magnet and charter schools locally.
- *Some students leave to pursue athletic opportunities outside of the range of our school’s scope (i.e. football or hockey programs) and thus choose to transfer.
- * Surrounding suburban schools continue to increase the amount of seats for Springfield students through “School Choice” programs.
- *The school has an increasingly rigorous academic program and is a K-12 school; often students who join us in later grades find themselves behind academically, especially in the areas of math and reading fluency.
- *Although we did our best to retain all our students during the COVID-19 Pandemic, some students needed to move to other areas for economic and family reasons and thus needed to transfer to another district.
- *New schools are opening up in response to COVID-19 and may offer a fully-online model which some families are more comfortable with.
- *New school models are opening that focus on specific fields such as Performing Arts or Engineering for example, which are appealing to some students and families.
- *Other schools have announced relaxed plans for credit recovery and credits in general in response to the pandemic, while our school is committed to maintaining our high academic standards.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):

94%

Retention Plan – 2021-2022 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 6.6%
Third Quartile: 13.8%

 The school’s attrition rate is below third quartile percentages.

(b) Continued 2020-2021 Strategies

Below third quartile: no enhanced/additional strategies needed

- Special Education students in grades K-12 receive specific instruction in math and ELA according to their IEP. (Example: small group pull-out services, small-group environments, exam modifications)
- Paraprofessionals assist at all grade levels to help support student success.
- Additional supports have been added for students in Spanish courses for students on IEPs.

	More students have been added to inclusion courses with in-class support from Special Education teachers.
	(c) 2021-2022 Additional Strategy(ies), if needed

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

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 4.4% Third Quartile: 14.1%</p> <p>The school's attrition rate is below 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> <ul style="list-style-type: none"> • Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be LEP, that student will be provided with a program to meet his/her individual needs. • Distribute literature, applications, and enrollment forms in Spanish, Chinese, Vietnamese, Somali and Japanese. Any family needing materials in a language other than those listed, will have them provided. • Distribute all recruitment information to the Vietnamese Civic Association, Italian Cultural Center, Puerto Rican Cultural Center, and the Greek Cultural Center. • Provide translators at every recruitment event and meeting. • Develop ongoing partnerships at community events. • ELL staff will be available at all school informational sessions, Parent Nights and Open Houses. • Place informational posters of our school in local Latino businesses. • Place ads in many languages on our website. • Build relationships with community leaders.
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 6.8% Third Quartile: 12.9%</p> <p>The school's attrition rate is below 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>We provide free tutoring during school hours, after school and on Saturdays for MCAS subjects to all of our students here at SICS.</p> <ul style="list-style-type: none"> • Transportation services are free for all students. • Our Guidance Department elicits application waivers and free SAT exams for all students. • Our Student Life Organization provides extracurricular activities during the school day since transportation is a challenge for many students. • All athletic and extracurricular activities are free of charge to all students.
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	<ul style="list-style-type: none"> • Access to technology for all required assignments is provided on campus. • No student is denied the opportunity to attend school field trips or activities due to inability to pay. • All students receive fee waivers for SATs, college applications, and are able to take the PSAT free of charge. • The Springfield Promise program provides all students free financial aid and FASFA counselling. <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • We provide free tutoring during school hours, after school and on Saturdays for MCAS subjects to all of our students here at SICS. • Transportation services are free for all students. • Our Guidance Department elicits application waivers and free SAT exams for all students. • Our Student Life Organization provides extracurricular activities during the school day since transportation is a challenge for many students. • All athletic and extracurricular activities are free of charge to all students. • Access to technology for all required assignments is provided on campus. • No student is denied the opportunity to attend school field trips or activities due to inability to pay. • All students receive fee waivers for SATs, college applications, and are able to take the PSAT free of charge. • The Springfield Promise program provides all students free financial aid and FASFA counselling.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • We have continued to improve our RTI program...currently we have titled it: MTSS. This program is available for all K-12 students in the building, including Special Education students. • If students do decide to sign out, they are provided all relevant information to ensure they are enrolled in other educational institutions.
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p>
<p>OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Students have the opportunity to recover credits and remain on track for graduation through our Summer School Program. • This year, due to COVID-19, the program is exclusively online and free of charge. All students have been loaned Chromebooks to be able to access Remote Learning and Summer School if needed from home

	2021-2022 Additional Strategy(ies), if needed
	<ul style="list-style-type: none"> Provide additional and/or enhanced strategies needed.

APPENDIX C
School and Student Data Tables

SABIS® International Charter School’s student demographic enrollment data link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04410505&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African-American	28.0
Asian	3.7
Hispanic	45.2
Native American	0
White	17.7
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	5.5
Selected Populations	% of School
First Language not English	5.4
English Language Learner	4.0
Students with Disabilities	15.3
High Needs	57.7
Economically Disadvantaged	46.8

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Maretta Thomsen, Interim Director, Former Director 1999 - 2009	School Leader	7/17/19	n/a
Justin Baker, Director of Academics	Academic Leader K-12	10/1/19	n/a
Steve Bissonnette, Business Manager	Financial Supervisor	4/21/06	n/a

Tara Asher, Systems Accountability Coordinator	Title 1 Director, Supervises Operations	8/23/09	n/a
Derek Conway, Student Management Coordinator	Student Management	8/14/17	n/a

Brendan Dwyer, Academic Quality Controller	Academic Leader Grades 9 -12	8/18/08	n/a
Trina Roberts, Academic Quality controller	Academic Leader Grades 6 – 8	3/19/18	n/a
Rosara Pellicier, Academic Quality Controller	Academic Leader Grades 3 - 5	3/23/15	n/a
Shirley Vazquez, Academic Quality Controller	Academic Leader Kindergarten – 2	9/11/08	n/a
Cynthia Miller, Director of Special Education	Oversees Special Education Department Grades K-12	12/18/17	n/a
Rosara Pellicier, ELL Coordinator	Oversees ELL Programs K – 12	3/23/15	n/a
Orlando Sanchez, IT Manager	Technology Supervisor	10/1/14	6/14/21
Ann Campagna, ELL Coordinator	ELL Coordinator	5/24/00	8/14/20

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	97.6	6	10	2 Terminated 14 chose to leave
Other Staff	77.25	2	8	1 lay-off COVID 9 chose to leave

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	12
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Luis Aponte	Trustee	Facilities & Technology, Governance, Ad Hoc Contract Review	2	11/2015-11/2018 11/208-11/2021

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
John Delaney	Trustee	Community Relations, Safety & Risk Management	1	5/2019-11/2022
Dena Facchini	Trustee	Finance	1	5/2019-11/2022
Todd Fairman	Trustee	Finance	1	11/2020-11/2023
Derryl Gibbs	Trustee	Facilities & Technology	1	5/2019-11/2022
Joyce Williams-Gondek	Trustee	Community Relations, Education, Governance, Long Range/Strategic Planning, ad hoc Special Events, Safety & Risk Management	4	11/2010-11/2013 11/2013-11/2016 11/2016-11/2019 11/2019-11/2022
Wilfredo Lopez, Jr.	Treasurer	Executive, Finance, ad hoc Contract Review	2	11/2016-11/2019 11/2019-11/2022
Daryl Johnson	Trustee	ad hoc Special Events, ad hoc Contract	2	3/2017-11/2020 11/2020-11/2023
Paula Connelly Meara	Vice Chair	Governance, ad hoc Special Events, ad hoc Contract Review, Safety & Risk Management	1	11/2008-11/2021
Anne-Marie Nicolai	Secretary	Education, ad hoc Special Events, Safety & Risk Management	1	1/2018-11/2021
Sonja Shaw	Trustee	Executive, Governance, Long Range/Strategic Planning	2	11/2015-11/2018 11/2018-11/2021
Dr. Atu White	Chair	Education, Executive, Facilities & Technology, ad hoc Contract Review	2	5/2017-11/2020 11/2020-11/2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
7/06/21 6:00pm	School Board Room
7/13/21 6:00pm	School Board Room
7/20/21 6:00pm	School Board Room
7/27/21 6:00pm	School Board Room
8/03/21 6:00pm	School Board Room
8/10/21 6:00pm	School Board Room
8/17/21 6:00pm	School Board Room
9/16/21 6:00pm	School Board Room
10/21/21 6:00pm	School Board Room
11/18/21 6:00pm	School Board Room
12/02/21 6:00pm	School Board Room
12/16/21 6:00pm	School Board Room
1/20/22 6:00 pm	School Board Room
2/17/22 6:00 pm	School Board Room

3/17/22 6:00 pm	School Board Room
4/21/22 6:00 pm	School Board Room
5/19/22 6:00 pm	School Board Room
6/16/22 6:00 pm	School Board Room

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Education	1/13/21, 10/19/21, 6:00pm	School Board Room
Governance	1/21/21, 6:00pm	School Board Room
Contract	2/8/21, 3/9/21, 6/10/21, 6:00pm	School Board Room
Executive	2/4/21, 6:00pm	School Board Room
Safety/Risk Management & Community Relations	2/25/21, 6:00pm	School Board Room
Finance/Facilities/Technology	11/17/21, 6:00pm	School Board Room
<i>All sub-committee meetings are scheduled on an as need basis.</i>		

Conditions for Renewal

Condition 1: By December 31, 2022, SABIS International Charter School must demonstrate that it is an academic success by providing evidence that the school demonstrated significant and sustained academic improvement in Mathematics, English language arts and science for students in grades 3 through 8.

As per the 2020 Accountability Report the school's overall classification was not requiring assistance or intervention. The reason for the classification was that it made substantial progress towards targets. SICS has been given an extension to meet this condition until December 31, 2023 due to the unprecedented circumstances COVID-19 has presented. Even though the extension was given SICS is committed to being released from this condition prior to 2023. During the course of the pandemic, whether it be remote, hybrid or full return to school, SICS instructed our students in a manner consistent with our rigorous program from past years. We maintained the same schedule of courses and far exceeded the required amount of time on learning for the 2020-2021 school year. The assessment structure was similar to non-Covid years and allowed for continuous reflection and revision to allow for learning gaps to be identified and addressed.

Condition 2: By May 1, 2020, the board of trustees of SABIS International Charter School must submit to the Department for review a final draft of the board's bylaws and its proposed contract with Springfield Education Management for FY 2021-2025. All proposed changes must align with published Department guidance and ensure autonomy of the school's board of Trustees.

At time of print, the SICS Board of Trustees has ended its contractual relationship with the former management company. A charter amendment application is due to the DESE Commissioner by August 9, 2021. Any bylaw changes would be determined once the charter amendment is approved and sent to DESE for approval.

APPENDIX D
Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Dr. Atu White	atuwhite@gmail.com	New
Interim Charter School Leader	Maretta Thomsen	mthomsen@sics-mail.net	No Change
Special Education Director	Cynthia Miller	cmiller@sics-mail.net	No Change
MCAS Test Coordinator	Sharon Campsie	scampsie@sics-mail.net	New
SIMS Coordinator			Open Position
English Learner Program Director	Rosara Pellicier	rpellicier@sics-mail.net	
School Business Official	Steven Bissonnette	sbissonnette@sics-mail.net	No Change
SIMS Contact			Open Position
Director of Academics	Justin Baker	jbaker@sics-mail.net	No Change
Student Life Coordinator	Laura Domash	ldomash@sics-mail.net	No Change
Student Management Coordinator	Derek Conway	dconway@sics-mail.net	No Change

Facilities

Location	Dates of Occupancy
N/A	N/A

Enrollment

Action	Date(s)
Student Application Deadline	January 3, 2022 through January 28, 2022
Lottery	February 17, 2022

Amendments to the Charter

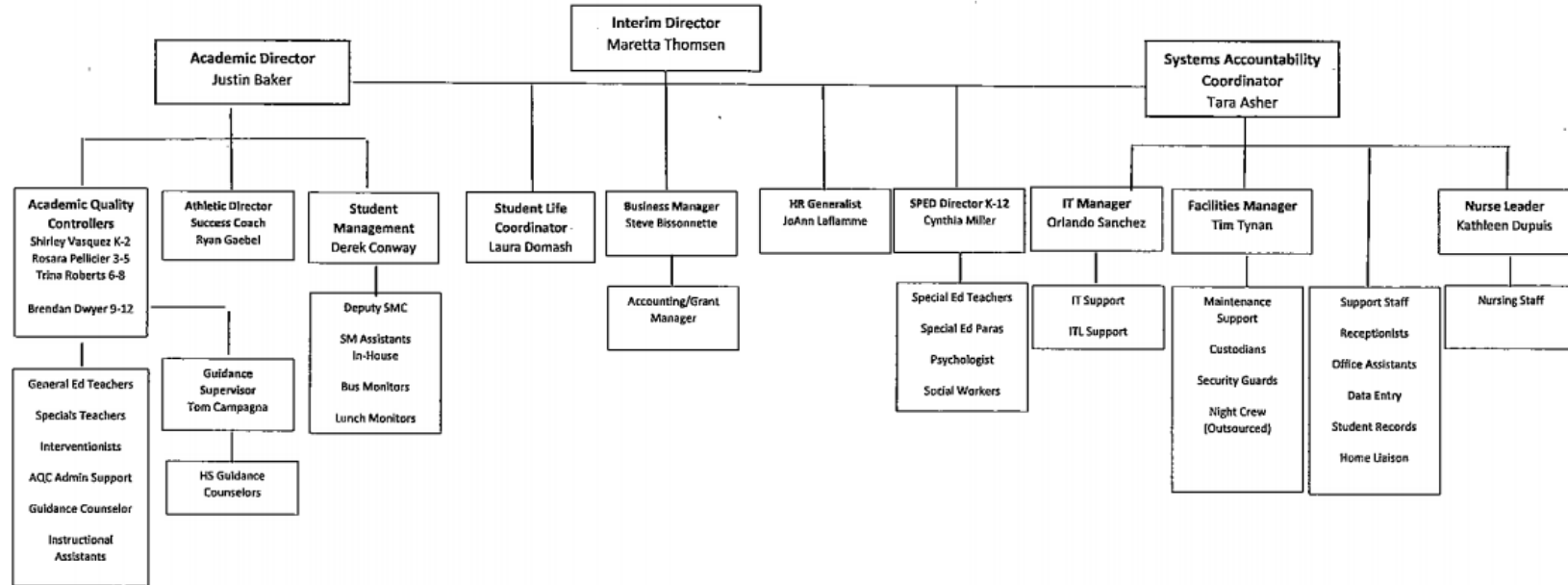
Date	Amendment Requested	Approved?
	None during the 2020-2021 school year	

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary Department Approval:	
Date of Board Approval:	
Date of Department Approval:	

Attachment 1: Organizational Chart

SICS Organizational Chart 2020-2021



Attachment 2: Financial Statements

Statement of Revenues and Expenses

For the year ended June 30, 2021

OPERATING REVENUES

Student Tuition	\$ 21,254,149
Federal & State Grants	2,054,403
Educational Fees	3,844
On-Behalf Pension	2,967,458
In-Kind Meals	673,576
In-Kind Transportation	2,378,813
Other Income	797

TOTAL OPERATING REVENUES \$ 29,333,040

OPERATING EXPENSES

Salaries	\$ 9,262,610
Payroll Taxes	283,516
Fringe Benefits	1,382,361
Classroom and Other Supplies	972,171
Office Supplies, Postage and Expense	160,183
Advertising	8,163
Board of Trustees Expense	56,123
Professional Services	51,279
Travel	821
Depreciation and Amortization	1,047,696
Telephone	17,780
Repairs, Maintenance and Supplies	334,651
Occupancy Costs	329,981
Insurance	68,894
Grant Programs	2,054,403
Extra-Curricular Activities	126,894
After School Program	0
Computer Expense	104,333
Instructional Management Fee	1,993,000
Staff Development	686
Student Testing	8,796
Payroll Service Charges	46,618
Bank Fees	0
On-Behalf Pension	2,967,458
In-Kind Expense	3,052,389

TOTAL OPERATING EXPENSES \$ 24,330,806

OPERATING INCOME \$ 5,002,234

NON-OPERATING REVENUE (EXPENSE)

Interest Income	\$ 49,793
Interest Expense	(1,782,858)

TOTAL NON-OPERATING EXPENSES \$ (1,733,065)

CHANGE IN NET POSITION \$ 3,269,169

Statement of Net Position

For the year ended June 30, 2021

ASSETS

Current Assets

Cash and Cash Equivalents	\$ 14,072,503
Grants Receivable	200,259

Total Current Assets \$ 14,272,762

Noncurrent Assets

Capital Assets, Net	\$ 25,758,169
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Total Noncurrent Assets \$ 25,758,169

Deferred Outflows of Resources

Deferred Loss on Bond Refunding	\$ 5,832,026
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Total Deferred Outflows of Resources \$ 5,832,026

TOTAL ASSETS \$ 45,862,957

LIABILITIES AND NET POSITION

Current Liabilities

Accounts Payable	\$ 171,973
Accrued Expenses	652,372
Accrued Compensation	1,260,083
Bonds Payable, Current Portion	1,070,864

Total Current Liabilities \$ 3,155,292

Long-Term Liabilities

Bonds Payable, Net of Current Portion	\$ 30,594,854
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Total Long-Term Liabilities \$ 30,594,854

TOTAL LIABILITIES \$ 33,750,146

NET POSITION

Net Position, Beginning of Year	\$ 8,843,642
Change in Net Position	3,269,169

Total Net Position \$ 12,112,811

TOTAL LIABILITIES AND NET POSITION \$ 45,862,957

2021-2022 Financial Budgets

Capital Budget

CAPITAL OUTLAY

Furniture and Equipment	\$ 18,250
Computer Equipment and Software	295,000
Building Improvements	<u>252,300</u>
TOTAL CAPITAL OUTLAY	<u>\$ 565,550</u>

Operating Budget

OPERATING REVENUES

Student Tuition	\$ 21,916,376
Federal & State Grants	3,934,995
Educational Fees	82,000
On-Behalf Pension	2,967,458
In-Kind Meals	673,576
In-Kind Transportation	<u>2,378,813</u>
TOTAL OPERATING REVENUES	<u>\$ 31,953,218</u>

OPERATING EXPENSES

Salaries	\$ 10,201,200
Payroll Taxes	359,488
Fringe Benefits	1,833,835
Classroom and Other Supplies	1,241,427
Office Supplies, Postage and Expense	223,706
Advertising	12,500
Board of Trustees Expense	30,000
Professional Services	368,000
Travel	1,500
Depreciation and Amortization	1,047,420
Telephone	16,640
Repairs, Maintenance and Supplies	555,748
Occupancy Costs	405,000
Insurance	78,374
Grant Programs	3,934,995
Extra-Curricular Activities	190,085
After School Program	2,500
Computer Expense	231,109
Staff Development	11,750
Student Testing	21,500
Payroll Service Charges	63,200
On-Behalf Pension	2,967,458
In-Kind Expense	<u>3,052,389</u>
TOTAL OPERATING EXPENSES	<u>\$ 26,849,824</u>

OPERATING INCOME **\$ 5,103,394**

NON-OPERATING REVENUE (EXPENSE)

Interest Income	\$ 75,650
Interest Expense	<u>(1,736,108)</u>

TOTAL NON-OPERATING EXPENSES **\$ (1,660,458)**

CHANGE IN NET POSITION **\$ 3,442,936**