



**VERITAS PREPARATORY CHARTER SCHOOL  
ANNUAL REPORT 2019-2020**

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## INTRODUCTION TO THE SCHOOL

Veritas Preparatory Charter School			
Type of Charter	Commonwealth	Location of School	370 Pine Street, Springfield, MA 01105
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	n/a
Year Opened	2012	Year(s) the Charter was Renewed	2017
Maximum Enrollment	432	Enrollment as of 6/9/2020	371
Chartered Grade Span	5-8	Current Grade Span	5-8
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of 6/9/2020	159
Final Number of Instructional Days during 2019-20 School Year	185 124 in person 61 remote learning		
School Hours	M-Th, 7:30 a.m. to 3:30 p.m. Friday 7:30 a.m. to 1:00 p.m.	Age of School as of 2019-20 School Year	7 years
<b>Mission Statement:</b> Veritas Preparatory Charter School prepares students in grades 5 to 8 to complete, achieve and succeed in high school, college and beyond.			

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

### FAITHFULNESS TO THE CHARTER

#### Mission and Key Design Elements

Our mission is to prepare our students to compete, achieve, and succeed in high school, college, and beyond. The following three key design elements have been implemented successfully throughout the year:

**1. High expectations and relentless support for every scholar:** We believe each of our scholars is college bound and hold them to high expectations. We hold ourselves, and each other, accountable for the achievement of our scholars. Content that is rigorous, relevant and requires scholars to embrace the struggle of learning is more engaging and more enduring. We achieve this by using a well-honed curricula and instructional methods that require our scholars to use critical thinking and to dig deeply into all academic subjects. Our curriculum has been developed over time by some of our strongest teachers, who are intentional about text and content selections ensuring curricular tools are both “windows” and “mirrors” for scholars. Our hope is that our scholars both see themselves in some of the texts and content they encounter in their classes and push their thinking to see into lives that are different from their own.

Veritas is dedicated to providing each scholar with increased, focused, one-on-one time with teachers. Our daily schedule (which is usually an 8-hour day) provides targeted tutoring time each morning. This time is where teachers engage the scholars for small group or individual support. Additionally, our staffing model pairs two teachers with each homeroom (average class size is 27) so that teachers thoroughly know their scholars, in order to provide the holistic support scholars need to succeed. One teacher teaches ELA and history. The second teacher focuses on math and science instruction. Dedicated special education and EL teachers are connected with each grade level, ensuring that these student support teachers also get to know the scholars on their caseloads well and can partner intensively with the teachers at their grade level to support scholars’ needs.

Each day scholars engage in two ELA classes: one focused on reading and one focused on writing. Scholars deepen their mathematical thinking each day in two different math classes: one focused on problem-solving skills and one focused on procedures. Scholars also receive instruction in social studies and science daily as well, as those subjects and the background knowledge built through those subjects are essential to our scholars’ preparation for college and responsible citizenship in this world. The arts are a key part of building our scholars’ love of learning across multiple domains. Music and Performance of Global Literature are offered each week. Physical health is an important complement to all the intellectual work done by scholars. Physical education is offered on rotating days each week. At the center of this rigorous curriculum is the commitment to cultivating a love of learning. To ensure success for all scholars, we are consistent in our instructional practices but quick in our interventions and supports for scholars to ensure each scholar is getting the support they need. By using scholar writing, class work and discussions, and interim assessments, we collect a wide variety of data to

learn about the diverse academic needs of scholars. Quarterly, we analyze interim assessment data together to help inform larger scope and sequence adjustments. Monthly, teachers unpack unit level assessments to inform adjustments to the upcoming unit and tutoring plans. Weekly, teachers examine scholars' daily work in content-level team meetings to inform daily lesson plans and tutoring. Our scholars experience data-centric instruction through the school's focus on standards-based grading, which centers attention on a scholar's strengths and areas of development related to specific skills and knowledge. This data helps scholars better set goals for themselves in relation to each subject area.

**2. Developing scholarly habits for high school, college and career success:** Scholars learn more, and learn better in a positive, loving community that supports them in reaching a high academic bar. We create a safe, structured, predictable space for scholars to take risks with their academics through school-wide routines and procedures that make expectations clear for the things we do each day. Routines such as arrival, transitioning in the hallways, lunch, dismissal, and getting materials or other basic needs are taught and practiced. We pair this structure with a commitment to building strong, positive relationships among teachers and scholars and among scholars themselves with an emphasis on teacher-scholar check-ins, restorative practices in community circles, group and individual incentive systems, and teaching social-emotional skills and scholarly habits tied to our school's core values. A critical component of a college preparatory curriculum is the development of character and discipline. We expect every scholar to behave professionally and meet school-wide expectations. We have established clear school-wide expectations and teach those to all scholars, providing them with consistent feedback and holding them accountable through our school-wide behavior system. Our scholars have risen to meet those expectations and are forming the scholarly habits that will help them achieve and succeed to and through college. Our school-wide behavior system tracks points for individual scholars and can be redeemed for rewards and events. This system becomes an important tool to set goals for improvement and provides detailed communication to parents on a weekly basis with our DRIVE reports. Through advisory, community meeting, and our social and emotional learning curriculum, we teach the skills and scholarly habits that help scholars achieve success in and outside of school. We implement a vertically aligned and relevant social and emotional learning curriculum to our scholars with a tiered intervention system that supports all scholars to develop the DRIVE they need to compete, achieve and succeed at Veritas Prep, in high school and beyond.

**3. Provide professional development and coaching to support teachers to drive dramatic gains in scholar achievement:** Teacher leadership in the classroom is the key to our scholars' academic and social-emotional success. We focus on systematically coaching and developing our teachers into amazing classroom leaders who drive dramatic gains in scholar achievement. We begin with three weeks of professional development before our scholars arrive on the first day and provide ongoing professional development weekly. The weekly development is conducted on Fridays, when we dismiss scholars early to engage teachers in high quality professional development planned and delivered by our school leaders to meet the needs of our teachers. Our schedule allows time for teachers to collaborate daily to learn with and from each other. Providing on the ground support to teachers, especially new teachers, is critical to their growth and success. Our teachers engage in individual coaching at least once every two weeks with a school leader who observes them regularly and knows them and their students well. We launched a Coaching Fellows program in the 2018-2019 school year with three teacher leaders to provide them with training and support to develop their skills to coach and mentor their peers. This program has been a success as we provided more teachers with more robust coaching supports. In the 2019-2020 school year we dedicated one Coaching Fellow to the growth of our Associate Teachers which has enabled us to build a pipeline of prepared teachers and leaders. The heart of our school is in the classroom, so developing our teachers as the leaders and experts is a key driver of our scholar's success.

**Amendments to Charter**

Date	Amendment Requested	Pending or Approved
August 2019	Expand total enrollment and grade levels served	Approved

**Access and Equity: Discipline Data**

The school continues to maintain a lower rate of student discipline while maintaining a positive culture focused on student achievement and high expectations. Our team takes a unique approach to student behavior, and our trained culture team works hard with teachers, students, and parents to support students to meet high expectations, and to provide individualized supports when needed to get them there. Teachers and students are proud of this and feel supported to make the school experience for scholars the best it can be. Specifically, the things outlined below are what have allowed us to continue with minimal suspension in 2019-2020, with a specific focus on the disparity between the sub-groups.

**Dedicated Staffing and Development:** Led by a Dean of Culture, the culture team consists of two assistants and two school counselors to provide deep support for teachers, students and families around some of the complex social, emotional and behavioral needs of our students. We continued to staff five special educators and six Associate Teachers. Associate

teachers provide additional support to scholars and allow the school to develop teachers before placing them in a lead teaching position. Special education teachers and associate teachers were developed and coached by the Principal and an Academic Coach, ensuring that they were providing the proper supports for each student.

### **Culture Systems**

**Classroom Management:** The classroom management system emphasizes keeping scholars in the classroom with the same high expectations and more opportunities for redemption. The *Promotion System* is a chart in every classroom that is designed to allow students opportunities to be recognized for their efforts in exhibiting positive student behavior while also holding them accountable when they struggle with negative behaviors. The Promotion System is used by teachers in every classroom to provide feedback for behaviors and allows students to earn promotions and demotions based on behaviors. This system promotes the development of habits over time.

**Common Expectations:** Expectations for common areas such as the hallways and community room were clearly defined and leadership identified the main procedures that should be consistent school wide to bring clarity to the practices we expect teachers, staff and students to execute with fidelity.

**Logical Consequences:** The Dean of Culture and Culture Team ensure that when a scholar displays a negative behavior that the behavior is being consequenced and not the student. This eliminates the “you again” way of thinking. When a scholar’s behavior warrants a suspension hearing and the behavior is not an act of violence or a weapon, the first question asked is “will a suspension decrease the likelihood of the negative behavior occurring again?” If the answer is no then suspension is taken off the table and alternate behavior modification techniques are used.

**Restorative Practices:** When a scholar violates a rule and it affects the school community or an individual, they are required to repair/repay for what they did. This is achieved by the scholar identifying what or who their behaviors and choices affected and coming up with a way to repair or repay. This practice holds the scholar accountable for their behavior beyond just earning a consequence.

**Parent/Guardian Communication:** Communication is required any time a negative behavior is documented in Dean's List by the teacher documenting the infraction. This ensures that parents are always up to date and in the loop about their scholar’s behaviors and what is being done to decrease the likelihood of the negative behaviors recurring.

**Positive Incentives:** The Dean of Culture created a joy calendar with regularly scheduled incentives and awards in order to prioritize the need to celebrate and honor our driven scholars. The calendar includes weekly (Rockstar Monday) and monthly incentives and awards as well as field trips and other activities for scholars. In addition to the calendared events, the leadership team has led three school-wide challenges to provide some group incentives and rewards around specific goals. Starting with the “Big 7” to motivate classrooms to master the 7 school wide procedures, then “Hungry For Knowledge” challenge to recognize scholars meeting achievement goals. All of these initiatives foster positivity around school wide goals.

**Supports and Interventions:** Veritas continued the work around the school’s tier two interventions and refined the practices and policies to best support students. The instructional support team continued to meet about these weekly to ensure they worked well for kids. These interventions are one of the main reasons students with disabilities have been able to stay in class and are a key example of how our team helps meet students where they are. These interventions have now been in place for four years. The interventions provided across the school are:

*Break Room:* The break room is a quiet space for scholars to take a structured break. Structured breaks are used to provide students with a cool down time, allow students time away from a stressful or potentially stressful situation, help avoid a power struggle between the student and another adult, give sensory input to kids who need it, give fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move.

*Skill-Building Groups:* Skill-building groups are part of how we support students who are having difficulty engaging in learning activities with a focus on self-management skills or interpersonal skills. Skill-building groups are offered on a revolving basis, meet for 6-8 sessions and open to a maximum of 5 scholars. All group offerings will include opportunities for students to develop a basic sense of their values, strengths, and personal identity.

*Check-In, Check-Out (CICO):* CICO is a process for giving students additional positive reinforcement for a range of school-related behaviors through more regular monitoring and provision of incentives. The goal of CICO is to see a degree of improvement in behavior and academic engagement across all areas. CICO is provided by a designated team or staff members who are trained in the model.

**Professional Development and Coaching:** Starting with three weeks in August, the leadership team led focused trainings for new and returning staff in all culture systems with explicit instruction and practice in common expectations and the classroom management system (promotion system). We have a handbook that codifies these practices and outlines each of them with great specificity. Following the initial training, the leadership observed and provided teachers and students with feedback, with the goal of having all classrooms execute the common expectations with 100% fidelity by the end of September. Teachers received weekly coaching on all culture systems and practices to provide differentiated levels of support and intervention. Teachers demonstrating mastery and leadership in this area began to coach their peers who needed additional support. Codifying our practices and getting crystal clear about how they should be executed has helped leadership to support their consistent implementation, which is a key factor in the improvements we have made to decrease discipline while improving school culture.

**Social-Emotional Learning:** All students participate in social-emotional learning (SEL) modules delivered in their advisory classrooms during the DRIVE block. These lessons address a wide range of topics including ethics, self-determination, self-regulation, emotional awareness, social problem solving, mindfulness, conflict resolution, healthy friendships, and bullying prevention. Veritas scholars also participate in monthly community meetings with their entire grade level. These meetings are opportunities for students and staff to reaffirm their commitment to a rigorous education and to offer recognition to those who have made positive contributions to the school community.

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	358	9	4 (1.1%)	8 (2.2%)	0
English Learner	41	0	0	0	0
Economically Disadvantaged	284	7	3	6	0
Students with Disabilities	83	2	4	0	0
High Needs	299	7	3	6	0
Female	192	4	0	0	0
Male	166	5	0	0	0
American Indian or Alaska Native	1	0	0	0	0
Asian	5	0	0	0	0
African American/Black	61	0	0	0	0
Hispanic/Latino	266	9	4	8	0
Multi-race, Non-Hispanic/Latino	8	0	0	0	0

Native Hawaiian or Pacific Islander	0	0	0	0	0
White	17	0	0	0	0

**Dissemination Efforts**

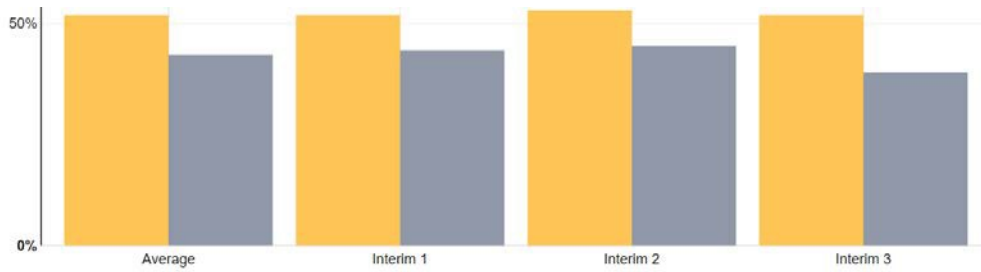
Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
School culture and operations	School observations followed by panel discussion with leaders	Amy Clark, Principal Kara Wilkes, Director of Operations William Davis, Director of Culture	Principals and other school leaders from the Springfield Public Schools	Building Excellent Schools facilitated this day of dissemination and the panel discussion
Math Program	School observations followed by discussion with leaders	Rachel Romano, Executive Director Ashley Martin, CAO	HPS District Leaders Superintendent Zrike, CAO Val Annear and Principal Supervisors	Discussion of PD, coaching and accountability structures to inform HPS thinking around oversight of academic programs at schools

**ACADEMIC PROGRAM SUCCESS**

**Student Performance**

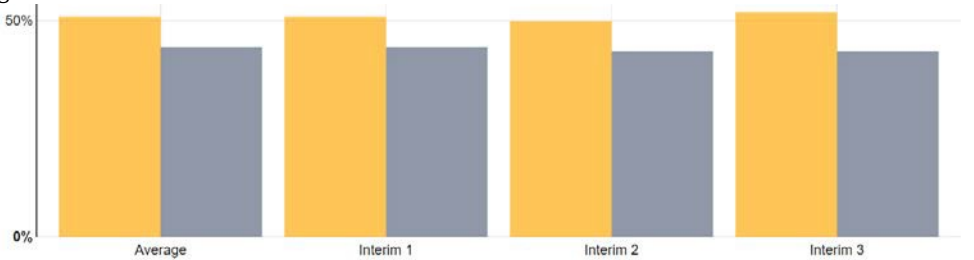
Veritas Prep Charter School: <a href="#">2019 Official Accountability Report</a>	
Overall Classification	Not requiring assistance or intervention
Reason for Classification	Substantial progress toward targets
Progress Toward Improvement Targets	62% (Substantial progress toward targets)
Accountability Percentile	n/a

The graph below shows our school wide math ANet data compared to all schools in MA who take the same assessments. VPCS is the yellow bar on the left, and the MA network is the gray bar on the right. Below the graph is a table broken down by grade level. You can see that schoolwide we outperformed other MA schools by 9%, with our 8th graders outperforming MA schools by 25%.



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
5th Grade	51%	5%	51%	3%	53%	5%	49%	10%
6th Grade	51%	12%	49%	15%	51%	9%	53%	8%
7th Grade	46%	9%	47%	5%	48%	11%	44%	12%
8th Grade	64%	25%	65%	27%	63%	27%	63%	22%

Below is our ELA ANet data. School wide we outperformed the MA network by 7% and saw similar percentages across all grades.



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
5th Grade	47%	4%	49%	6%	44%	2%	-	-
6th Grade	46%	7%	45%	6%	47%	7%	46%	8%
7th Grade	58%	11%	56%	8%	54%	11%	64%	14%
8th Grade	54%	8%	57%	8%	56%	8%	49%	7%

## Academic Program

We did not make any large changes to the curriculum in the 2019-2020 school year. We continue to use a common core standard aligned curriculum. We use a standards-based gradebook that gives teachers insight into student performance and provides students with opportunities to master standards throughout the year. We also have worked on building our staff capacity around data driven instruction by training teachers leaders and coaching them to lead weekly data meetings. Please see our list of program delivery focuses from 2019-2020.

**ELA:** We continued to build upon our close reading focus of last year using Reading Reconsidered as our anchor text. We clarified our understanding of close reading loops, and ELA teachers schoolwide strengthened their text-based questions at the word, sentence, passage, and whole text level. In August we introduced our anchor writing text, The Writing Revolution. This helped us get focused around the sentence level work our students need to do before tackling paragraphs, and we began to have our scholars plan at the paragraph level (what the text called a Single Paragraph Outline) before worrying about the entire essay.

**History:** We spent another year improving our new 5th and 6th grade history curriculum to improve its alignment to the 2018 MA History and Social Science frameworks and connect our work in writing to improve history writing. We began drafting our 7th grade history curriculum, which will go into effect this fall.



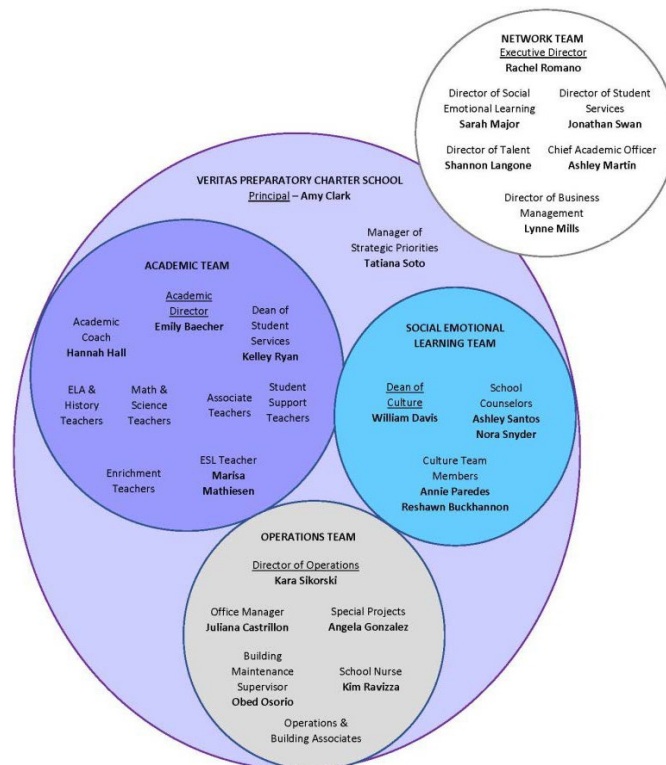
**Math:** We reorganized our entire 5th grade math scope and sequence to better embed fractions in all units (rather than saving them for their own special unit towards the end of the year). We also increased the number of lessons related to fraction sense. Schoolwide, we improved the alignment and effectiveness of our second math block, Slate Math, by clarifying what makes effective slate math problems (quick review, targeted few standards, differentiation on each slide).

**Science:** There were no major changes to our science curriculum. We continued to make small revisions to fully align our curriculum to the 2016 MA STE standards across all grade levels and revising lessons as needed based on assessment data from the prior year. One additional piece we added was a spiral review piece to each lesson. For the first few minutes of class (up to 10 minutes), teachers provided a short, targeted mini-review lesson on a previously introduced concept. Scholars would continue to practice this skill for the first few minutes of class each day for a week so they could make measurable progress.

## ORGANIZATIONAL VIABILITY

There were no major changes to the organizational structure of the school this year. We continue to use our two-teacher model with a support teacher (special education) and associate teacher at each grade level. One Dean of Culture continues to work with two assistants to maintain a structured, strong school culture alongside the school counseling team of two social workers who support our students and their social emotional needs. We also continued to invest in a leadership pipeline by having three teacher positions that have the additional duty of coaching less experienced teachers in their development across the school, teachers who lead in their content areas for each major subject at each grade level, and a grade level lead who supports whole grade level team efforts. New this year was the addition of a Manager of Strategic Priorities and an Academic Coach to continue to deepen our support and development of teachers. We do not anticipate any major changes to our organizational structure for the 2020-2021 school year, but want to note a few minor changes. Now that we have an approved expansion into high school grades starting in Fall 2022 we have hired a Director of High School Design to establish and lead a Design Team to do the work needed to expand into a strong high school model. We have also eliminated the Manager of Strategic Priorities and added another Academic Coaching position to continue building the pipeline of Academic Leaders in our organization and the region.

## Organizational Structure of the School: FY20 Veritas Prep Charter School Organizational Chart



## Budget and Finance

### FY20 Statement of Net Position

#### Veritas Preparatory Charter School Statement of Net Position

as of June 30, 2020 (unaudited)

<b>ASSETS</b>	
Current Assets	
Cash and Cash Equivalents	905,528
Designated and Restricted Cash	0
Due from (to) Related Parties	216,444
Accounts Receivable	29,787
Prepaid Expenses	15,585
Total Current Assets	<u>1,167,344</u>
Fixed Assets	
Building/Leasehold Improvements	722,348
Furniture, Equipment & Technology	207,472
Less Accumulated Depreciation	(175,811)
Total Fixed Assets	<u>754,008</u>
Other Assets	
Capital Lease Receivable	
Right-to-Use Lease Asset	3,575,655
Accumulated Amortization	(566,161)
Total Other Assets	<u>3,009,494</u>
Construction in Progress	118,275
<b>TOTAL ASSETS</b>	<b><u><u>5,049,121</u></u></b>
<b>LIABILITIES</b>	
Accounts Payable	
Accounts Payable	159,236
Total Accounts Payable	<u>159,236</u>
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	338,999
Current Deferred Revenue	0
Current Debt Payable - Line of Credit	0
Deferred Cash Inflow	0
Lease Liability and Bond Payable	3,165,941
Total Other Current Liabilities	<u>3,504,939</u>
<b>TOTAL LIABILITIES</b>	<b><u><u>3,664,175</u></u></b>
<b>NET POSITION</b>	
Temporarily Designated or Restricted Funds	0
Unrestricted	1,384,946
<b>TOTAL NET POSITION</b>	<b><u><u>1,384,946</u></u></b>
<b>TOTAL LIABILITIES &amp; NET POSITION</b>	<b><u><u>5,049,121</u></u></b>

## FY20 Statement of Revenues, Expenses, and Change in Net Position

### Veritas Preparatory Charter School Statement of Revenues, Expenses and Change in Net Position

as of June 30, 2020 (unaudited)

	FY20 Actuals		FY20 Actuals
<b>Revenues</b>		<b>Expenses continued</b>	
Tuition	5,097,257	5300 · Other Student Services	
Government Grants & Funding	431,575	Health Services	2,519
Nutrition Funding	-	Student Transportation	-
Funding from Board Efforts	29,284	Food Services	196,586
Funding from Friends - Space & Services Agreement	396,034	Athletic Services (extra-curricular)	1,911
Restricted Grants and In-Kind Donations	1,776,047	Uniforms, Community Events & Other Student Activ	28,175
Student Programs & Misc Fees	73,784	<b>Total 5300 · Other Student Services</b>	<b>229,190</b>
Rental Income	-	5400 · Operation & Maint of Plant	
Interest / Investment Income	5,402	Utilities	93,155
<b>Total Revenues</b>	<b>7,809,383</b>	Facility Cleaning	4,569
<b>Expenses</b>		Facility Maintenance & Repairs	104,141
5000 · Personnel Costs		Facility & Janitorial Supplies	16,437
Personnel Salaries	4,029,166	Maintenance of Equipment	3,837
Fringe Benefits & Workers Comp	335,879	Networking & Communications	23,552
MTRS Surcharge Expense	1,277,780	Other costs related to Facility	16,061
Payroll Taxes	66,185	Facility Lease	315,697
<b>Total 5000 · Personnel Costs</b>	<b>5,709,010</b>	<b>Total 5400 · Operation &amp; Maint of Plant</b>	<b>577,449</b>
5100 · Administrative Costs		5500 · Other Fixed Charges	
Contract Services - Board of Trustees	10,995	Insurance (non-employee)	24,861
Travel & Other Exp -Board of Trustees	-	Rental / Lease of Equipment (copiers)	39,074
Contract Services - School Leader	-	Short-Term Interest	29
Business & Finance Services	22,800	<b>Total 5500 · Other Fixed Charges</b>	<b>63,964</b>
Human Resource Services	35,472	5600 · Community Services	
Legal Services	19,491	Dissemination Activities	-
IT Services	44,772	Civic Activities	2,110
Development & Fundraising Services	49,675	<b>Total 5600 · Community Services</b>	<b>2,110</b>
Fundraising Supplies & Materials	7,470	9999 · Contingency	-
Staff Recruitment, Retention and Advertising	48,054	<b>Total Expenses</b>	<b>7,507,820</b>
Student Recruitment and Advertising	36,889	<b>Operating Change in Net Position</b>	<b>301,563</b>
ED Discretionary Fund & MCPSA Fee	17,874		
Administrative Supplies & Materials	9,035	<i>The following Revenue and Expenses do not impact the operating budget (cash)</i>	
<b>Total 5100 · Administrative Costs</b>	<b>302,527</b>	<b>Below the line Pass through Revenue</b>	
5200 · Instructional Costs		MTRS Retirement Benefits	1,264,460
Instructional Leader Services	9,217	District Transportation	
Instructional Supplies & Materials	942	Nutrition Program - Sodexo	
Instructional Leader Travel & Other Exp	692	<b>Total below the line pass through Revenues</b>	<b>1,264,460</b>
Special Education and Other Edu Services	80,228	<b>Below the line Pass through or non cash Expenses</b>	
Professional Development (PD)	82,133	MTRS Expenses (MTRB funded)	1,264,460
PD Supplies & Materials	10,008	District Transportation (SPS funded)	
PD Travel, MTEL & Other Expenses	14,277	Nutrition Program (Sodexo & SPS funded)	
Guidance & Testing Sevices	118,782	Depreciation Expense	61,268
Guidance & Testing Supplies & Materials	12,460	<b>Total Below the line Pass through or non cash Expenses</b>	<b>1,325,728</b>
Textbooks (Media/Materials)	18,040	<b>Change in Net Position</b>	<b>240,295</b>
Instructional Materials with > 1yr life	11,134		
Instructional Furniture & Equipment	22,094		
General Instructional Supplies <1yr life	49,543		
Field Trips & Misc Instructional Costs	68,164		
Classroom Instructional Technology	85,078		
Instructional Software	40,777		
<b>Total 5200 · Instructional Costs</b>	<b>623,570</b>		

**FY21 Budget**  
**Board Approved on May 28, 2020**

**Veritas Preparatory Charter School**  
**Statement of Revenues, Expenses and Change in Net Position**

FY21 Operating Budget (Board approved)

	FY21 Budget		FY21 Budget
<b>Revenues</b>		<b>Expenses continued</b>	
Tuition	5,423,760	5300 - Other Student Services	
Government Grants & Funding	667,415	Health Services	5,265
Nutrition Funding	-	Student Transportation	5,000
Funding from Board Efforts	325,000	Food Services	5,000
Funding from Friends - Space & Services Agreement	428,446	Athletic Services (extra-curricular)	9,000
Restricted Grants and In-Kind Donations	-	Uniforms, Community Events & Other Student Activ	35,000
Student Programs & Misc Fees	-	<b>Total 5300 - Other Student Services</b>	<b>59,265</b>
Rental Income	-	5400 - Operation & Maint of Plant	
Interest / Investment Income	1,000	Utilities	100,000
<b>Total Revenues</b>	<b>6,845,621</b>	Facility Cleaning	10,000
<b>Expenses</b>		Facility Maintenance & Repairs	90,000
5000 - Personnel Costs		Facility & Janitorial Supplies	38,000
Personnel Salaries	4,514,436	Maintenance of Equipment	10,000
Fringe Benefits & Workers Comp	475,907	Networking & Communications	35,000
MTRS Surcharge Expense	15,000	Other costs related to Facility	50,000
Payroll Taxes	107,484	Facility Lease	313,788
<b>Total 5000 - Personnel Costs</b>	<b>5,112,827</b>	<b>Total 5400 - Operation &amp; Maint of Plant</b>	<b>646,788</b>
5100 - Administrative Costs		5500 - Other Fixed Charges	
Contract Services - Board of Trustees	10,995	Insurance (non-employee)	29,106
Travel & Other Exp -Board of Trustees	1,000	Rental / Lease of Equipment (copiers)	42,000
Contract Services - School Leader	-	Short-Term Interest	500
Business & Finance Services	20,000	<b>Total 5500 - Other Fixed Charges</b>	<b>71,606</b>
Human Resource Services	34,925	5600 - Community Services	
Legal Services	40,000	Dissemination Activities	1,000
IT Services	43,848	Civic Activities	500
Development & Fundraising Services	15,000	<b>Total 5600 - Community Services</b>	<b>1,500</b>
Fundraising Supplies & Materials	15,000	9999 - Contingency	80,352
Staff Recruitment, Retention and Advertising	50,000	<b>Total Expenses</b>	<b>6,845,621</b>
Student Recruitment and Advertising	35,000	<b>Operating Change in Net Position</b>	<b>-</b>
ED Discretionary Fund & MCPSA Fee	20,000		
Administrative Supplies & Materials	14,135		
<b>Total 5100 - Administrative Costs</b>	<b>299,903</b>		
5200 - Instructional Costs		<i>The following Revenue and Expenses do not impact the operating budget (cash)</i>	
Instructional Leader Services	5,000	<b>Below the line Pass through Revenue</b>	
Instructional Supplies & Materials	1,000	MTRS Retirement Benefits	1,000,000
Instructional Leader Travel & Other Exp	1,000	District Transportation	425,000
Special Education and Other Edu Services	93,555	Nutrition Program - Sodexo	275,000
Professional Development (PD)	95,250	<b>Total below the line pass through Revenues</b>	<b>1,700,000</b>
PD Supplies & Materials	10,000	<b>Below the line Pass through or non cash Expenses</b>	
PD Travel, MTEL & Other Expenses	20,000	MTRS Expenses (MTRB funded)	1,000,000
Guidance & Testing Seives	81,000	District Transportation (SPS funded)	425,000
Guidance & Testing Supplies & Materials	10,125	Nutrition Program (Sodexo & SPS funded)	275,000
Textbooks (Media/Materials)	16,200	Depreciation Expense	75,000
Instructional Materials with > 1yr life	40,500	<b>Total Below the line Pass through or non cash Expenses</b>	<b>1,775,000</b>
Instructional Furniture & Equipment	24,000	<b>Change in Net Position</b>	<b>(75,000)</b>
General Instructional Supplies < 1yr life	60,750		
Field Trips & Misc Instructional Costs	15,000		
Classroom Instructional Technology	50,000		
Instructional Software	50,000		
<b>Total 5200 - Instructional Costs</b>	<b>573,380</b>		

FY21 Enrollment Table	Number
Number of students pre-enrolled via March 16, 2020 submission	405
Number of students upon which FY21 budget tuition line is based	405 (6 seats in reservation as a contingency)
Number of expected students for FY21 first day of school	405
<b>Please explain any variances:</b> Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students.	

### Capital Plan

#### Veritas Prep Charter School Capital Project Overview for School Only as Leasehold Improvements as of April 2020

##### Executive Summary:

Veritas Preparatory Charter School leases a building from Friends of Veritas Preparatory Charter School providing almost 50,000 square feet of usable space. Friends of Veritas Preparatory Charter School purchased the 370 Pine Street, Springfield, Massachusetts site from Maraline in May 2017 and a formal long-term lease was drawn between the component units. The Capital Plan set forth below incorporates overview and summary information as a context for a matrix summarizing key attributes of planned and completed capital initiatives.

ANTICIPATED PROJECT	ANTICIPATED YEAR	ANTICIPATED COST	FUNDING SOURCE	FULLY EXPENSED
Roof - second membrane improvement	FY 2021	\$142,000	reduction of cash	16 years
Technology Infrastructure	FY 2021	\$30,000	grant and reduction of cash	16 years
Entryway - improvement	FY 2022	\$25,000	grant and reduction of cash	15 years
Technology Infrastructure	FY 2022	\$150,000	grant, finance and reduction of cash	15 years
Windows - replacement	FY 2022	\$120,000	plan to finance	15 years
Parking Lot	FY 2023	\$75,000	reduction of cash	14 years
Electrical Upgrade to 2nd Floor - East Wing	FY 2024	\$20,000	reduction of cash	13 years
Plumbing	FY2025	\$50,000	reduction of cash	12 years

Other Capital Improvement Projects to consider in the future:

- Landscaping
- Fencing
- Elevators
- Boilers and fin tube system
- Building masonry
- Exterior Ramps, railings and concrete (including steps)

COMPLETED PROJECT	COMPLETION YEAR	FINAL COST	FUNDING SOURCE	FULLY EXPENSED
Lighting upgrade to LEDs	2018	\$57,806	Financed through Eversource	19 years
HVAC System upgrade	2019	\$655,607	Bond and reduction of cash	18 years

## ADDITIONAL INFORMATION

### APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE

#### Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> Teachers prioritize mastery of grade-level standards for every student and track data to tailor their instruction to student needs. (KDE 1)		
<b>Measure:</b> 70% of scholars school-wide will earn a C- or higher in ELA and Math by the end of the school year.	Met	We continued to track students' grades during remote learning. In reading, 84.6 % earned a C- or better schoolwide by the end of the school year. In math, 73.3% of students earned a C- or better schoolwide by the end of the year.
<b>Objective:</b> Scholars develop the academic and behavioral habits they need to independently succeed in school and beyond. (KDE 2)		
<b>Measure:</b> By the end of the school year, 70% of scholars school-wide will have a Trimester 3 homework average of 75% or higher in ELA and Math.	Met	In January, the ELA HW average schoolwide was 78%. It was 79% in February and 75% in March. In January, the math HW average schoolwide was 74%. It was 76% in February and 75% in March. Given that we were remote, we did not calculate HW averages after we went remote.
<b>Measure:</b> Fewer than 20% of scholars will receive more than 3 out of class reflections on average per month.	Met	On average, 5.2% of students earned more than 3 out of class reflections per month over the course of the year. We tracked this data monthly by grade level and the culture and counseling teams continued to make student specific interventions. We also held whole school and grade level PD for those teachers who had more students with excessive referrals.
<b>Objective:</b> Leaders will provide targeted, data-driven professional development and individualized coaching to teachers in order to drive student achievement. (KDE 3)		
<b>Measure:</b> At least 90% of teachers report through an annual survey that professional development and coaching help them to be more effective in driving scholar achievement.	<b>Partially Meeting</b>	On an end of the year survey, 80% of teachers agreed or strongly agreed that PD and coaching were effective in driving scholar achievement. The rest were neutral. The lower satisfaction could in large part be attributed to remote learning
<b>Measure:</b> By the end of the year, 85% of general education teachers	<b>Partially Meeting</b>	We did not meet this goal in math, with four of our 15 gen ed math teachers not beating the math ANet network. Three of those teachers were in 5 <sup>th</sup> grade. When we changed the 5 <sup>th</sup> grade math scope and sequence we could not find an ANet scope and sequence that exactly matched. This meant that our 5 <sup>th</sup> graders had not

will beat the math and ELA Massachusetts ANet network school-year average by at least 5% based on an average of all the assessments		necessarily been introduced to all standards at the time of the ANet. We met this goal in 87% of our ELA teachers beating the network by at least 5%. The two teachers who did not beat the network with 5 <sup>th</sup> grade teachers and it's worth noting that we only took 2 of the 4 ANet assessments before going remote.
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**Dissemination**

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> At least one urban district middle school in Western Mass (Holyoke or Springfield) will implement at least one Veritas Prep practice within the next charter term.		
<b>Measure:</b> By EOSY 17-18 Veritas Prep will identify best practices and prepare materials for dissemination.	<b>Met</b>	Veritas Prep, with support from the MA School Turnaround Investment Fund, proposed the dissemination of our entire school model in the Holyoke Public Schools. A formal partnership was established between the Holyoke Public Schools and Veritas Prep to open a new middle school modeled after Veritas Prep Charter School.
Measure: By EOSY 18-19 Veritas Prep will have a formal partnership with one middle school in either Springfield or Holyoke.	<b>Met</b>	Veritas Prep Holyoke opened as a Holyoke Public School serving 135 students in grade 5 with plans to expand to serve grades 5-8.
Measure: By EOSY 19-20 at least one practice will be implemented.	<b>Met</b>	Veritas Prep will be expanding the school to serve grades 5 through 7 in the 20-21 school year. In addition to operating one school within HPS, Veritas Prep continues to disseminate and collaborate with HPS leaders in a productive and reciprocal relationship.

**Reach Objectives:** N/A

**APPENDIX B: RECRUITMENT AND RETENTION PLANS**

**Implementation Plan  
2019-20**

School Name: Veritas Preparatory Charter School

### 2019-20 Implementation Summary:

In 2019-20, we implemented our recruitment and retention plan with fidelity. In addition to a third party mailing to the families of all currently enrolled Springfield district fourth, fifth, sixth, and seventh grade students, we utilized our Veritas Prep families and supporters, social media, and a grassroots community approach to ensure we are spreading the word to target hard-to-reach families. The recruitment plan was effective, and the majority of the strategies utilized were successful at recruiting a comparable population to the sending district. In 2019-20, we verified 6.2% of applicants were siblings of students already enrolled at Veritas. We believe our October 1 SIMs data will meet the comparison index or the gap narrowing targets, no further discussion or a delayed review is required.

**Additional Information Related to Subgroups:** Veritas has achieved some of the highest growth for the state with our EL population. As a result, 9 out of our 20 English Learners have been reclassified over the course of the year. The strength of our EL program at Veritas is also validated by a 100% retention rate. We are adding strategies to the recruitment plan with a goal of increasing enrollment of ELs in future years.

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

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

**Direct Mail:** Annually, before the lottery, we will send out approximately 2,000 full color enrollment applications, printed in English and Spanish (with Somali available upon request) in November to Springfield families who have students enrolled in fourth, fifth, sixth or seventh grade, inviting them to apply and attend two information sessions between December and February. A second mailing will be sent out to all families in late December/ early January, excluding those who have already applied, to promote the final information session prior to the lottery. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming all students, including special education and English Language learners, and they will be printed in English and Spanish.

**Recruitment Posters:** We will create and print 12 x 18" and 8.5 x 11" recruitment posters and deliver them, along with applications, to all Springfield Public Libraries and to locations throughout all Springfield neighborhoods which include local social services agencies, local human service agencies, HAP housing, Springfield Housing Authority developments, laundromats, restaurants, local faith based organizations, convenience stores, community centers and homeless shelters.

**Information Sessions:** We will host two information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. These information sessions will be advertised in the direct mailings, school's website, in the school office, social media and local media.

**Outreach to Veritas Families:** All parents/ guardians of currently enrolled Veritas Prep students will receive a note asking to promote the school to their family, friends, and network. We will enlist the help of our enrolled families who will distribute full color posters to display at their workplace, local stores, place of worship, etc., to promote recruitment. An Open Enrollment banner will be hung outside of our school building from October through February each school year, which will direct persons to our website where they can complete an application in any language.

**Social Media:** We will use our website, Facebook, Instagram, Twitter and e-mailings to a list of 300 + stakeholders to promote our school's application process and ask our 500 followers to share the information with their network.

**Electronic Applications:** We will use our website to link our Student Information System where applications can be completed in any language using a google translation add-on to expand our outreach to ELL students.

### Recruitment Plan 2020-21

### Special Education Students/Students with Disabilities



<p><b>(a) CHART data</b></p> <p>School percentage: 18.4%  GNT percentage: 16.4%  CI percentage: 18.4%</p> <p>The school is <u>above</u> GNT percentages and <u>the same as</u> CI percentages</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><b>Met GNT/CI: No enhanced/additional strategies needed</b></p> <p>--Direct Mailer with a welcome to families of students requiring Special Education services.  --School counselors connect with outside service agencies and special education/mental health service providers with dates and times about information sessions and send applications if requested.  --In accordance with Open Meeting Law, a meeting of Veritas Prep’s PAC (Parent Advisory Council) is sent to the Springfield Republican and El Pueblo newspapers, listed on website and promoted on Facebook to invite families of Special Education students to attend and become involved with the school.  --Ask the Center for Human Development (CHD) and Behavioral Health Network (BHN) management and counselors who work with some of our students to make referrals to other students and families they see about our Special Education services for our students. Applications and posters are given to them for their lobby of the Pine Street facility.</p> <p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><b>Not Needed</b></p>
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**Limited English-proficient Students/English Learners**

<p><b>(a) CHART data</b></p> <p>School percentage: 4.7%  GNT percentage: <b>would not populate on CHART</b>  CI percentage: 9.5%</p> <p>The school is <b>above</b> GNT percentages and <b>below</b> CI percentages</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><b>Met GNT/CI: No enhanced/additional strategies needed</b></p> <p>--Direct Mailer to families includes a welcome to families with students of Limited English Proficiency and is written in Spanish.  --Newspaper advertising to promote school and invite applications in the local Latino newspaper in Spanish.  --Documents and notices will be made available in Spanish and Somali for all families.  --Spanish in-person translation is available at information sessions.  --Flyers and posters shared with Puerto Rican Cultural Council for distribution.  --Working with the Somali Bantu Organization of Springfield so we can arrange translation for prospective families and prepare to enroll Somali students.  --In hopes to attract a more diverse student body, outreach efforts will be made with local faith-based organizations, libraries, New England Farmworkers, New North Citizens Council, the Vietnamese Cultural Center, HAP Housing and Jewish Family Services.  --Outreach efforts will be made with local newspapers, radio stations and community organizations to inform Hispanic, Vietnamese, Russian and Somali populations of our school.  --Our website links to our Student Information System where applicants can choose from a language to submit an application.</p> <p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><b>Did not meet GNT/CI: Additional and/or enhanced strategies needed.</b></p> <ol style="list-style-type: none"> <li>1. Translation at information sessions will be made available upon request in all languages</li> <li>2. Place geo-targeted Spanish ads on social media</li> </ol>
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**Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 77.8%  GNT percentage: 66.5%  CI percentage: 68.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2019-2020 Strategies</b>  Met GNT/CI: no enhanced/additional strategies needed</p> <p>--Newspaper advertising in Latino and African-American targeted newspapers.  --Posters at businesses and churches in the Six Corners, South End, Forest Park, and Plainfield neighborhoods in Springfield where there is a high population of low-income families  --A cover note, poster, and bilingual applications will be sent to various housing agencies, including Springfield Housing Authority, HAP Housing, Springfield Neighborhood Housing Services, Holyoke Housing Authority, and Springfield Partners for Community Action.  --Applications and in-person visits will be made to local homeless shelters.</p>
	<p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><b>Not Needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2019-2020 Strategies</b></p> <p>--Across all Springfield schools, for 4th graders in 2018 only 47% can pass the state's MCAS in Science, Technology &amp; Engineering (STE), only 48% can pass the Math test, and 53% can pass the English Language Arts. All of our recruitment efforts, therefore, are reaching more students who are not proficient or advanced in core content areas than are proficient.  --We asked Veritas Prep families to spread the word that our school's model is producing different academic results for the same population of students that make up the Springfield school district's overall population.  *This is based on 2019 data as no tests were administered in 2020</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2019-2020 Strategies</b></p> <p>An application with a self-addressed envelope for an easy reply will be mailed to all families with 4th – 6th grade students enrolled in the Springfield Public Schools. Springfield Public Schools' graduation rate is just over half and the performance levels indicate the majority of students are at risk of dropping out. Our recruitment effort ensures we reach all eligible students who are at risk and eliminate barriers to enter our lottery.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2019-2020 Strategies</p> <p>N/A</p>
<p>OPTIONAL  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2019-2020 Strategies</p> <p>N/A</p>

<p><b>Retention Plan 2020-21</b></p>	
<p><b>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.</b></p> <p>We were able to retain 89.6% of our students, just 0.4% away from our annual goal. The support and retention strategies we have implemented over the past several years are proving successful. We retained 100% of our English Language Learners over the 2019-2020 school year. Just 6.3% of our Special Education students left the school, which is a decrease from previous years. We have been able to maintain our increased level of staffing. We continue to collaborate with three other Springfield charter schools with a combined special education PAC, which has seen much success. We have responded to requests from families to expand through high school which we believe will decrease attrition of students who leave for a middle/high school model, which is 25% of our attrition.</p>	

**2019-2020 Implementation Summary:** We implemented retention strategies identified in the plan with fidelity throughout the school year.

**Overall Student Retention Goal**

Annual goal for student retention (percentage):	90%
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**Retention Plan – 2020-2021 Strategies**

**Special Education Students/Students with Disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 6.3% Third Quartile: 20.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><b>Below third quartile:</b> No enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Special Education staff are available to families for individual consultation and to offer help with resources to serve individual student needs.</li> <li>● A greater effort to invite Special Education families to attend PAC meetings will include multiple written invitations, and/or a personal phone call in order to strengthen school to home relationships. We will continue to collaborate with local charter school to sustain a combined PAC.</li> <li>● A second Social Worker will remain on staff full-time in order to serve the vast array of social/emotional and learning disability needs of our student population.</li> <li>● We will continue to make referrals to outside service providers with whom Veritas Prep has built relationships (CHD, The Gandara Center, Behavioral Health Network, and Caring Health).</li> <li>● Special education staff will communicate with families to set goals, provide check-ins, and report results of interventions with families.</li> <li>● All recruitment materials explicitly state that we serve the needs of special education students at Veritas Prep.</li> </ul> <p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p>N/A</p>
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**Limited English-Proficient Students**

<p><b>(a) CHART data</b></p> <p>School percentage: 0% Third Quartile: 19.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><b>Below third quartile:</b> no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>● Hired a Spanish speaking administrative assistant to serve as parent liaison and provide translation as needed throughout the day.</li> <li>● Translate and distribute all documents and notices in Spanish to target a large population of Hispanic/Latino families.</li> <li>● On-site translation is provided at recruitment events, as well as all school events and meetings.</li> <li>● ELL teacher tracks, monitors, and communicates progress with ELL families.</li> </ul>
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	N/A	<b>(c) 2020-2021 Additional Strategy(ies), if needed</b>
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**Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 9.1% Third Quartile: 18%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> <p style="text-align: center;">-</p>	<p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <p><b>Below third quartile:</b> No enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Continue outreach strategies to partner agencies like HAP Housing, Holyoke Housing Authority, Springfield Housing Authority, and Center for Human Development to ensure a full range of support for families.</li> <li>● Established, through counselor and nurse, pipeline for needy families to receive school food that would otherwise be thrown away.</li> <li>● Strengthen relationships with after school programs and agencies that service lower income families and their children (Big Bro Big Sis, YMCA, etc.).</li> <li>● Provide PVTA bus pass and uniforms to families as needed.</li> <li>● Provide school supplies such as pens, pencils, notebooks, etc. as needed.</li> </ul>
	<p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p>N/A</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide daily opportunities for tutoring as part of the schedule.</li> <li>● Provide additional enrichment and learning opportunities through online sources like Khan Academy and offer laptops to scholars who need one.</li> <li>● Keep music/performance in the daily schedule and other enrichment offerings so students have opportunities for enrichment and success throughout their day.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● Sustain the work we began in the Massachusetts Charter School Association as a Model Demonstration School to enhance our tiered behavioral and academic interventions for struggling scholars.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) Continued 2019-2020 Strategies</b></p> <p>N/A</p>
<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> <p style="text-align: center;">-</p>	<p style="text-align: center;"><b>(g) Continued 2019-2020 Strategies</b></p> <p>N/A</p>

**APPENDIX C: SCHOOL AND STUDENT DATA TABLES**

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School

African American	17.0%
Asian	1.4%
Hispanic	74.2%
Native American	0.5%
White	4.7%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	2.2%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	16.7%
English Language Learner	4.7%
Students with Disabilities	18.4%
High Needs	82.2%
Economically Disadvantaged	77.8%

<b>ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
Rachel Romano, Executive Director	Head of School, Board Liaison, Development	7/1/2011	n/a
Ashley Martin, Chief Academic Officer	Instructional Coaching and Evaluation, Curriculum, Assessment, Professional Development	7/1/2017	n/a
Jonathan Swan, Director of Student Services	Special Education Leadership and Coaching, Professional Development	7/1/2018	n/a
Amy Clark, Principal	Manages Daily School Operations, Instructional Leadership and Coaching, Curriculum Development and Assessment, Professional Development	7/30/2012	n/a
Emily Baecher, Academic Director	Instructional Coaching, Curriculum Development and Assessment, Professional Development	7/30/2012	n/a

William Davis, Dean of Culture	School Climate Development and Assessment, Coaching and Professional Development	1/2/2018	n/a
Shannon Langone, Director of Talent	Recruitment, Selection, and Retention	8/5/2019	n/a
Lynne Mills, Director of Business Management	Finance, HR, Facility Manager, Lottery Manager	7/1/2017	n/a
Kara Wilkes, Director of Operations	Operations Leadership and Management, Professional Development	8/1/2015	n/a
Juliana Castrillon, Operations Associate	Operations Support, Front Desk Manager, Interpreter/Translator	3/21/2016	n/a
Tatiana Soto, Manager of Strategic Priorities	Student Recruitment and Enrollment, Organizational Development and Board Support	8/1/2017	6/30/2020

<b>TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2019-2020 school year</b>	<b>Departures during the 2019-2020 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	38	1	3	<b>During school year:</b> 1: Termination <b>End of the school year:</b> 1: Employee chose to end employment 2: Employee chose to end employment 3: Employee chose to end employment
Other Staff	19	2	2	<b>During school year:</b> 1: Resignation <b>End of the school year:</b> 1: Termination (Position elimination) 2: Employee chose to end employment

### Teacher Attrition

Recruiting, developing, and retaining teachers is a top priority of the school, and we hired a Director of Talent in 2019 to focus on creating effective strategies in these areas. We are pleased to report that we have significantly reduced core academic teacher attrition over the past four years from 48% in SY15-16 to 11% in SY19-20.

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members as of August 1, 2020	14

Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

**BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Judith Crowell	Member	Academic	2	9/27/16-6/30/19 7/1/19-6/30/22
Lisa Doherty	Treasurer	Finance	2	7/1/15-6/30/18 7/1/18-6/30/21
Ann Errichetti	Member	Evaluation	1	7/1/19-6/30/21
Denise Ford	Member	Finance	1	8/7/17-6/30/20
David Fuller	Member	Governance	2	7/1/15-6/30/18 7/1/18-6/30/21
Anthony Gabinetti	Member	Finance	2	7/1/14-6/30/17 7/1/17-6/30/20
Dale Janes	Chair	Academic	2	8/11/16-6/30/19 7/1/19-6/30/22
Matthew Landon	Member	Finance	2	9/27/16-6/30/19 7/1/19-6/30/22
Robert Martin	Member	Finance	1	7/1/19-6/30/21
Aaron Mendelson	Member	Governance	3	2/21/12-6/30/13 7/1/13-6/30/16 7/1/16-6/30/19
Greg Moody	Member	Academic	2	7/1/15-6/30/18 7/1/18-6/30/21
Rebecca Sela	Secretary	Academic	2	8/11/16-7/31/18 7/1/19-6/30/22
Michael Sweet	Member	Governance	2	7/1/14-6/30/17 7/1/17-6/30/20

**BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR**

Date/Time	Location
July 23, 2020 4:30-6pm	VPCS or Zoom
August 27, 2020 4:30-6pm	VPCS or Zoom
September 24, 2020 4:30-6pm	VPCS or Zoom
October 22, 2020 4:30-6pm	VPCS or Zoom
November 26, 2020 4:30-6pm	VPCS or Zoom
December 24, 2020 4:30-6pm	VPCS or Zoom
January 28, 2020 4:30-6pm	VPCS or Zoom
February 25, 2020 4:30-6pm	VPCS or Zoom
March 25, 2020 4:30-6pm	VPCS or Zoom
April 22, 2020 4:30-6pm	VPCS or Zoom
May 27, 2020 4:30-6pm	VPCS or Zoom
June 24, 2020 4:30-6pm	VPCS or Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance Committee	7/13, 8/13, 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/11, 5/13, 6,10	VPCS or Zoom
Academic Achievement Committee	7/9, 8/13, 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/11, 5/13, 6,10	VPCS or Zoom
Finance Committee	7/16, 8/20, 9/17, 10/15, 11/19, 12/17, 1/21, 2/18, 3/18, 4/15, 5/20, 6/17	VPCS or Zoom

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Dale Janes	See BMMS	New
Charter School Leader	Rachel Romano	rromano@vpcs.org	No Change
Assistant Charter School Leader	Amy Clark	aclark@vpcs.org	New



Special Education Director	Jonathan Swan	jswan@vpcs.org	New
MCAS Test Coordinator	Amy Clark	aclark@vpcs.org	No Change
SIMS Coordinator	Lynne Mills	lmills@vpcs.org	No Change
English Learner Program Director	Marisa Mathiesen	mmathiesen@vpcs.org	No Change
School Business Official	Lynne Mills	lmills@vpcs.org	No Change
SIMS Contact	Kara Wilkes	kwilkes@vpcs.org	No Change
Admissions and Enrollment Coordinator	Kara Wilkes	kwilkes@vpcs.or	New
SSDR Contact	William Davis	wdavis@vpcs.org	New

### **Facilities**

<b>Location</b>	<b>Dates of Occupancy</b>
370 Pine Street, Springfield, MA	2012-present

### **Enrollment**

<b>Action</b>	<b>2020-2021 School Year Date</b>
Student Application Deadline	2/25/2020
Lottery	3/3/2020