

2019 2020 Annual Report



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

1886



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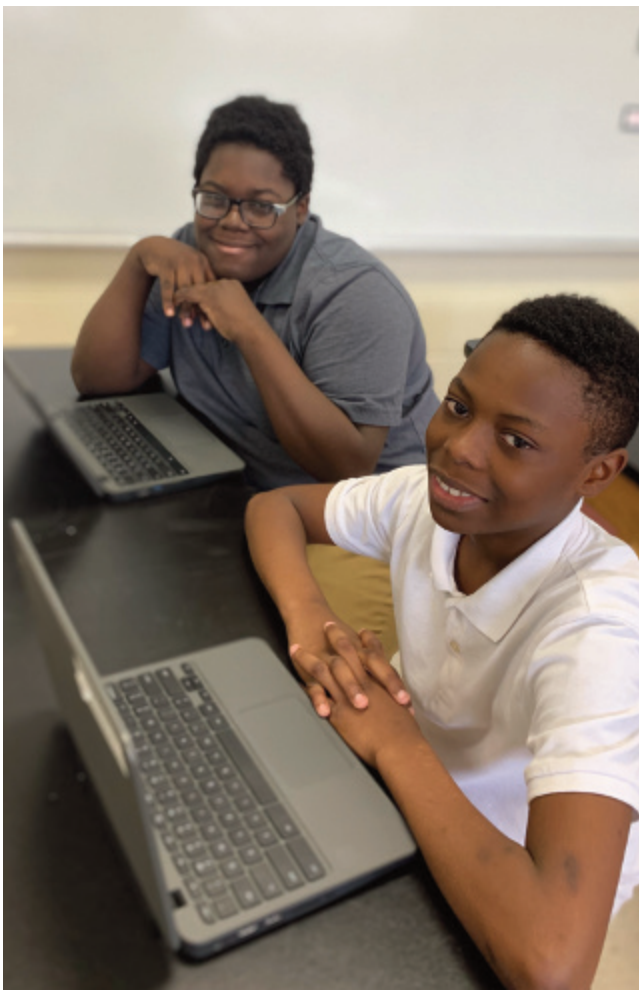
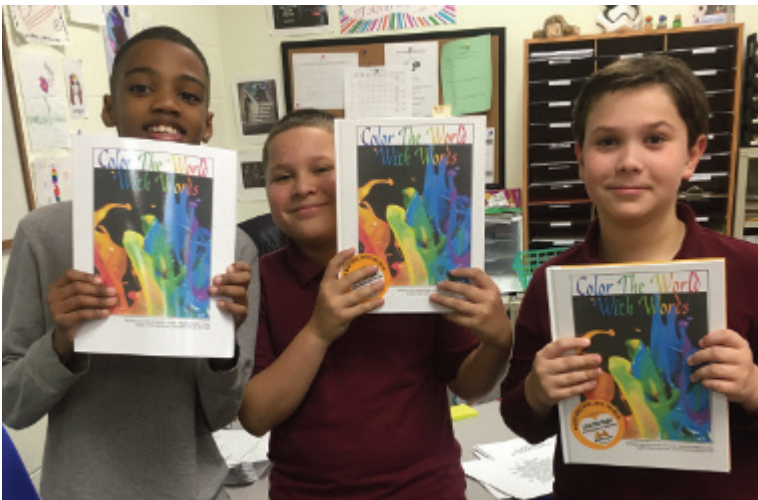
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INTRODUCTION TO THE SCHOOL

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	1,574
Enrollment as of 2/15/2020	1,574
Chartered Grade Span	Kindergarten – 12th grade
Current Grade Span	Kindergarten – 12th grade
Number of Instructional Days per School Year (as stated in the charter)	180 days
Students on Waitlist as of 7/17/2020	411
Final Number of Instructional Days during 2019-2020 School Year	
In Person Days:	119 days
Remote Learning Days:	61 days

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 multi-cultural setting, will be able to provide leadership throughout the world.

A 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 have the opportunity to report to you on behalf of the Board of Trustees. As we conclude our 25th year of operation, I would like to provide you with a brief recap of the 2019-2020 school year. We began the year with 15 trustees; one trustee left the Board due to personal reasons, bringing our total at the end of the school year to 14 trustees. The 2019 – 2020 school year has once again been a busy year for the trustees. We held 11 full board meetings, 35 subcommittee meetings and one board retreat. Some of the items that the Board approved over the course of those meetings were the annual budget, an auditor to conduct the annual audit, modification to the uniform policy for middle and high school girls, cell phone policy and the academic eligibility for sports policy. The Board also approved the revamping of the athletic fields including the irrigation system. Our subcommittees worked diligently on updating our by-laws and a new 5-year contract with SEM, which are with DESE at the time of publication of this report.

Our students once again demonstrated their generosity by donating canned goods and a monetary gift to the Gray House. In March, a Global Pandemic hit and sent the school into a whirlwind, to say the least as we were faced with unprecedented challenges when the school was mandated to close for in-person learning. The way school was conducted had to change and the staff and teachers quickly developed a remote learning plan. The Board in turn approved the distribution of chrome books to students for remote learning and for summer enrichment learning. The ninety-one students in the senior class did not have the normal experiences of a senior class due to the pandemic. However, they will forever be remembered as the graduating class with tenacity and resilience. The students of the class of 2020 were accepted to 134 different colleges and universities and earned scholarships

totaling approximately \$10 million. The Board was also proud as three of our teachers received the prestigious Grinspoon Excellence in Education Award.

It is with sadness that on June 23, 2020 SICS lost a beloved teacher unexpectedly, Mr. Drew Smith an eight grade English teacher. Mr. Smith will be missed by all.

Finally, I am happy to report that Commissioner Riley approved our charter for another 5 years. The charter was renewed with two conditions, one related to academic performance and one related to governance. The Board will continue to evaluate the academic performance of our students on internal and external testing results and objectively evaluating the current education program in place. We need to be confident SICS meets the conditions of the charter and provide a dynamic, responsive educational program that responds to the ever-changing needs of our diverse community. As the Board, we are working to meet our obligation to ensure our students are getting the most comprehensive curriculum that meets all common core mandates presented in an environment, which supports and encourages critical thinking in all of our students.

In closing, on behalf of the Board of Trustees, our thanks to SABIS® Educational Systems; to our parents, thank you for entrusting us with the responsibility of educating your children; to the faculty and staff, thank you for the dedication to education you demonstrate as you work to meet all challenges, and to our students, thank you for making us proud to call you students of SABIS® International Charter School.

Sincerely,
Sonja Shaw



FAITHFULNESS TO THE CHARTER

Key Design Elements

SABIS® International Charter School (SICS) is intended to be a college-preparatory school having as its main objective preparing students for success in college. (page 2)

- Develop and implement an Advising curriculum, a one class period per week class that addresses personal ownership in one's future and personal responsibility for students in grades 6 - 9.
- Develop and implement a College and Career Readiness curriculum, one class period per week that provides exposure to higher education, differentiates among college majors, college expectations and financial and acceptance criteria for all students in grades 10 - 12.
- Organize and host the Annual College Fair for students in grades 9 - 12.

Empower students to make a difference in their own lives and others through the Student Life Organization (SLO®). Provide leadership opportunities for all students in all aspects of school life. (Page 4)

- Complete application and interview process resulting in the selection of leadership prefects* for each of the eight Student Life Organization® (SLO®) departments, with each department mirroring the operations of the school. Departments include Academics, Discipline, Management, Sports & Health, Activities Department, Outreach, Lower School, and Social Responsibility.
- Uphold prefect responsibilities in the Student Life Organization® departments.
- Participate in SLO® department jobs as Head Prefect, Deputy Head Prefect, Senior Prefect and Prefect
- Participate in and/or lead SLO® Clubs: Model Congress, Nursing Club, GSA Club, Anime Club, Art Club, Bible Club, Movie Club, Community Service Club, Green Peace Club, Hockey Club, Basketball Club, Ultimate Frisbee Club, Outdoor Games Club and Academic Decathlon.

Continuous evaluation of student learning as an integral part of the instructional process. (Page 33)

- Students are tested weekly in math and English using SABIS® Educational System's Academic Monitoring System (AMS).
- AMS report results generated within 24 hours provide instant feedback to Academic Quality Controllers (AQC's), Head of Departments (HODs) and teachers and are used as feedback to teachers to inform adjustments in instructional practice.
- All students' reading levels are assessed one time per term using the STAR Reading software. This program generates reports to help teachers develop appropriate strategies for improving literacy.

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 fifteen school years, from 2005-2006 to 2019-2020, 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

SABIS® International Charter School has a zero tolerance approach to upholding the policies and procedures of the school's Mission and Handbook. The Student Management Team works extremely closely with the school's Counseling Department to ensure that all discipline matters are handled appropriately and with care. The Student Management Team utilizes multiple strategies, positive based incentives and de-escalating techniques to minimize negative student behavior each day.

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

- Implementation and focus on positive based incentives to promote positive based behavior
- Social Worker Assistant was added in K-5th grade to increase access students have when in need of direct instruction in Social Regulation and Social Skills
- Continued Professional Development in the following areas
 1. Social Emotional Behavior
 2. Behavior Plans (implementation, accountability and follow-through)
 3. Student Management
 4. CPI Training Crisis Prevention
- Along with promoting positive based incentives, our team minimizes negative student behavior that could result in suspension by using multiple de-escalating strategies and "Staff to Student" communication techniques
- Continued contracts with outside providers (BCBA) to help maintain a safe and positive learning environment for students with social/emotional behavior

* **Prefect:** A person appointed to any of various positions of responsibility; they are a member of the Student Life Organization® who invest their time, service and skills to make a difference not only within their school but within their community, country, and the world.

Student Discipline Data Report

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

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	1,601	87	5.3	0.6	0.0
English Learners (EL)	96	4			
Economically Disadvantaged	706	56	7.8	1.0	0.0
Students with Disabilities	249	21	8.4	0.4	0.0
High Needs	890	68	7.5	0.9	0.0
Female	797	23	2.9	0.1	0.0
Male	804	64	7.7	1.0	0.0
American Indian or Alaska Native	0				
Asian	68	0			
African American/Black	463	35	7.1	1.1	0.0
Hispanic/Latino	660	43	6.5	0.6	0.0
Multi-race, Non-Hispanic/Latino	91	3			
Native Hawaiian or Pacific Islander	1				
White	318	5			



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, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Provide an overview of SICS® program, highlighting Student Life Organization® (SLO)	On site school visit	Systems Accountability Coordinator	Vadim Vainikov, Russian Community Center	Dissemination folder with agenda, SICS annual report, SLO overview, SICS About Us brochure
SABIS® academic model and student success. 1. Introduction to the SABIS® model and systems through presentation. 2. Sharing of SABIS® student management data system (SSMS) and academic monitoring system (AMS). 3. SLO student leadership	Presentation at Head Start Parent Night	Systems Accountability Coordinator; Alumna c/o 2016	Erin McGuinnie, Headstart, Inc., Coordinator	Dissemination folders with agenda, SICS annual report, SLO brochure and overview, SICS About Us brochure, personal account of experience/success story
SABIS® academic model and student success.	SABIS® Showcase Night	Directors, Academic Quality Controllers (AOCs), Student Life Coordinator and prefects, Systems Accountability Coordinator, Student Management Coordinator, various teachers from Grades K-12	Public, SICS Families	Dissemination folders including agenda, SICS About Us brochure
SABIS® academic model and student success.	Meeting at American International College Campus	High School AOC, History Department Head, Systems Accountability Coordinator	Mika Nash, EdD; Executive VP for Academic Affairs, American International College	Dissemination folders with agendas, high school electives, schedules, Academic Monitoring System (AMS) data and Student Management Data System (SSMS) reports
SABIS® academic model and student success. 1. Introduction to the SABIS® model and systems through classroom observation. 2. Sharing of SABIS® student management data system (SSMS) and academic monitoring system (AMS). 3. SLO student leadership	Classroom and SLO observations, meeting at SICS	K-5 Academic Quality Controllers, Director, Student Life Coordinator and prefects	Springfield Public School Head Principal Michael Calvanese, an administrator from the Springfield Empowerment Zone and the director of Elementary Schools from Texas	Dissemination folder with agenda, SICS annual report, SLO overview, SICS About Us brochure
SABIS® academic model and student success.	Springfield Parent Night Booth at Libertas Academy Charter School	Systems Accountability Coordinator	Ariana Nunez, Libertas Academy Charter School	Dissemination folder with agenda, SICS annual report, SLO overview, SICS About Us brochure.

ACADEMIC PROGRAM SUCCESS

Student Performance

School Report Card:

<http://reportcards.doe.mass.edu/2019/04410505>

Accountability Report:

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04410505&orgtypecode=6&>

2001 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

Scholarships Awarded

- John and Abigail Adams (60)
- Smith College (Springfield/Holyoke) Scholarship
- SABIS® Parent Connection Scholarship (4)
- SABIS® Athletic Booster Club (2)
- Christian Herter Scholarship (2)
- William B. Menard Scholarship
- Vanderbilt University (Presidential Scholarship)
- BayState Educational Program Scholarship (BSEP) (3)
- Northeastern University (Dean's Award)
- University of Pittsburgh Nursing Scholarship
- Springfield Promise Program (Last Dollar Scholarship)
- Gerard L. Pellegrini Scholarship
- Allison P. Dwarska Scholarship
- Big Y Scholarship (4)
- Walter S. Barr Scholarship (2)
- Berkshire Bank Scholarship
- Chick-fil-A Scholarship
- AIC Nursing Scholarship

College Acceptances

American International College
American University
Anna Maria College
Arizona State University
Bay Path University
Becker College
Bentley University
Boston University
Bridgewater State University
Bryant University
Central Connecticut State University
Chaminade University of Honolulu
Clark Atlanta University
Clark University
College of Saint Rose
College of the Atlantic

Columbia University
Curry College
Elms College
Emmanuel College (MA)
Fisher College
Florida Atlantic University
Florida Institute of Technology
Florida State University
Framingham State University
George Mason University
Georgia Institute of Technology
Georgia State University
Hawaii Pacific University
Hofstra University
Holyoke Community College
Howard University
Johnson and Wales University
Keene State College
Lasell College
Massachusetts College of Liberal Arts
Massachusetts College Of Pharmacy & Health Sciences
Merrimack College
Morehouse College
New England College
New Jersey City University
Niagara University
Northeastern University
Norwich University
Oregon State University
Penn State University
Plymouth State University
Providence College
Quinnipiac University
Regis College
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Simmons University



Smith College
 Springfield College
 Springfield Technical Community College
 St Anslem College
 St. Thomas University (FL)
 Stonehill College
 Suffolk University
 SUNY Albany
 SUNY Stonybrook
 Syracuse University
 Temple University
 The University of Arizona
 The University of Tennessee Knoxville
 Tufts University
 University of Bridgeport
 University of Hartford
 University of Massachusetts Amherst
 University of Massachusetts Boston
 University of Massachusetts Dartmouth
 University of Massachusetts Lowell
 University of New Hampshire
 University of Maine
 University of Maryland Baltimore County
 University of Miami
 University of Michigan
 University of Oregon
 University of Pittsburg
 University of Virginia
 University of New Haven
 Vanderbilt University
 Western New England University
 Westfield State University

School Performance and Program Implementation

- To improve the quality of instruction, the school hired a Success Coach. The coach observes lessons and gives feedback to teachers. The coach also works with administrators to help improve teachers and instruction. The coach is instrumental in helping teachers achieve improvement goals.
- SICS designed a new "Walkthrough Protocol." The protocol are walkthroughs of teachers' classrooms to help monitor practice. This is in addition to three observations, which are also included in teacher evaluations.
- Systems 44, a software program designed to provide different levels of targeted reading support has been implemented.
- Science instruction in grades 3-5 was targeted for improvement. Newly designated blocks were scheduled to conduct experiments and allow for additional problem solving.
- A student management coordinator position was installed to focus on behavior and discipline.
- The school added an AP Computer Science Principles course in the 12th grade.

Teacher Evaluations

SABIS® has created its' own teacher evaluation based on the SABIS® principles and DESE rubrics. 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

During the 2019-2020 school year, the only changes to the organizational structure included the addition of the Director of Academics (K-12 academic lead), Systems Accountability Coordinator (Title I Director, supervises operations) and Student Management Coordinator (oversees the Student Management department). Please see 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 obtain, 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 in 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 fourteen 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 fourteen 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 fourteen fiscal years related to the Financial Statements Audit and the Major Federal Award Programs Audit. All fourteen 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 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 FY21 was approved by the Board of Trustees on 6/17/20.

Capital Plan

The Capital Plan currently consists of multiple elements; the need for ongoing repairs, the cost of replacement for items that have completed their useful life as represented in the chart below and the potential for expansion in the future to fulfill the original building design to include an auditorium and media center/library.

Most recently, the Board of Trustees (BOT) revised the Strategic Plan (2017-2022) to further service the ongoing need for investment in technology and the need to improve the school's physical plant to support school programs and mission by renovation and expansion. In 2018 the Facilities Sub-Committee of the Board of Trustees, with full Board approval, has once again begun to initiate the Solar Installation Project that is currently on hold awaiting more favorable market conditions.

Annually, the school continues to invest in and expand student access to technology, particularly in light of computer based MCAS testing and remote learning. Over the most recent school year, significant capital expenditures were made including a project to revamp our athletic facilities to provide students with a world class sporting experience. In addition, a large upgrade in HVAC controls and infrastructure to provide a more comfortable learning environment was undertaken. A significant investment in classroom and remote learning technology was made to keep our students on the cutting edge. Moreover, the current performance space has been upgraded to a high tech sound system, which will provide an enhanced artistic experience. A number of other technological, physical and other items were repaired, upgraded or replaced as warranted.

SABIS International Charter School 10 Year Capital Plan

CAPITAL PROJECT	FINANCING SOURCE	YEAR 1 2020-2021	YEAR 2 2021-2022	YEAR 3 2022-2023	YEAR 4 2023-2024	YEAR 5 2024-2025	YEAR 6 2025-2026	YEAR 7 2026-2027	YEAR 8 2027-2028	YEAR 9 2028-2029	YEAR 10 2029-2030	10 YEAR TOTAL
Furniture, Fixtures & Equipment	Internal	\$321,900	\$178,438	\$37,351	\$125,696	\$595,847	\$138,702	\$382,745	\$328,291	\$230,716	\$686,159	\$3,027,024
Building & Land Improvements												
- General Site Replacement	Internal	\$73,507	\$182,215	\$40,605	\$96,016	\$74,285	\$48,317	\$55,061	\$673,071	\$80,235	\$99,436	\$822,749
- Floor & Carpet Replacement	Internal	\$57,750	\$105,842	\$57,017	\$58,728	\$17,708	\$18,239	\$18,786	\$41,925	\$19,930	\$29,454	\$425,379
- HVAC Unit Replacement	Internal	\$0	\$0	\$0	\$0	\$62,355	\$265,306	\$0	\$0	\$0	\$60,000	\$387,661
- Fencing Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$18,000	\$0	\$0	\$18,000
- Parking Lot Replacement	Internal	\$0	\$0	\$0	\$405,424	\$0	\$0	\$212,535	\$0	\$0	\$0	\$617,960
- Exterior Doors Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$151,335	\$0	\$151,335
- Security Camera System Replacement	Internal	\$0	\$0	\$0	\$125,000	\$0	\$0	\$0	\$0	\$0	\$0	\$125,000
- Telephone System Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$60,000	\$0	\$0	\$0	\$0	\$60,000
- Fire Alarm System Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$54,529	\$0	\$0	\$54,529
- Athletic Fields Replacement	Internal	\$2,200,00	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,200,000
FISCAL YEAR TOTAL		\$333,308	\$466,494	\$135,154	\$810,864	\$751,194	\$530,564	\$669,128	\$515,816	\$482,217	\$875,048	\$7,889,637

FY21 Enrollment Table

Number of students pre-enrolled via March 16, 2020 submission	94
Number of students upon which FY21 budget tuition line is based	1,574
Number of expected students for FY21 first day of school	1,574

Financial Statements can be found in Attachment 2

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2019-2020

Faithfulness to Charter

	2019-2020 PERFORMANCE (Met/Not Met)	EVIDENCE
OBJECTIVE: To prepare students for success in College		
Measure: Annually, 100% of SICS students will qualify for admission to a minimum of one institution of higher learning by June 1st of the year of graduation.	Not Met	Ninety-nine percent (99%) of the senior class qualified for admission to a minimum of one institute of higher learning as evidenced by the student's final transcript.
Measure: Annually, 90% of members of SICS senior class will enroll in an institution of higher learning by the fall after their graduation.	Not Met	As of June 1, 2020, 84% of the students have instructed the school to send their official transcript to a school of higher learning for an August 2020 enrollment. Due to COVID-19, we anticipate notification from additional students as they finalize their Fall 2020 educational plans.
Measure: 100% of SICS graduates will successfully complete the SICS graduation requirements and will exceed Mass Core requirements in order to receive a SICS diploma.	Not Met	Ninety-nine percent (99%) of the SICS graduates successfully completed the SICS graduation requirements which exceeds the Mass Core requirements as evidenced by their transcripts. The recommended program of studies for Mass Core is: <ol style="list-style-type: none"> 1. English – 4 years 2. Math – 4 years 3. Science (lab based) – 3 years 4. History/Social Science – 3 years 5. Same foreign language – 2 years 6. The Arts – 1 year 7. 5 additional "core" courses – business education, career and technical education, health and/or technology or any other above subject. 8. Additional opportunities including – AP classes, dual enrollment, a senior project, online courses for high school or college credit or service or work-based learning.
Measure: There will be a 10% growth increase in enrollment in AP courses over the term of the charter.	Met	This measure was met in the first year of the term of the charter (2015 -2016) as the school experienced an 18% growth increase in enrollment in AP courses.
Measure: Annually, 100% of grade 6 -12 SICS students will participate in peer tutoring, mentoring program, prefect roles and/or SLO®	Not Met	The school did not meet this measure in that less than 100% of grade 6 -12 SICS students participated in the Student Life Organization.
Measure: Annually, the average score earned by all students in grades 1-12 on the SABIS code of conduct will be 95% or higher as determined by the teachers and reflected in the end of the year report card over the term of the charter. The SABIS code of conduct is based on the following ten criteria: <ol style="list-style-type: none"> 1. Honesty 2. Cooperation/Helpfulness 3. Compliance with rules 4. Self-Control 5. Effort 6. Good manners 7. Responsibility toward academic work 8. Punctuality 9. Wise use of time 10. Respect for faculty, student and property 	N/A	The SABIS® Code of Conduct was not calculated this year due to the change in the format of the report card for remote learning.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2019-2020 CONTINUED

Faithfulness to Charter

	2019-2020 PERFORMANCE (Met/Not Met)	EVIDENCE
OBJECTIVE: To prepare students for success in College		
Measure: Annually, 100% of SICS 9th grade students will earn a passing grade in their Advising course.	Met	100% of the 9th grade students received a passing grade in their Advising class as evidenced in their end of term report card.
OBJECTIVE: The school will disseminate best practices to other school districts including the sending district.		
Measure: SICS will share, at minimum once a year, one of the following: teaching methodologies, student leadership programs, peer tutoring program and student academic support programs to enhance school culture over the term of the charter.	Met	Evidence of meeting this measure is articulated in detail in the Dissemination Efforts section of this report.

Academic Program Success

OBJECTIVE: To challenge the school to improve student performance on internal assessment and measurement toward academic excellence.		
Measure: There will be a 5% increase over the term of the charter in the school wide average of the Academic Monitoring System® (AMS®) for grades 3-8 in math.	Met	The school recorded an increase in its grade 3 – 8 AMS scores over the term of the charter.
Measure: There will be a 5% increase over the term of the charter in the school wide average of the Academic Monitoring System® (AMS®) for grades 3-8 in English.	Met	A 5% increase was made in school wide averages over the term of the charter as evidenced in the AMS scores for English in grades 3 – 8.
Measure: 30% of students in grades 1-6 will achieve the Honor Roll status over the term of the charter.	Met	The school once again met this measure in that 30% of students in grades 1-6 achieved the Honor Roll status over the term of the charter. This is evidenced in the SSMS (SABIS® School Management System) data collection system.
Measure: There will be a 10% increase of students in grades 7-12 inducted into the National Junior Honor Society (NJHS) and National Honor Society (NHS) over the term of the charter.	Met	There has been an increase of 10% in students from grades 7-12 who were inducted into the NJHS and NHS over the term of the charter.



APPENDIX B: RECRUITMENT & RETENTION PLAN 2020-2021

SCHOOL NAME: SABIS® International Charter School

2019-2020 Implementation Summary

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 Recruitment Plan?

Under new leadership, SICS went beyond expectations in recruitment strategies for 2019-2020. The new position, Systems Accountability Coordinator, allowed for more community outreach than previous years. They cold-called members of our Springfield community, which included all local preschools, community centers, libraries, pediatric offices, museums, and colleges/universities. We were able to make community connections, resulting in our registration, substitute teaching and marketing flyers being posted onto their public boards. We were also invited to hold informational booths for Parent/Guardian nights at Headstart Programs and Libertas Academy Charter School. In addition, this year we utilized electronic advertising such as google ads, Facebook, Messenger, and Instagram which are pay-per-click ads. SICS conducted two successful Kindergarten Information Sessions in November. We held five Kindergarten registration events in January at different times and days of the week to accommodate varying family schedules; translators were available to help with the process, answer questions and fill out paperwork. Likewise, we had EL and Special Education staff present to answer questions/concerns. Also, in January, SICS hosted a SABIS® Showcase night which included community, present and future SICS families, all administration, teachers from every grade level, including EL and Special Education staff, an athletics table, a Parent Connection table, and SLO prefects leading rotating 20-minute tours of our campus. We also had a human resource representative table set up for anyone interested in substitute teaching.

Challenges were that we had not maintained community relations and as a result, there is still much work to be done to re-establish ourselves in the Springfield community. Also, the COVID-19 pandemic closure thwarted our High School and Middle School information sessions for students and parents this year.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

During the 2019-2020 school year, SICS enrolled 270 new students. All new students followed the school's enrollment policy. Fifty-five (approximately 20%) of the new students enrolled were siblings of students attending our school. The remaining 215 new students were made up of new Kindergarten students (105) experiencing their first lottery and students in Grades 1-12 who were accepted through a lottery to determine their placement order.

SUBGROUP	NEW STUDENT %
Special Education	9
ELL	12
African American	25
Hispanic	37
Asian	.74
White	15
Pacific Islander	.37

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2020 SIMS report) will meet the comparison index or the school's gap narrowing targets.

1. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

2. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

APPENDIX B: RECRUITMENT & RETENTION PLAN 2020-2021 CONTINUED

General Recruitment Activities for 2020-2021

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, on the school monitors, school calendar, electronically using google ads, 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.

Parent Connection: The Parent Connection is comprised and led by only parents/guardians. They conduct outreach through a variety of avenues such as: events (craft fairs, vendor fairs, fundraisers, trunk or treat, and homecoming), social media and "word of mouth" to family and friends.



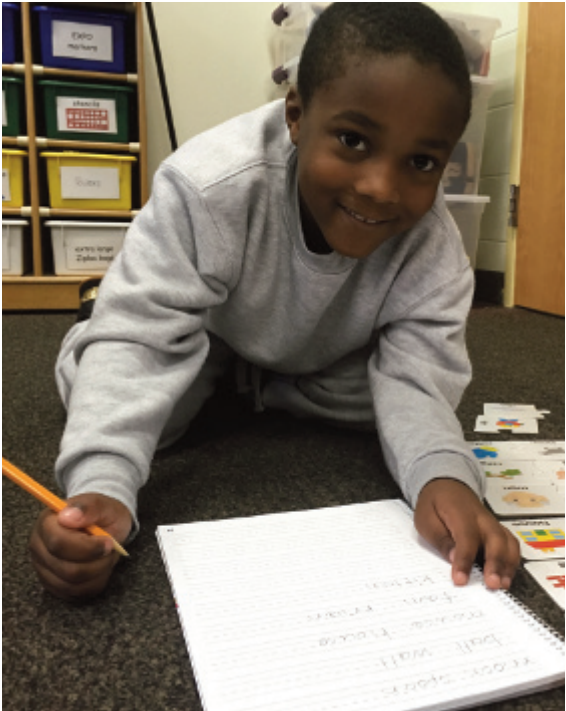
Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities	
<p>School percentage: 13.6% GNT percentage: 17.5% CI percentage: 18.9%</p> <p><i>The school is below GNT percentages and CI percentages</i></p>	<p>(b) Continued 2019-2020 Strategies 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 <p>(c) 2020-2021 Additional Strategy(ies), if needed Did not meet GNT/CI:</p> <ul style="list-style-type: none">● Include a High School SICS student with Special needs as a speaker in the informational sessions starting with Fall 2021 student recruitment.



Recruitment Plan – 2020-2021 Strategies

Limited English-proficient students/English learners	
<p>School percentage: 7.9% GNT percentage: 10.8% CI percentage: 13.7%</p> <p><i>The school is below GNT percentages and CI percentages</i></p>	<p>(b) Continued 2019-2020 Strategies 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 House events.● Place informational posters of our school in local Latino businesses.● Place ads in many languages on our website.● Build relationships with community leaders.● 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. <p>(c) 2020-2021 Additional Strategy(ies), if needed Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none">● Implement a google language bar on the SICS website. (implement immediately year 1, data change within 3 years)● Make school information available (advertise) in newspapers published in targeted languages. (implement immediately year 1, data change within 2 years)● Collaborate with Russian Community Center leader



APPENDIX B: RECRUITMENT & RETENTION PLAN 2020-2021 CONTINUED

Recruitment Plan – 2020-2021 Strategies

Students eligible for free or reduced lunch (Low income/Economically disadvantaged)	
<p>School percentage: 39.8% GNT percentage: 48.4% CI percentage: 70.9%</p> <p><i>The school is below GNT percentages and CI percentages</i></p>	<p>(b) Continued 2019-2020 Strategies Met GNT/CI: no enhanced/additional strategies needed</p> <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. <p>(c) 2020-2021 Additional Strategy(ies), if needed Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> ● Annually, we will make our promotional materials and the SABIS® Showcase flyer available specifically to low-income/subsidized housing developments throughout the city, such as to housing developments.
Students who are sub-proficient	
	<p>(d) Continued 2019-2020 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. <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Included in our enrollment/recruitment materials the school will add flyers that highlight remedial strategies.
Students at risk of dropping out of school	
	<p>(e) Continued 2019-2020 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.

APPENDIX B: RECRUITMENT & RETENTION PLAN 2020-2021 CONTINUED

Recruitment Plan – 2020-2021 Strategies

Students who have dropped out of school (only schools serving students who are 16 and older)

(f) Continued 2019-2020 Strategies

- 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.

2020-2021 Additional Strategy(ies), if needed

- Continue to develop an educational stability program servicing homeless, foster care and transient populations.

2019-2020 Implementation Summary

SUCSESSES:

- The school was able to maintain a high percentage of students in the 2019-2020 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.
- 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.
- 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.

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.
- Our school requires mastery in Spanish for K-12; if students join us late, they often have many gaps in this foreign language and it can be a challenge to get caught up adequately.
- 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.

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition (603 CMR 1.02).

Overall Student Retention Goal

Annual goal for student retention (percentage): 94%

APPENDIX B: RECRUITMENT & RETENTION PLAN 2020-2021 CONTINUED

Retention Plan – 2020-2021 Strategies

Special education students/students with disabilities	
<p>School percentage: 8.2% Third Quartile: 20.5%</p> <p><i>The school's attrition rate is below third quartile percentages</i></p>	<p>(b) Continued 2019-2020 Strategies Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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. <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Below third quartile: No additional and/or enhanced strategies needed.
Limited English-proficient students/English learners	
<p>School percentage: 3.3% Third Quartile: 20.5%</p> <p><i>The school's attrition rate is below third quartile percentages</i></p>	<p>(b) Continued 2019-2020 Strategies 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. ● EL 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>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Below third quartile: No additional and/or enhanced strategies needed. No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.
Students eligible for free or reduced lunch (Low income/Economically disadvantaged)	
<p>School percentage: 10.5% Third Quartile: 18.5%</p> <p><i>The school's attrition rate is below third quartile percentages</i></p>	<p>(b) Continued 2019-2020 Strategies Below median and third quartile: no enhanced/additional strategies needed</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 FAFSA counselling. <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Below third quartile: No additional and/or enhanced strategies needed.

APPENDIX B: RECRUITMENT & RETENTION PLAN 2020-2021 CONTINUED

Retention Plan – 2020-2021 Strategies

Students who are sub-proficient
<p>(d) Continued 2019-2020 Strategies</p> <p>Mandatory tutoring is assigned to all struggling learners; this is done during recess time (K-5) and during our Student Life® period (6-12).</p> <ul style="list-style-type: none">● We also offer interventions during the day, instructed by Interventionists and all content teachers.● Students below proficient on MCAS in high school complete an educational proficiency plan. <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none">● No additional and/or enhanced strategies needed.
Students at risk of dropping out of school
<p>(e) Continued 2019-2020 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>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none">● No additional and/or enhanced strategies needed.
Students who have dropped out of school (only schools serving students who are 16 and older)
<p>(2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none">● No additional and/or enhanced strategies needed.
Other subgroups of students who should be targeted to eliminate the achievement gap
<p>(g) Continued 2019-2020 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. <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none">● No 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/general/general.aspx?orgtypecode=6&orgcode=04410505>

Student Race and Ethnicity and Selected Populations

RACE/ETHNICITY	% OF SCHOOL	SELECTED POPULATIONS	% OF SCHOOL
African-American	28.1	First Language not English	10.7
Asian	4.1	English Language Learner	7.9
Hispanic	42.9	Students with Disabilities	13.6
Native American	0	High Needs	51.8
White	18.9	Economically Disadvantaged	39.8
Native Hawaiian, Pacific Islander	0		
Multi-race, Non-Hispanic	5.8		

Administrative Roster for the 2019-2020 School Year

NAME, TITLE	BRIEF JOB DESCRIPTION	START DATE	END DATE*
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 Grades 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
Ann Campagna, ELL /Testing Coordinator	MCAS/External Reporting Coordinator, Oversees ELL Programs K-12	5/24/00	n/a
Orlando Sanchez, IT Manager	Technology Supervisor	10/1/14	n/a
Kim Hollenbeck, Asst. Director	Title 1 Coordinator, Supervises Operations and Academics	8/26/99	9/20/19

*(IF NO LONGER EMPLOYED AT THE SCHOOL)

Administrative Roster 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 THE DEPARTURE
Teachers	92	11	10	17-Employees chose to end employment 4-Terminated
Other Staff	82	4	3	7-Employees chose to end employment

APPENDIX C: SCHOOL AND STUDENT DATA TABLES CONTINUED

Board and Committee Information

Number of commissioner approved board members as of August 1, 2020	14 - There are no planned changes to board trustees, however there could be if a trustee decided to resign before 8/1/2020
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	15

Board Members for the 2019-2020 School Year

NAME	POSITION ON THE BOARD	COMMITTEE AFFILIATION(S)	NUMBER OF TERMS SERVED	LENGTH OF EACH TERM
Luis Aponte	Member	Facilities & Technology, Governance, Ad Hoc Contract Review	2	11/2015 – 1/2018 11/2018 – 11/2021
John Delaney	Member	Community Relations, Safety & Risk Management	1	5/2019 – 11/2022
Dena Facchini	Member	Finance	1	5/2019 – 11/2022
Derryl Gibbs	Member	Facilities & Technology	1	3/2019 – 11/2022
Joyce Williams-Gondek	Member	Community Relations, Education, Governance, Long Range/ Strategic Planning Ad Hoc Contract, Safety & Risk Management	4	5/2011 – 5/2014 5/2014 – 5/2017 5/2017 – 5/2019 5/2019 – 11/2022
James Hollins	Member	Governance	1	5/2019 – 11/2022
Wilfredo Lopez, Jr.	Treasurer	Executive, Finance	2	11/2016 – 11/2019 11/2019 – 11/2022
Daryl Lovell	Member	Ad Hoc Contract	1	3/2017 – 11/2020
Ellen McDonald	Member	Education, Facilities & Technology,	4	7/2008 – 7/2011 7/2011 – 7/2014 7/2014 – 7/2017 7/2017 – 11/2020
Paula Connelly Meara	Member	Governance, Ad Hoc Contract, Ad Hoc Special Events, Safety & Risk Management	1	11/2018 – 11/2021
Anne-Marie Nicolai	Secretary	Education, Executive, Ad Hoc Special Events, Safety & Risk Management	1	11/2018 – 11/2021
Sonja Shaw	Chair	Executive, Governance, Long Range/Strategic Planning	2	11/2015 – 11/2018 11/2018 – 11/2021
Patrick White	Member	Education	2	11/2016 – 11/2019 11/2019 – 11/2022
Dr. Atu White	Vice Chair	Education, Executive, Ad Hoc Contract	1	5/2017 – 11/2020

Board of Trustee Meeting Schedule for the 2020-2021 School Year

July 15, 2020	6:00pm
August 19, 2020	6:00pm
September 16, 2020	6:00pm
November 18, 2020	6:00pm
January 20, 2021	6:00pm
March 17, 2021	6:00pm
May 19, 2021	6:00pm
July 21, 2021	6:00pm

ALL BOARD AND COMMITTEE MEETINGS ARE HELD REMOTELY UNTIL FURTHER NOTICE.

Sub-Committee Meetings,
(Education, Governance,
Long Range Planning,
Community Relations and
Contract Renewal Committees),
are held on an as needed basis.

Finance Committee Meeting Schedule for the 2020-2021 School Year

July 8, 2020	6:00pm
September 9, 2020	6:00pm
November 11, 2020	6:00pm
January 13, 2021	6:00pm
March 10, 2021	6:00pm
May 12, 2021	6:00pm
July 14, 2021	6:00pm

APPENDIX C: SCHOOL AND STUDENT DATA TABLES CONTINUED

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 has demonstrated significant and sustained academic improvement in mathematics, English language arts, and science for students in grades 3 through 8.

As per the 2019 accountability report the school's overall classification was not requiring assistance or intervention. The reason for this classification was that it made substantial progress towards targets. SABIS® International Charter School has been given an extension to meet this condition until December 31, 2023 due to the unprecedented circumstances COVID-19 has presented.

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 FY2021-2025. All proposed changes must align with published Department guidance and ensure the autonomy and authority of the school's board of trustees.

At this writing, the Board's final draft of the bylaws and the proposed contract with Springfield Educational Management LLC for AY20-21 through AY24-25 were submitted to the Department for review.

Complaints

We had three written complaints for the 2019-2020 school year. Two were pertaining to the same incident, which was regarding a teacher termination. Both the teacher and a parent of a child in that teacher's class complained to the board regarding this termination. The complaint was resolved by immediately hiring a qualified teacher with virtually no downtime or loss on learning in the classroom. The other complaint was regarding a discipline incident whereas a student was suspended for admitting to eating a prohibited item. The parent used our dispute process, as directed by our Board, and the Director overturned the Student Management Coordinator's initial consequence after hearing more information about the incident.

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

POSITION	NAME	EMAIL ADDRESS	NO CHANGE/NEW/OPEN POSITION
Board of Trustees Chairperson	Sonja Shaw	sonja-shaw@comcast.net	No Change
Interim Charter School Leader	Maretta Thomsen	mthomsen@sabis.net	No Change
Director of Special Education, K-12	Cynthia Miller	cmiller@sabis.net	No Change
MCAS Test Coordinator	Ann Campagna	annc@sics-mail.net	No Change
SIMS Coordinator	Orlando Sanchez	osanchez@sabis.net	No Change
English Language Learner Director	Ann Campagna	annc@sics-mail.net	No Change
School Business Official	Steve Bissonnette	sbissonnette@sabis.net	No Change
SIMS Contact	Orlando Sanchez	osanchez@sabis.net	No Change
Student Life Coordinator	Laura Domash	ldomash@sabis.net	No Change
Director of Academics	Justin Baker	jbaker@sabis.net	New
Student Management Coordinator	Derek Conway	dconway@sabis.net	New
Systems Accountability Coordinator	Tara Asher	tasher@sabis.net	New

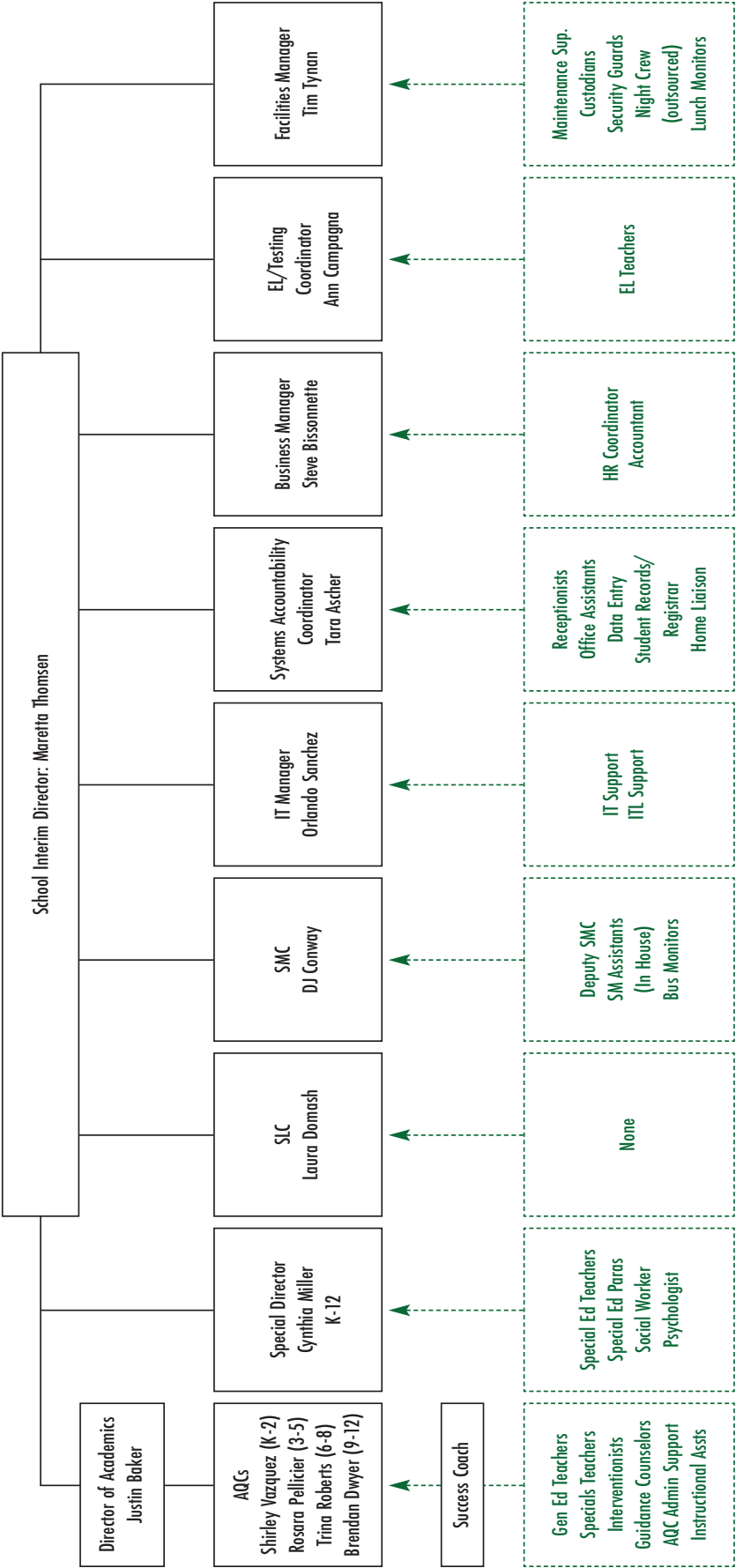
Enrollment

Student Application Deadline	January 4, 2021 through January 29, 2021
Lottery	February 17, 2021

Amendments to the Charter

None during the 2019-2020 school year





Dotted green lines indicate indirect reporting / support - ALL GREEN POSITIONS REPORT TO SABIS® VP FOR USA OPERATIONS

Solid black line indicates direct reporting

The school director is the immediate and direct supervisor of all school-site administrative pillars

ATTACHMENT 2: FINANCIAL REPORT

2019-2020 Financial Statements (Unaudited)

Statement of Revenues and Expenses

For the year ended June 30, 2020

OPERATING REVENUES

Student Tuition	\$ 18,829,906
Federal & State Grants	1,099,789
Educational Fees	65,101
On-Behalf Pension	2,967,458
In-Kind Meals	673,576
In-Kind Transportation	2,378,813
Other Income	67

TOTAL OPERATING REVENUES \$26,932,845

OPERATING EXPENSES

Salaries	\$ 9,127,156
Payroll Taxes	298,629
Fringe Benefits	1,393,664
Classroom and Other Supplies	1,201,012
Office Supplies, Postage and Expense	168,270
Advertising	13,542
Board of Trustees Expense	45,220
Professional Services	49,592
Travel	1,085
Depreciation and Amortization	1,033,344
Telephone	15,515
Repairs, Maintenance and Supplies	396,948
Occupancy Costs	367,057
Insurance	67,922
Grant Programs	1,099,789
Extra-Curricular Activities	138,905
After School Program	1,319
Computer Expense	117,759
Instructional Management Fee	1,993,000
Staff Development	9,210
Student Testing	16,815
Payroll Service Charges	60,470
Bank Fees	49
On-Behalf Pension	2,967,458
In-Kind Expense	3,052,389

TOTAL OPERATING EXPENSES \$ 23,636,119

OPERATING INCOME \$ 3,296,726

NON-OPERATING REVENUE (EXPENSE) \$ 127,106
Interest Income (1,818,858)

TOTAL NON-OPERATING EXPENSES \$ (1,775,551)

CHANGE IN NET POSITION \$ 1,604,974

Statement of Net Position

For the year ended June 30, 2020

ASSETS

Current Assets

Cash and Cash Equivalents	\$ 12,821,338
Grants Receivables	62,881

Total Current Assets \$ 12,884,219

Noncurrent Assets

Capital Assets, Net	\$ 24,553,240
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Total Noncurrent Assets \$24,553,240

Deferred Outflows of Resources

Deferred Loss on Bond Refunding	\$ 6,152,998
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Total Deferred Outflows of Resources \$ 6,152,998

TOTAL ASSETS \$43,590,457

LIABILITIES AND NET POSITION

Current Liabilities

Accounts Payable	\$ 250,986
Accrued Expenses	641,518
Accrued Compensation	1,160,786
Bonds Payable, Current Portion	1,020,864

Total Current Liabilities \$ 3,074,154

Long-Term Liabilities

Bonds Payable, Net of Current Portion	\$ 31,665,717
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Total Long-Term Liabilities \$ 31,665,717

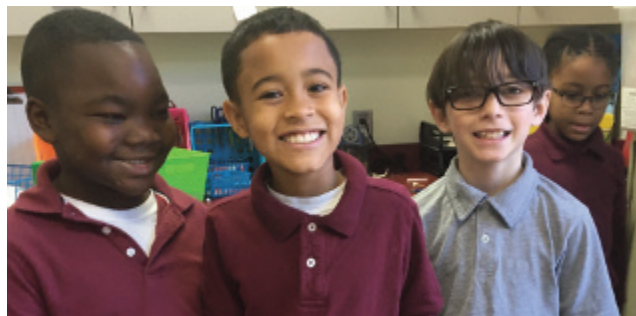
TOTAL LIABILITIES \$ 34,398,871

NET POSITION

Net Position, Beginning of Year	\$ 7,245,612
Change in Net Position	1,604,974

Total Net Position \$ 8,850,586

TOTAL LIABILITIES AND NET POSITION \$43,590,457



ATTACHMENT 2: FINANCIAL REPORT CONTINUED

2020-2021 Financial Budgets

Capital Budget

CAPITAL OUTLAY

Furniture and Equipment	\$ 12,100
Computer Equipment and Software	309,800
Building Improvements	2,331,257

TOTAL CAPITAL OUTLAY \$ 2,653,157

Operating Budget

OPERATING REVENUES

Student Tuition	\$ 19,785,121
Federal & State Grants	1,420,766
Educational Fees	84,500
On-Behalf Pension	2,967,458
In-Kind Meals	673,576
In-Kind Transportation	2,378,813

TOTAL OPERATING REVENUES \$ 27,310,234

OPERATING EXPENSES

Salaries	\$ 9,689,027
Payroll Taxes	359,570
Fringe Benefits	1,618,659
Classroom and Other Supplies	1,172,748
Office Supplies, Postage and Expense	203,790
Advertising	12,500
Board of Trustees Expense	30,000
Professional Services	58,000
Travel	1,500
Depreciation and Amortization	1,035,422
Telephone	16,640
Repairs, Maintenance and Supplies	491,996
Occupancy Costs	420,000
Insurance	176,505
Grant Programs	1,420,766
Extra-Curricular Activities	153,385
After School Program	2,500
Computer Expense	155,926
Instructional Management Fee	2,412,000
Staff Development	11,750
Student Testing	17,250
Payroll Service Charges	63,200
On-Behalf Pension	2,967,458
In-Kind Expense	3,052,389

TOTAL OPERATING EXPENSES \$ 25,442,981

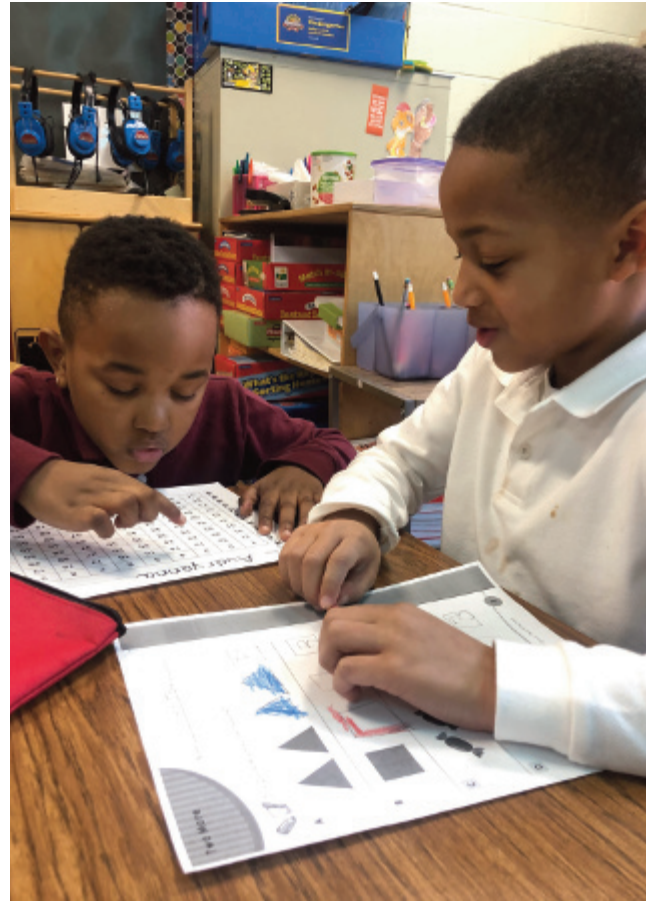
OPERATING INCOME \$ 1,867,253

NON-OPERATING REVENUE (EXPENSE)

Interest Income	\$ 128,150
Interest Expense	(1,782,858)

TOTAL NON-OPERATING EXPENSES \$ (1,654,708)

CHANGE IN NET POSITION \$ 212,545





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Maretta Thomsen
Interim Director

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