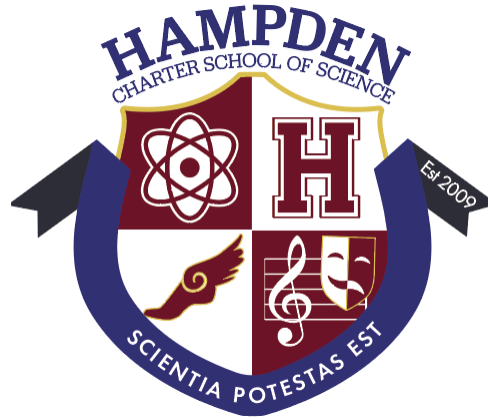


HAMPDEN CHARTER SCHOOL OF SCIENCE - WEST



ANNUAL REPORT

2020-2021

July 31, 2021

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I. Introduction to the School

Hampden Charter School of Science West			
Type of Charter	Commonwealth	Location of School (Municipality)	511 Main Street West Springfield, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region	Agawam, Westfield, W. Springfield, Holyoke
Year Opened	2018	Year(s) the Charter was Renewed	NA
Maximum Enrollment ¹	441	Enrollment as of 6/11/2021	319
Chartered Grade Span	6-12	Current Grade Span	6-11
Number of Instructional Days per School Year Number of Instructional Days during the 2020-2021 School Year ²	182 170	Students on Waitlist as of 6/11/2021	35
School Hours ³	8:00 am to 1:48 pm	Age of School	3
<p>The mission of Hampden Charter School of Science West (HCSS-WEST) is to provide a college preparatory-focused education to the youth of every race and ethnic group in Agawam, Holyoke, West Springfield, and Westfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, to provide extended math and science curriculum, individualized attention, college guidance, and university outreach programs, and to encourage student-teacher-parent partnership. Fulfillment of our mission will empower our students with the support necessary to reach their highest intellectual, emotional, social, and physical potentials, building on the inherent promise to aid students' preparation for college.</p>			

¹ Maximum enrollment for 2020-2021 school year is 378.

² In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

³ School ends at 2:40 p.m. when after school tutoring is also included. Clubs end at 3:30pm.

II. School Performance and Program Implementation

A. Faithfulness to Charter

1. Mission and Key Design Elements

a) Problem and project-based instructional approaches for contextual learning

Project Based Learning is a school-wide instructional strategy that incorporates the development of 21st century skills assessed on a rubric. Key elements include teamwork, critical thinking, appropriate and efficient use of technology, and oral and written communication skills. The goal for the 2020-2021 school year was for each student at the Hampden Charter School of Science West to take part in at least one PBL experience.. This required most teachers to work in collaboration with members of their grade-level teams to provide a cross-curricular PBL to the students in their grade-level. Teachers presented the PBL plan - including the driving question, project map, desirable outcomes, and rubric - to their classes, built student teams, and modeled effective collaboration, incorporating as necessary direct teaching strategies. Due to the COVID-19 Pandemic, PBL presentations were primarily done virtually to a group of faculty and students representative of the community their project was created for.

At HCSS West we believe that students learn best when they collaborate and work together to make sense of “what is going on.” Additionally, the project-based instruction method emphasizes students' own artifact construction to represent what is being learned. HCSS West facilitates opportunities for students to perform active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways. The collaboration among students, teachers, and others in the community is shared and distributed among the members of the "learning community.” The project-based instruction appeals to the core of the school’s mission because it makes academic research more relevant to the students. Moreover, the project-based instructional method facilitates contextual learning for real-life problems.

In addition to Project Based Learning, during the 2020-2021 school year teachers also included Anchor Projects into their curriculum. The goal for the 2020-2021 school year was for each student to have at least six Anchor Projects, which meant that every teacher had the opportunity to plan or be involved in at least one. Anchor Projects are independent projects that primarily take place outside of the classroom and allow for students to dig deeper into their understanding of a topic or unit. These are standards based projects that align with the curriculum and are done on a quarterly or unit basis depending on the class. Anchor Projects took place in all core courses during the year as well as in elective classes like Art, Music, and Foreign Language.

b) Rigorous academic program with extended math, science, and computer technology curriculum

State test data released over the years reveals that math, science, and technology were the subjects with which students in the Holyoke, Westfield, and West Springfield area struggled. In addition to the rigorous curriculum HCSS West focused on extended math and science education to close the gap for our students. The HCSS West academic program is designed to help students excel in their strong subjects and improve their weaknesses.

The HCSS West academic program includes the necessary elements to create the rigor for its students, including 21st century skills and project based, contextual learning, which helps students connect what they learn to their daily lives, making their learning more meaningful. In addition to these necessary elements, HCSS West offers extended math, science, *Hampden Charter School of Science West*
2020-2021 Annual Report

and computer technology curriculum. This allows students to explore the material more deeply in smaller settings where individual attention is given and teachers manage the pacing based on the students' needs.

In middle school, students take five 72-minute blocks of math, three 72-minute blocks of science - where one block is a lab class, and two 72-minute blocks of computer class every week. This allows teachers to create more learning opportunities for their students and students have the chance to learn the material at their pace. For example, students may enter an accelerated math path in 7th grade, which creates the opportunity to take Algebra 1 in 8th grade. In the regular track, students utilize the extended time to learn the material in more depth and with more practice, applying and enhancing what they learned. Student tasks are selected based on the Mathematics 2017 Frameworks. Honors courses are offered in both the middle school and high school levels, and many AP courses offered to high school students.

During the pandemic students had the option of attending class in person or virtually from home. Technology was used effectively to deliver 100% synchronous learning throughout the school year.

c) Individualized attention

The faculty and administration at Hampden Charter School of Science West are dedicated to improving individual student learning and performance. Staff engage in alternating biweekly grade level and department meetings, as well as weekly all-staff meetings, to discuss student progress on an individual, curricular, and school-wide level. We offer a 12 to 1 student-to-teacher ratio, allowing teachers to provide individualized attention to students in their classrooms.

During the COVID-19 pandemic, it became more important than ever to ensure all students had the individual attention of teachers on the other side of the computer screen. Teachers utilized Zoom breakout rooms to conference individually with students and to provide tutoring, either in our regular study hall hours or in their after school office hours. Teachers also have clear goals for parent communication; every parent/guardian hears from their student's teacher a minimum of twice per year through individualized emails, phone calls, or behavior reporting. Additionally, many families experience home visits which were conducted remotely during the 2020-2021 school year. By facilitating a close connection between teachers and guardians, HCSS ensured that no students got lost in the challenges of remote and hybrid learning.

Finally, after careful analysis of both district and state determined measures of student performance, core classroom teachers (of ELA, Math, Science, and Social Studies) design quarterly action plans, reflecting on the strategies and adjustments necessary for both whole class and individual student intervention. In these action plans, teachers identify students to tutor in groups of 5 or fewer, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. In the 2020-2021 school year, 100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans in line with a school-wide template; each action plan was reviewed and approved by their department's Director of Curriculum and Instruction.

d) College and career readiness

HCSS West implements its mission, which is to provide a college preparatory-focused education to the youth of every race and ethnic group in Agawam, Holyoke, Westfield, and West Springfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission empowers our students with the support necessary to reach their highest intellectual, emotional, social, and physical potentials, building on the inherent promise to aid students' preparation for college.

HCSS-West continues to work diligently to accomplish its mission. Classroom sizes range from 4-22 students. Students receive extra hours of Math and ELA instruction. During a normal school year, middle school students receive five 84-minute blocks of Math and ELA and three 84-minute blocks of Science. High school students receive three 84-minute blocks of ELA, four 84-minute blocks of Math, and three 84-minute blocks of Science. All students have study hall time at the end of the day, at which time they also have the opportunity to get extra help with their academics in small groups.

Due to the pandemic, HCSS made minor adjustments to the daily schedule to accommodate health and safety measures. Mask breaks have been embedded into the daily schedule. Study hall has been turned into tutoring time where all teachers were available after school via Zoom. ELA, Math and Science teachers continued to offer office hours once per week again via Zoom.

HCSS also offers Saturday tutoring for the students who need help with their academics. Students had a chance to prepare for standardized tests including MCAS and PSAT and the SAT. Due to the pandemic, students in 8th and 9th grade could not take the PSAT 8/9 test this year. However, students in 10th and 11th grade were provided the opportunity to take the PSAT 10 and PSAT NMSQT exams respectively. A good number of students took advantage of that (11 students in 10th grade and 12 students in 11th grade).

Due to the pandemic, some of the academic competitions have been cancelled. However, HCSS-West students were able to compete in the regional Science Olympiad competition (Massachusetts Science Olympiad Division C). HCSS-West students took fourth place in one of the Science olympiad events. The Robotics club continued to meet virtually throughout the year and they focused on programming skills. Students in MathCounts club were also able to attend virtual meetings and compete in regional tournaments.

Although the pandemic created a challenging environment for students and staff, HCSS-West continued to be faithful to its mission of providing college and career readiness to all students. As a commitment to the mission, HCSS-West students attended virtual field trips in different disciplines such as Spy Museum, Cuban Missile Crisis, Wolf Conservation Center, Exploring Mars with Perseverance Rover.

HCSS-West partnered with HCSS-East and arranged virtual College admissions sessions with representatives from the area colleges and universities. In addition, virtual career fairs have been conducted which accommodates students from both schools and multiple grade levels. HCSS-West students continued to attend dual enrollment programs at nearby colleges.

In order to help students plan for college and careers, the Dean of Student Services and the School Counselor planned one to one Academic and Path to Success meetings with all students. The goal is to meet every student at least twice a year in order to help them plan for a successful academic year and college planning.

Prior to the MCAS and AP exams, the Dean of Student Services and the School Counselor planned a webinar for parents and students focused on Test Anxiety and Stress. During this webinar, graduation requirements have been shared with the parents and students. Strategies to cope with test anxiety and stress were mentioned and the availability of HCSS-West counselors has been brought up to parents' attention.

e) Supportive, structured, collaborative, and positive school culture achieved by student-teacher-parent partnership

Effective and ongoing communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement in education. The great diversity among our families means that it is not possible to rely on a single method of communication that will reach all homes with a given message. It is essential that a variety of strategies adapted to the needs of our families be employed. These strategies include opportunities for face-to-face and electronic means of communication. HCSS West chooses these different strategies to maintain clear and strong communication with our parents. As a result of the COVID-19 Pandemic, HCSS West had to adapt all of our usual strategies to methods that could be completed remotely. The strategies used by HCSS West that were always digital remained that way. These included the Automated Voicemail and Email alert system, the HCSS West Website, the HCSS West Friday Reminder Email, and the various social media platforms including Facebook and Instagram. Teachers were also able to maintain regular contact with families via email, text messaging and phone calls. The programs HCSS was easily able to adapt to a virtual delivery method included Back-to-School Night, Parent-Teacher Conferences, the HCSS West Home Visit Program, parent meetings, Award Celebrations for Academic Achievement, monthly PTO Meetings and Events including a Family Game Night, Special Education Parent Advisory Council Meetings, the Winter Fine Arts Performance Concert and Art Displays, and a virtual open door policy maintained by the HCSS West admin team. HCSS West students were able to participate in a robust after school clubs program which included academic competition teams, student government, and enrichment clubs. These clubs met virtually and the academic teams participated in virtual competition events. The Student Government Association held several virtual after school activities for all students.

2. Amendments to the Charter

There is no amendment to the charter in the 2020-2021 school year.

3. Access and Equity: Discipline Data

Discipline data from 2019-2020 school year:

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Law Enforcement Referral
All Students	282	22	1.1	7.1	0.0	0.0	0.0	0.0	0.0
English Learner	24	3							
Economically disadvantaged	148	16	1.4	10.1	0.0	0.0	0.0	0.0	0.0
Students w/disabilities	47	6	6.4	8.5	0.0	0.0	0.0	0.0	0.0
High needs	177	20	1.7	10.2	0.0	0.0	0.0	0.0	0.0
Female	138	11	0.7	8.0	0.0	0.0	0.0	0.0	0.0
Male	144	11	1.4	6.3	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0								

Asian	4								
Afr. Amer./Black	45	4							
Hispanic/Latino	93	10	1.1	10.8	0.0	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	5								
Nat. Haw. or Pacif. Isl.	0								
White	135	8	1.5	4.4	0.0	0.0	0.0	0.0	0.0

Our approach to discipline at HCSS-West is to prevent inappropriate behavior before it happens. In order to accomplish this, HCSS-West puts a big emphasis on the PBIS system. Based on the praise points, the PBIS system acknowledges student behavior with a tiered model. There are encouraging incentives for students to exhibit positive behavior and be recognized for that behavior throughout the year. Parents also receive a notification via email every time the student receives a praise point.

Students aim to earn praise points and accumulate them in order to cash them in for a wide range of prizes: Homework and dress down passes, ice cream and pizza parties for each quarter. At the end of each semester, top praise point earners also qualify for bigger prizes such as Snow Tubing, Trip to Quassy Amusement Park, and Barnes and Noble gift cards. HCSS-West PTO helps the school by contributing financially so that more students are recognized and rewarded.

During the 2020-2021 school year, HCSS-West made adjustments to its PBIS system in order to accommodate remote learning environments. Students were given homework passes at 10 praise points each marking period. Students were also acknowledged at the weekly Principal's corner for quarterly gift cards from Barnes and Noble. PTO also contributed to the school's donut parties. In addition, top praise point winners went to an amusement park at the end of the school year.

Following strategies helped HCSS-West reduce the number of suspensions and other disciplinary actions during the 2019-2020 school year compared to the previous school year.

- Included Special education and ELL staff in the notification process when disciplining students of appropriate sub-group.
- Tracked student behavior through the database using Positive Behavior Intervention and Supports (PBIS) and Discipline Point System (DPS) that is visible to staff, students and parents.
- Enhanced the DPS system to better track and more accurately identify classroom behaviors in real time.
- Enhanced the Levels of Consequences to not only maintain accountability, but to increase classroom time.
- Counselor and administrative meetings with students with repetitive behavior.
- Teacher training throughout the year.
- Establish a discipline flow chart to better manage behaviors. (Especially in remote setting)
- Constant focus on parent communication and building on teacher-student-parent relationships.
- Administrative visits to virtual and in person classrooms and meetings with teachers after to discuss best practices/strategies.

4. Dissemination Effort

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Accountable Talk	HCSS conducted an accountable talk workshop at Westfield State University to current education students. The workshop included a Google Slides presentation, videos, and some accountable talk discussions with attendees.	Corrina Wcislo, Director of Special Services	Raymond J. Ostendorf, Ph.D. Assistant Professor of Education Western New England University, 1215 Wilbraham Rd, Springfield, MA 0111	A result of the presentation was an awareness of how accountable talk discussions in middle school and high school classrooms can increase the students' understanding. Artifacts: "Let Them Talk" Google Slides presentation The project was unfunded.
Instructional Technology during Remote Learning	HCSS connected districts in Western Massachusetts with clear strategies for using digital learning management systems to facilitate writing workshops in remote learning models.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Best Practices of the Teaching of Writing Conference - October 2020 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants left the workshops armed with several model articles, as well as ongoing resources to guide them going forward. Artifacts: Google Slides presentation The project was unfunded.
Cultural Proficiency: A Cultural Approach to Social Class Analysis in ELA	Presentation through the New England Association of Teachers of English annual conference regarding research study conducted at HCSS. The workshop connected participants all over New England with new developments in social class criticism in the English Language Arts classroom.	Nicole Godard, Director of ELA Curriculum and Instruction	New England Association of Teachers of English Conference - February 2021 Linda Sasso, NEATE Conference Chair	Participants left the workshop with a model for addressing issues of social class in literature with a cultural/affective lens, centering students' emotional engagements with their social class status. Artifact: Google Slides Presentation; Cultural Class Analysis Framework; recorded Zoom presentation The project was unfunded.

Cultural Proficiency: A Cultural Approach to Social Class Analysis in ELA	Guest Lecture in ENGL 538: Literature of the Adolescent to undergraduate pre-service ELA teachers enrolled at Westfield State University. This lecture showed undergraduate students how to implement a new cultural/affective approach to analyzing social class in literature taught at the secondary level.	Nicole Godard, Director of ELA Curriculum and Instruction	Guest Lecture at Westfield State University - November 2020 Dr. Sophia Sarigianides, Professor & Coordinator of English Education	<p>Participants left the workshop with a model for addressing issues of social class in literature with a cultural/affective lens, centering students' emotional engagements with their social class status. Participants worked together to use this analytical framework to analyze Ann Braden's <i>The Benefits of Being an Octopus</i>.</p> <p>Artifact: Google Slides Presentation; Cultural Class Analysis Framework</p> <p>The project was unfunded.</p>
Instructional Technology: Writing Workshops in Remote Settings	<i>Chalk Talk</i> publication in the Daily Hampshire Gazette; a small publication aimed at teachers in Western Massachusetts to reflect and meditate on best practices of teaching.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	<i>Chalk Talk</i> publication; Daily Hampshire Gazette - February 2020 Samantha Briggs, Western Massachusetts Writing Project Co-Director of Outreach	<p>This article encouraged readers to reflect on the changes brought on by the COVID-19 pandemic as opportunities for innovation. Specifically, the article meditated on the extent to which Zoom sessions/breakout rooms facilitated and actually improved ELA teachers' abilities to conduct writing workshops.</p> <p>Artifact: Publication</p> <p>The project was unfunded.</p>

B. Academic Program Success

1. Student Performance

Link for Hampden Charter School of Science West School Report Card: <https://reportcards.doe.mass.edu/2020/35160305>

Student achievement is a result of the well-established, all-around HCSS West educational model. All elements of this model are designed to ensure HCSS West creates opportunities for all learners to receive necessary support to reach their highest intellectual, emotional, social, and physical potentials. Curriculum design, continuous support for teachers, common instructional strategies, internal testing system, data-driven instruction, technology rich classrooms, contextual learning, accountable talk, teacher evaluation system, and family engagement are some important elements of that model.

The internal testing system plays a crucial role in student achievement. During the 2020-2021 school year, HCSS West administered biweekly Progress Check tests (PCs) in all core and AP subjects at all grade levels. These tests were administered digitally to all students whether they were accessing the test from in the building or remotely. Most test questions were designed as higher order thinking questions that required a written reflection as an answer making it difficult for students to answer them by searching the internet for answers. The PCs were used to set and track progress toward individual Student Learning Goals (SLGs). SLGs were determined in September using all previous testing data on file for each student. At the start of each quarter, every core and AP teacher designed an Action Plan moving forward based on their analysis of the testing and student performance data from the previous quarter. At the end of the third quarter, the progress toward the SLGs was evaluated and a Performance Index was also calculated for each student. In all core and AP subjects, 51% of the students either met or exceeded their SLG. 44% of the students that did not meet their SLG had a Performance Index placing them within 90% of the SLG. 47% of AP test scores in 2020 were at a level of 3 or higher.

Program Delivery

HCSS East and West share a common curriculum developed in alignment with Common Core State Standards and the Massachusetts Frameworks, aimed toward developing the skills necessary for success in college and career. All teachers at HCSS follow our instructional model, a series of core pedagogical beliefs grounded in the most up to date research, and monitored by a team of Directors of Curriculum and Instruction (DCI). Each DCI ensures that the teachers of their content areas (ELA, Math, Science, Social Studies, and Special Education) adhere to the instructional model. Our model emphasizes several key components: the guided release of responsibility, backwards planning, academic discussions, contextual learning, and effective use of technology. All teachers are monitored and evaluated according to their adherence to this model.

In the 2020-2021 school year, HCSS worked to ensure that all parts of our instructional model and curriculum were implemented with fidelity even as we moved to a remote and then hybrid learning model. At the beginning of the school year, we migrated to the Canvas Learning Management System and developed a common template to ensure alignment across all courses. The “modules” in Canvas allowed teachers to upload all lesson plans and materials for the week in advance and provided an organized and coherent collection of all the lessons, resources, assignments, and projects for students. In addition to Canvas, teachers used a variety of technology tools to facilitate their lessons and to remain faithful to our learning model. Using Zoom’s breakout rooms, teachers were able to provide individual attention to students and students were able to conduct small group discussions. Tools like Nearpod and EdPuzzle allowed teachers to produce interactive instructional presentations and videos that students could complete synchronously and return to as needed asynchronously. All materials were uploaded to Canvas for student reference. Lessons were posted for student reference and included Higher Order Thinking Skills and Essential Questions that encouraged students to make connections between their learning and the world.

HCSS conducted all normal external assessments, such as the MCAS and SATs, but made changes to our internal assessment system for the 2020-2021 school year. Where in years prior, students demonstrated their learning in Mid-Term and Quarter Final exams, this year teachers and DCIs (Directors of Curriculum and Instruction) worked together to develop shorter biweekly Progress Checks to assess student learning. Eschewing our traditional multiple choice assessments of years past, teachers created shorter, regular constructed response assessments to allow students to express their understanding in authentic writing pieces. This allowed us to ensure veracity in responses from students testing at home, as well as provide students with the opportunity to demonstrate learning in different ways.

HCSS continued to implement the Advisory Program begun in the spring of 2020, assigning students to individual advisors who could monitor student progress, communicate with parents and guardians, and provide interventions for students falling behind. Teachers continued to offer regular study hall and office hour tutoring opportunities via Zoom to allow all students to participate. Students who were identified as “vulnerable” for any of the following reasons - special learning needs, internet instability, food insecurity, etc. - were welcomed physically into the building from the beginning of the school year. These students received additional support while in the building, in addition to breakfast, lunch, access to our internet, and a safe place to learn.

Please briefly explain how the school ensured all students were able to access the academic program during the charter school’s various modes of learning during the 2020-2021 school year.

During 2020-2021 school year, HCSS-West ensured all students were able to access the academic program by providing the following:

- One to One Chromebook to all students
- Adaption of Canvas Learning Management system: This LMS allowed both students and parents to have access to curriculum, lesson plans and grades.
- Increase communication from school:
 - Parents received text messages every time a student missed a class, marked late to class
 - HCSS-West created an attendance code TI (Technical Issue) to mark students if they were unable to attend a class due to technical issues
 - HCSS Directors tracked daily attendance for the first marking period to make sure all students were able to attend zoom sessions, access their Canvas account without technical problems
 - Students with weak internet connection were offered in person education in the school building
 -

Please briefly describe how the school ensured the physical safety for all students during in-person learning.

- Counselors were available to students through email, Zoom and Canvas at all times
- Counselors create Google voice accounts so that they could receive text messages and calls in case of an emergency
- School safety plan and the list of emergency response team was shared with all staff
- Being mandated reporters, staff was advised to inform school administration in the event that the students are exhibiting abnormal or suspicious behavior

Plans to accelerate learning during the 2021-2022 school year

HCSS acknowledges that the pandemic year has affected many students adversely academically, socially, and emotionally even though HCSS East had an effective virtual school. HCSS East offers a summer program to help students learn the skills and concepts that are not mastered and connect with their teachers and friends between June 15th and July 15th. Summer school has a real positive impact on both academic and social-emotional development. It provides structure to children's summer experiences, making it more likely that they will stay engaged and focused, and out of trouble. It also keeps their academic skills polished and in some cases, makes it possible for them to get ahead.

Remedial classes are too often used for students who are considered to have learning gaps. Their grade-level learning resources are inaccessible until all their academic deficiencies are filled. Many studies have shown that this approach doesn't work.⁴ Instead, speed up the learning process. The accelerated learning model helps students stay on track by getting them ready for current grade-level content. A faster-paced learning environment allows students to tackle new concepts while on-the-job training teaches them the missing skills and concepts they need.

HCSS will implement a school-wide advisory program to help students to deal with the pandemic's social and emotional effects. Guidance counselors will also take an important role in the transition to in-person education.

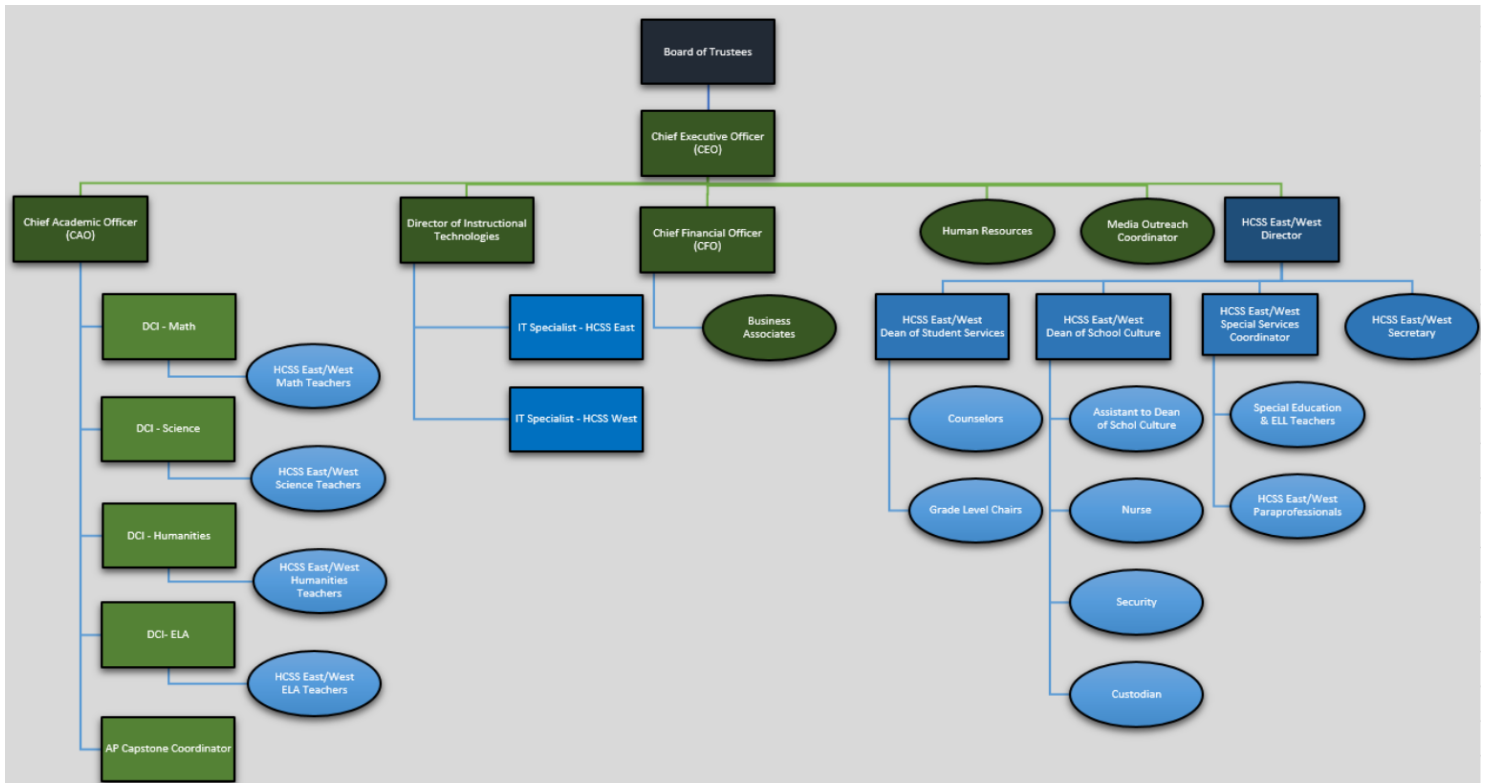
Many research studies have shown that efficient programs streamline rather than remediate content, minimizing curriculum redundancies in order to focus on rigorous, grade-level content while familiarizing students with prerequisites at essential levels. Because this careful focus compensates for missing knowledge, children can get back on track while remaining current with grade-level instruction. With this in mind, HCSS East is planning to implement multiple strategies to address the possible academic gaps because of the pandemic. HCSS East teachers and administration will set individual goals and track student's performance throughout the year using the internal testing system. HCSS East plans to administer a diagnostic test for core subjects in September to help identify students' current status and areas of improvement to help set up an individual learning goal. HCSS East will utilize the strategies described in "Make it Stick"⁵ to support learning. All HCSS teachers were provided a copy of the book and will receive training during the summer institute in August. HCSS East will continue to provide in-person tutoring during study hall, after-school, and Saturdays to help accelerate student learning. Tutoring and internal assessment systems work together to determine each student's areas of improvement and address these gaps. HCSS East core area teachers will also continue providing online tutoring.

⁴ Rollins, S. P. (2014). Acceleration: Jump-Starting Students Who Are Behind. Retrieved from ASCD: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_JumpStarting_Students_Who_Are_Behind.aspx

⁵ Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel. Make It Stick: The Science of Successful Learning. Belknap Press: An Imprint of Harvard University Press; 1st edition

C. Organizational Viability

1. Organizational Structure of the School



*Blue: School Staff & Green: Network Staff.

The organizational structure for HCSS for the 2021-2022 school year will be as shown in the chart above. Changes in the organizational structure:

- The DCI - Special Services role is replaced by school level Special Services Coordinator roles. Special Services Coordinators report to the school directors.
- The Director of Instructional Technologies role is created under the CEO. IT specialists will report to the Director of Instructional Technologies.
- School level business manager role is updated as business associate, and reports to the CFO.

2. Budget and Finance

A. Unaudited FY21 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Hampden Charter School Of Science West Income Statement	Jul 20 - June 21
Total Income	\$ 5,314,884
Total Expense	\$ 4,558,267
Net Income	\$ 756,617

(See Attachment A for income statement details)

B. Statement of Net Assets for FY21 (Balance Sheet)

Hampden Charter School of Science West Balance Sheet	June 30,2021
Total Assets	\$ 7,398,052
Total Liabilities	\$ 7,398,052

(See Attachment B for Balance Sheet details)

C. Approved School Budget for FY22

Operational Budget 2021-2022	Allocation
Total Revenues	\$ 6,815,535
Total Expenses	\$ 5,797,677
Net Surplus/Deficit	\$1,017,858

(See Attachment C for Approved School Budget details)

From April 15th, 2021 HCSS Board meeting: HCSS West 2021-2022 Budget: Mr. Shahan made a motion to approve the school budget for the school year 2021-22 and Dr. Caylan seconded the motion. Roll Call: motion passed unanimously. Resolution# 210415.1

D. Capital Plan for FY22

- Description of the project: 2 science labs will be furnished
- The current estimated schedule for the completion of the project:
Start Date: 6/15/21 and 8/15/21 completion date
- The current status of the project: The bid is awarded and the agreement is signed.
- The current estimated cost for the project: \$100,425
- Information on how the school plans to finance the project: Surpluses will be used from previous years.

III. Additional Information

A. Accountability Plan Performance for 2020 - 2021

Objectives and Measures related to Mission and Key Design Elements:	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: HCSS West will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding including project-based instruction and contextual learning. (KDE #1)		
Measure: Each year, 100% of HCSS West students who attended for 160 or more days will complete six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	99.6 % of HCSS West students who attended for 160 or more days completed six contextual learning projects in 2019-2020 school year.
Measure: Each year, 90% of HCSS West students who attended for 160 or more days will earn a passing score on six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	99.6 % of HCSS West students who attended for 160 or more days earned a passing score on six contextual learning projects.
Objective: HCSS West will empower its students to reach their highest intellectual and social potentials, providing unique and challenging opportunities with extended math, science, and technology curriculum. (KDE #2)		
Measure: Each year, 90% of all 11th and 12th grade students will enroll in a DESE-approved advanced[1] math, science, or technology course, and 90% of all 11th and 12th grade students who enroll in a DESE-approved advanced course will achieve a passing grade in the course.	Met	100% of all 11th grade students were enrolled in a DESE-Approved advanced math, science, or technology course and 96% of all 11th grade students who enroll in a DESE-approved advanced course will achieve a passing grade in the course.
Measure: 100% of 9th and 10th grade students will be offered an AP course each year, and 80% of the 9th and 10th grade students who take an AP course will earn a passing grade (65 out of 100 or higher) in the course.	Met	In 20-21 school year, 100% of 9th and 10th grade students were offered an AP course, and 100% of the 9th and 10th grade students who took an AP course earned a passing grade (65 out of 100 or higher) in the course.
Objective: HCSS West will provide individual attention and therefore empower student academic success. (KDE #3)		
Measure: Each year, the HCSS West student-teacher ratio will be lower than the state average.	Met	HCSS West student-teacher ratio: 10.0 to 1 State student-teacher ratio: 12.1 to 1

Measure: Each year, 100% of ELA, Math, Science, and Social Studies teachers will design and implement quarterly action plans. In these action plans, teachers will identify students to tutor in groups of 5 or less, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. Tutoring takes place weekly during study hall periods, after school, and online.	Met	As the result of the cancellation of the spring 2020 MCAS assessments due to the COVID-19 pandemic no students have been identified as Lowest Performing. This measure will be applicable in 2021-2022 school year.
Measure: Each year, 80% of the Lowest Performing students, as defined in the DESE's Accountability Report School Leader's Guide, will achieve a passing grade by the end of the year in their ELA and Math courses.	Met	As the result of the cancellation of the spring 2020 MCAS assessments due to the COVID-19 pandemic no students have been identified as Lowest Performing. This measure will be applicable in 2021-2022 school year.
Objective: HCSS West will effectively prepare students for success in college, career, and beyond. (KDE #4)		
Measure: Each year 90% of students in grades 8-11 will take their grade level PSAT, and at least 60% of students who take the PSAT will meet the benchmarks defined by the College Board for EBRW and/or Math.	Not Met	100% of 10th and 11th grade students were offered the opportunity to take the PSAT 10 and the PSAT/NMSQT respectively. 28% of the 10th grade took the PSAT and 44% of the 11th grade took the PSAT/NMSQT. Due to the pandemic HCSS 8th and 9th students did not take the PSAT this year.
Measure: Each year, at least 70% of all seniors will have taken at least one AP course by graduation, and at least 50% of those seniors will earn a score of 3 or above on at least one AP exam by graduation.	Met	This measure is not applicable yet. HCSS West is currently expanding and had 6-11 grades in the 20-21 school year. This measure will be applicable in 2021-2022 school year.
Objective: HCSS West will sustain a supportive, structured, collaborative and positive school culture by promoting student-teacher-parent partnership. (KDE #5)		
Measure: Every family will receive at least 8 individualized communications about their student from HCSS West teachers each year.	Met	100% of families received eight or more individualized communications about their students. Type of communication includes; phone call, email and home visit.
Measure: To establish and sustain the relationship between school and home, HCSS West will host five or more family events annually such as picnics, back to school night, multicultural night, college night, and concerts.	Met	HCSS West hosted 10 family events in the 20-21 school year.
Measure: HCSS West will administer a School Climate Survey each year, in which at least 40% of families will participate. In this survey, at least 75% of the responses will reflect a positive rating (e.g. agree or strongly agree) for the statements "This school promptly responds to my phone calls, messages, or e-mails" and "I feel welcome at my student's school".	Met	HCSS West Conducted School Climate Surveys twice. The participation rate was 43.26% for the first one and 83.07% for the second one. An average of 93.17% of responses for various questions reflects a positive rating.

B. Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: Hampden Charter School of Science West

2020-2021 Implementation Summary:

During the 2020-2021 school year, Hampden Charter School of Science-West carried out an effort to reach students from every demographic group. In order to strengthen the name recognition, HCSS-West ads ran on WWLP TV, New England Public Radio. Due to the pandemic, HCSS mostly held Virtual Open Houses from December to March. Zoom links to virtual open houses were provided on brochures, school website, school's social media accounts and the regional Facebook forums. In addition to the virtual open houses, HCSS-West also conducted two open houses in person when restrictions were lifted. Due to the pandemic, HCSS was not able to place brochures in local businesses (such as fitness centers, restaurants, hair salons), public libraries, community centers and religious institutions this year.

To ensure that all families in our sending districts were aware of the opportunity to apply to HCSS-West, HCSS mailed 83,040 letters and 22,920 brochures to prospective families. Our brochures made clear that we are a tuition-free public charter school. This allowed our name and information to reach many more prospective families. Our brochures and advertisements also included our information session dates, information about our tutoring and extra support programs, open house dates, and how to apply.

Through our relationships with local media outlets, HCSS was able to appear in articles, radio, and television features. Through Agawam Advertiser, West Springfield Record, Reminder, Westfield News, Western Mass News, NEPM, HCSS was able to reach a greater population in Western Massachusetts. These prominent news organizations highlighted our academic successes, extracurricular programs, and community outreach. Articles appeared in multiple languages, including Russian and Spanish.

In order to truly experience HCSS, we were happy to host weekday, weekend and virtual Open Houses starting in December and ending in March when the lottery was held. At these Open Houses, prospective students and families were given a virtual and in person tour of our school by a member of the administration. Information sessions were hosted by HCSS administration including HCSS Director and the Deans. Although they were not available in person, Special Education staff was able to connect with these incoming families if they had any questions. This allowed prospective students and families to ask questions about the school and receive knowledgeable answers from key members of the staff as well as students chosen due to their high standing in the school and their community.

HCSS-West also regularly sends press releases to local newspapers about news and events happening at our school. HCSS-West has its own Facebook page, Twitter and Instagram accounts which regularly posts news and updates to parents and students. HCSS-West also takes part in Online Community Forums and informs the public about upcoming open houses and information sessions. HCSS has conducted two family webinars to help HCSS parents and the greater community transition to Virtual School, dealing with Test Anxiety and Stress. These webinars were recorded and shared with the community (including prospective parents) via social media platforms.

Looking at the comparison index, Special Education and ELL populations are comparable to state, sending districts and similar charter schools. Percentage of students with disabilities remained almost the same (17.2 % in 2020 and 16.6 % in 2021 which is above the 2021 state average (15.5%). Percentage of English learners slightly decreased (from 9.2% to 7.8%) but still higher than the CI (5.7 8%). In order to attract students with English as a Second Language, HCSS-West invested in advertisements in different languages such as Russian and Spanish. Bilingual staff members also helped out parents during the application process.

Enrollment may be impacted by the pandemic during the 2021-2022 school year. Parents and students are still unclear as to how things will unfold in fall 2021.

General Recruitment Activities for 2020-2021

1. Hold weekend Open Houses at the school building and both weekday and weekend open houses virtually.
2. Make flyers, posters, and videos available for prospective students and parents.
3. Send brochures, letters and fliers to these potential students.
4. Place billboards in prominent locations.
5. Place advertisements in local newspapers in multiple languages
6. Place radio advertisements.
7. Increase use of social media such as Facebook, Twitter, and Instagram.
8. Invite prospective applicants (individuals and groups) to visit the campus and meet with faculty and students.
9. Communicate with local K-8 charter schools and private schools.
10. Utilize online publications to post information about our application process.
11. Develop a broader social media presence and post information about our school and the application process.
12. Post on our website (Niche, Great Schools) testimonials of current parents, including and especially parents of specific subgroups noted in the chart below.

Recruitment Plan – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- To place brochures and applications at special education advocacy groups such as the Baystate Family Advocacy Center.
 - To highlight the guidance counselor support regarding college.
 - Participate in the Annual Autism Speaks Walk in Western New England to recruit students on the autism spectrum.
 - Highlight special education program in radio advertisements, promotional video, brochure, and open houses
 - Conduct two workshops for parents of Special Education Students on Special Education and College open to the public. (1 years)
 - Visit Baystate Family Advocacy Center and the Federation for Children with Special Needs in order to create partnerships to help HCSS connect with families served by these organizations. (3 years)
 - Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students and the specific benefits for special education students.

(c)2021-2022 Additional Strategy(ies), if needed

- ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
- N/A

(a) CHART data

School
percentage: 16.6
GNT percentage:
N/A
CI percentage:
15.5%

The school is
above CI
percentages

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 7.8 %</p> <p>GNT percentage: N/A</p> <p>CI percentage: 5.7 %</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ To advertise HCSS in Spanish, Russian, Middle Eastern, Turkish, Nepalese, Lao, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities. ➤ To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese. ➤ To highlight staff and student diversity in HCSS brochures and advertisements. ➤ Recruitment ads and billboards will be placed in high traffic areas. ➤ Bilingual staff will participate in information sessions and recruitment events. ➤ For students and families who are LEP and contact the school regarding admission, current students and parents who speak the language of the student and/or family will contact the student/family to mentor them in the process of admission. ➤ Highlight ELL program in radio advertisements, promotional video, brochure, and open houses <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ N/A
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 51.3%</p> <p>Gap Narrowing 44.1</p> <p>CI percentage: 44.2 %</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS. ➤ To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVTa (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations. ➤ To highlight our one to one Chromebook program for every student in our brochure and recruitment materials ➤ To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media. <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ N/A

<u>Students who are sub-proficient</u>	<p>(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ➤ To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses. ➤ To make our brochure and application available in tutoring and academic enrichment centers such as 21st Century Learning Centers and the Brain Balance Center.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ➤ To highlight our Peer Mentoring Program and the College Guidance support in the brochures and open houses. ➤ To make our brochures and applications available to programs in our sending districts that service at risk youth.
<u>Students who have dropped out of school</u>	<p>(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ➤ To request student contact information from local guidance counselors and GED programs in our area in order to send brochures and applications to students who have dropped out in our sending districts. ➤ To initiate contact with local Job Corps and ask them to distribute our brochure and application.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ➤ To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.

Retention Plan 2021-2022

2020-2021 Implementation Summary:

During the 2020-2021 school year, Hampden Charter School of Science West continued to work to increase the percentage of students who stay at HCSS, utilizing the Retention Plan set in place. In order to increase this number, we first had to review the data to identify trends in attrition. Students and parents provided following reasons for leaving HCSS-West: Not having an established sports program, moving out of state, desire to go back to neighborhood school, to experience a bigger high school program, acceptance to private schools, school choice program, switching to homeschool due to the pandemic.

To better meet the needs of our students, HCSS West implemented an online tutoring program using Zoom technology. This program benefits low and moderate income students by providing them with at-home academic support using their 1 to 1 Chromebook provided by HCSS West. During the 2020-2021 school year, HCSS-West teachers also run their clubs on zoom in order to help students with peer interactions and social components of a school environment.

HCSS West believes that maintaining parent communication is key when focusing on struggling students. Our most essential tool for working towards this goal is our online database (PowerSchool) and the new learning management system (Canvas), where teachers log grades, feedback, homework assignments, and much more. Parents have their own login information and can check into both of these systems at any time. In addition to this tool, HCSS staff members are required to respond to all parent communication - phone call, email, etc. - within 24 hours. Staff members are encouraged to call parents for both positive

as well as negative classroom behaviors, and all parent communication is logged. Parent meetings with teachers and administrators are always welcome and easy to schedule.

Throughout the 2020-2021 school year, HCSS-West implemented following strategies in order to keep attrition numbers low:

- Additional clubs were added to provide more options to students during the pandemic to socialize with their peers such as “Among Us, Open Microphone, Break Out, Advanced Programming”
- Administrators Implemented exit interviews with parents and students to ask “why they’re leaving HCSS” and “what could have been done better” Although a small number of students left during 20-21 school year, most reasons were not related to school and parents thanked HCSS-West for everything the school has done.
- During the 2020-2021 school year, HCSS Virtual School has attracted many parents from other districts and they enrolled their students at HCSS-West since they were worried about the academic gap.
- HCSS-West continued implementing the PBIS program virtually with different strategies with more incentives.
- HCSS-West sends out weekly emails to encourage parents to communicate with school officials. A parent satisfaction survey was sent along with a student survey in order to measure the school's climate midway through the school year. Results were encouraging.

As of June 2021, 4 out of 319 currently enrolled students reported that they are not returning to HCSS-West for the 2021-2022 school year. This is currently lower than last year's attrition rate. When asked about reasons for leaving, parents responded that they're moving out of state (1 student), accepted to a private high school (1 student), would like to play sports in high school (1 student) and accepted to another high school through school choice program (1 student).

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –2021-2022 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 4.4%</p> <p>Third Quartile: 11.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>To make sure that all special education, ELL, and 504 students are performing at or above their potential, the SPED/ELL/Guidance will hold Child Study Team meetings with teachers and grade level chairs to discuss at risk students and devise individualized success plans.</p> <ul style="list-style-type: none"> ➤ To facilitate the Special Education and Parent Advisory Council. ➤ To continue to offer after school, study hall, and Saturday school tutoring. ➤ To continue to offer test corrections procedures in which all SPED students will be given the same opportunity to learn the material and improve performance on HCSS finals and midterms
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ To hold professional development for all staff members on topics such as differentiation techniques and how to read and follow an IEP. ➤ Send out a survey to HCSS parents of special needs students evaluating the school and special education program ➤ Conduct at least two trainings for HCSS parents based on the survey. ➤ Conduct at least one training for HCSS staff based on the survey.

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

<p><u>(a) CHART data</u></p> <p>School percentage: 0.0% Third Quartile: 12.2 %</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ Classroom teachers will keep in constant communication with ELL teachers and director to monitor LEP student progress and explore differentiation techniques for the classroom. ➤ To ensure that LEP students have support in their daily assignments and understand the material, LEP students will work closely with the ELL coordinator and teachers. ➤ To complete home visits for all ELL families who agree to participate. <p align="center">(c) 2021-2022 Additional Strategy(-ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ To hold an ELL parent night with translator. ➤ To embrace students' heritage, cultural clubs and events will be provided. ➤ ELL staff members will make themselves available after school and during Saturday school for extra support.
<p align="center">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 8.7% Third Quartile: 9.2 %</p> <p>The school's attrition rate is <u>below</u> third quartile percentages</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ HCSS will continue to provide breakfast and lunch for every student with no charge. ➤ To help needy families outside of school, we will provide school supplies, uniforms, and food for homeless families. ➤ To have an active Parent Teacher Organization (PTO) that plans fundraisers and use proceeds for families who request help. ➤ Provide fresh fruit to students to take home <p align="center">(c) 2021-2022 Additional Strategy(-ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ Inform low income families about school resources such as no cost field trips and free medical resource. (2 years) ➤ Conduct an informational session for families on scholarship opportunities and how HCSS helps students earn scholarships for college. (1 year)
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ➤ To utilize the database, quarter finals, and midterms to identify at risk students as early as possible and to take appropriate action immediately. ➤ To provide academic and emotional support such as tutoring, Saturday School, peer mentoring, academic advising, and counseling.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ➤ To identify high risk students in high school through the work of our CST (Child Study Team). These weekly meetings are in place to make and implement individualized plans for each student in the school who is at risk of failing. These plans include extra check-ins and attention from teachers,

	<p>differentiation techniques, and an increase in the frequency of a teacher's communication with families about individual assignments.</p> <p>➤ To use the CST list as well as teacher observations to identify at risk students and provide them with extra help from our College Guidance office to identify four year colleges and universities that are a match for them and to help them through the application and financial aid process.</p>
<u>Students who have dropped out of school</u>	<p>(f) Continued 2020-2021 Strategies</p> <p>➤ To reach out to each student during the school year to offer guidance in finding a new school and/or available programs.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2020-2021 Strategies</p> <p>➤ The goal at HCSS is that students of all race, gender, or socio-economic class receive a rigorous, balanced, individualized education that prepares 100% of students for a four year college. The whole structure of our charter - from extended school hours and Saturday School to implementation of the database and beyond - is designed to reach all students in our school.</p>

C. School and Student Data Tables

Hampden Charter School of Science West school report card link is as follows:

<https://reportcards.doe.mass.edu/2020/DistrictReportcard/35160000>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	54	16.9
Asian	4	1.3
Hispanic	109	34.1
Native American	0	0.0
White	148	46.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	5	1.6
Special education	53	16.6
Limited English proficient	25	7.8
Economically Disadvantaged	164	51.3

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Mehmet Cogal, Director	The Director works under the direction of the CEO: provides leadership and supervision and is directly responsible for the efficient operation of the building and learning environment. He establishes and maintains an effective learning climate in the school and supervises/evaluates all assigned staff members regarding their individual and group performances. He is responsible for the safety and administration of the building. He establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs and to interpret administrative directions.	8/1/2019	
Julie Colon, Dean of Student Services	The Dean of Student Services works closely with the Director and reports to him. She supervises individual student performance assessment and achievement, assessment of curriculum and instruction, and recommends improvements. The Dean of Student Services supervises the Guidance Counselor(s), who advises students regarding college majors, admission requirements, entrance exams, financial aid, and apprenticeship programs. She communicates with teachers, parents, and administrators on an ongoing basis to address students' academic and behavioral concerns. She plans and evaluates the in-person and online tutoring, after-school programs, and Saturday Academy and provides reports to the Director. She organizes, manages and implements all standardized testing within the building. She is responsible for advising students regarding the accuracy and completeness of records and credits and perform periodic credit checks from grades nine through twelve with an emphasis on the senior year.	8/1/2019	
O'Norris Burgess Interim Dean of School Culture	The Dean of School Culture provides guidance for students and families. He establishes and maintains a positive, safe, and college-going school culture. He supervises the consistent and fair administration of school policies regarding student conduct and discipline and tracks behavior statistics, discipline interventions, and outcomes on an individual student level and on a school-wide level. He serves as the primary formation and discipline authority for students, supporting teachers with students who are disruptive in class, removing students (as necessary) and assigning appropriate consequences. He works with colleagues to create a classroom management plan and maintain a consistent discipline policy that rewards positive behaviors and deters negative behaviors. The Dean of School Culture is responsible for developing and implementing student discipline policies and organizing parent involvement activities. The Dean of School Culture oversees student attendance, discipline matters, and community and parent relations.	9/1/2018	
Robert Ackilli, Special Services Coordinator	Special Services Coordinator is responsible for overseeing the implementation of all services for special populations including the special education students, English Language Learners, and students on 504 plans. Special Services Coordinator oversees the special education teachers, paraprofessionals, and ELL teachers. Special Services Coordinator ensures that all special services programs and activities conform to federal and state regulations and guidelines, and complete all required reporting. Special Services Coordinator also coordinates and facilitates professional development; assists school with school-level programming; and collaborates and communicates effectively with other departments within the school.	8/30/2018	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	32	1	3	Child care, Commute, Desire to teach at an elementary school
Other Staff	14	0	2	Retirement, seeking other employment opportunities

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	6
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	12

BOARD MEMBERS FOR THE 2020-21 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Diane Hunter	Chair	Governance and Grievance Committee	2	Election date:02/14 Expiration date:07/23 Length of term: 3 yrs
Dale Parker	Secretary	Education and Grievance Committee	1	Election date: 08/18 Expiration date: 07/21 Length of term: 3 yrs
Saadia Crawford-Carter, MSW	Trustee	Education and Grievance Committee	1	Election date:10/16 Expiration date:07/22 Length of term: 3 yrs
Esra Caylan	Vice Chair	Finance and Grievance Committee	1	Election date:8/18 Expiration date:07/21 Length of term: 3 yrs
Nabi Shahan	Treasurer	Finance and Grievance Committee	1	Election date: 4/17 Expiration date:07/23 Length of term: 3 yrs
Emmanuel Russell	Trustee	Governance and Education Committee	1	Election date: 7/17 Expiration date:07/23 Length of term: 3 yrs

D. Additional Required Information

1. Key Leadership Changes

Position	Name
Board Chair	Diane Hunter

2. Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	March 6, 2021
Lottery	March 10, 2021

E. Anticipated Board Meeting Schedule for 2021-2022

Hampden Charter School of Science East and West Board of Trustees meet at the HCSS East building located at 20 Johnson Rd. Chicopee, MA 01022. Stated below are prospective meeting dates for the 2021-22 school year. In case for remote meeting the address is: <https://zoom.us/j/4929815810>

- 30 September 2021, Thursday, 6:30 pm
- 28 October 2021, Thursday, 6:30pm
- 18 November 2021, Thursday, 6:30pm
- 27 January 2022, Thursday, 6:30pm
- 24 March 2022, Thursday, 6:30pm
- 26 May 2022, Thursday, 6:30pm
- 21 July 2022, Thursday, 6:30pm

Annual Sub-Committee Meeting Schedule for 2021-2022 School Year

- 30 September 2020, Thursday, 5:30 pm - Governance
- 28 October 2020, Thursday, 5:30pm- Finance
- 18 November 2020, Thursday, 5:30pm- Education
- 27 January 2022, Thursday, 5:30pm- Governance
- 24 March 2022, Thursday, 5:30pm- Finance
- 26 May 2022, Thursday, 5:30pm- Education
- 21 July 2022, Thursday, 5:30pm- Governance

IV. ATTACHMENTS

A. Profit and Loss

July 2020 - June 2021

	Total
Income	
4000 Tuition Revenue	4,577,966.00
4010 Government Lunch Subsidy	27,492.66
4011 Transportation Subsidy	180,206.00
4300 Student Fees	729.00
4325 Program Fees	859.00
4999 Interest Income	2.68
Grant Revenue	525,036.70
Private Grants	2,592.00
	\$
Total Income	5,314,884.04
	\$
Gross Profit	5,314,884.04
Expenses	
6175 Employer Payroll Tax Expense	41,635.89
6195 MTRS Grant Assessments	7,624.00
6700 Depreciation Expense	164,170.00
6910 Bank Charges	1,070.99
6990 Purchased Management Services	220,563.00
9050 Interest Expense	201,948.09
Benefits	299,179.99
Computer Expense	113,249.45
Equipment & Furniture	120,785.55
Facility Expense	209,973.31
Insurance Expense	53,422.63
Materials & Supplies	65,717.42
Other Operating Expenses	56,263.68
Professional Fees	265,613.47
Student Activities	374,878.00
Travel, Meals & Conferances	25,370.85
Wage Expense	2,336,275.91
	\$
Total Expenses	4,557,742.23
	\$
Net Operating Income	757,141.81
Other Expenses	
6710 Amortization	525.00

Total Other Expenses	\$ 525.00
Net Other Income	-\$ 525.00
Net Income	\$ 756,617

B. Balance Sheet

As of June 30, 2021

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - BankNorth Operating	0.00
1005 Cash - Berkshire Bank	12,455.07
1006 Cash- Westfield Bank	160,734.78
1801 Westfield Bank Escrow	0.00
Total Bank Accounts	\$ 173,189.85
Accounts Receivable	
1125 Tuition Receivable	17,940.00
1126 Lunch Subsidy Receivable	3,956.69
1127 Transportation Subsidy Receivab	261,732.00
Total Accounts Receivable	\$ 283,628.69
Other Current Assets	
1130 Other Receivables	694.43
1200 Grants Receivable	192,943.36
1300 Prepaid Expenses	41,931.34
1800 Mass Development Escrow	0.00
1990 Due from HCSS EAST	0.00
Total Other Current Assets	\$ 235,569.13
Total Current Assets	\$ 692,387.67
Fixed Assets	
1400 Fixed Assets	5,683,654.32
1500 Accumulated Depreciation	-411,304.00
1600 Construction in Progress	1,407,541.31
Total Fixed Assets	\$ 6,679,891.63
Other Assets	
1700 Loan Aquisition Costs	25,108.00
1710 Accumulated Amortization	-525.00
1880 Security Deposits	1,190.00

Total Other Assets	\$ 25,773.00
TOTAL ASSETS	\$ 7,398,052.30
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	77,294.32
Total Accounts Payable	77,294.32
Other Current Liabilities	
2040 Wages Payable	-370.93
2045 Employer Tax Liabilities	0.00
2050 Employee Tax Withholdings	0.00
2052 401K Deferral	0.00
2055 MTRS Withholdings	17,744.78
2060 Child Support Withholdings	0.00
2080 FSA Withholdings	-100.00
2120 Deferred Revenue - Grants	40,271.44
2600 LOC HCSS East	0.00
2605 LOC - Westfield Bank	0.00
2950 Student Paid Activities	0.00
2990 Due to HCSS - EAST	62,104.40
Total Other Current Liabilities	\$ 119,649.69
Total Current Liabilities	\$ 196,944.01
Long-Term Liabilities	
2625 Notes Payable - Construction Loan WB (0692)	0.00
2650 Note Payable Mass Development	0.00
2660 Bond Note (2406)	0.00
2665 Bond Note Refi (2277)	5,887,044.76
Total Long-Term Liabilities	\$ 5,887,044.76
Total Liabilities	\$ 6,083,988.77
Equity	
32000 Retained Earnings	557,446.72
Net Income	756,616.81
Total Equity	\$ 1,314,063.53
TOTAL LIABILITIES AND EQUITY	\$ 7,398,052.30

C. Budget 2021-2022

	HCSS WEST	Annual Budget 2021-22
Ordinary Income/Expense		
Income		
Grant Income - State & Federal		970,000.00
Private Grants		41,535.00
4000 - Tuition Revenue		5,544,000.00
4010 - Government Lunch Subsidy		60,000.00
4011 - Transportation Subsidy		200,000.00
Total Income		6,815,535.00
Total COGS		
Gross Profit		6,815,535.00
Expense		
Computer Expense		106,440.00
Equipment & Furniture		233,000.00
Facility Expense		223,100.00
Insurance Expense		53,000.00
Materials & Supplies		128,000.00
Other Operating Expenses		48,200.00
Personnel		3,803,437.00
Professional Fees		165,000.00
Student Activities		525,500.00
Travel, Meals & Conferences		29,500.00
6110 - Contract Labor		22,500.00
6700 - Depreciation Expense		200,000.00
Total Expense		5,537,677.00
Net Ordinary Income		1,277,858.00
Other Income/Expense		
Other Income		
Total Other Income		
Other Expense		
9050 - Interest Expense		260,000.00
Total Other Expense		260,000.00
Net Other Income		-260,000.00
Net Income		1,017,858.00