

Martha's Vineyard Public Charter School

Annual Report 2019-2020

August 1, 2020

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Table of Contents

Introduction to the School	2
School Performance and Program Implementation	3
Faithfulness to Charter	<u>3</u>
Mission and Key Design Elements	<u>3</u>
Amendments to the Charter	5
Access and Equity	5
Dissemination	6
Academic Program Success	9
Student Performance	9
Academic Program	10
Organizational Viability	11
Teacher Evaluation	13
Budget and Finance	13
<i>Appendix A</i>	14
Accountability Performance for 2019-2020	14
Faithfulness to Charter	14
Dissemination	16
Accountability Plan Objectives and Measures	16
<i>Appendix B</i>	16
Recruitment and Retention Plan 2020-21	16
Overall Retention Goal	22
<i>Appendix C: School and Student Data Tables</i>	27
<i>Appendix D: Additional Required Information</i>	29

Introduction to the School

<i>Name of School: Martha's Vineyard Public Charter School</i>			
Type of Charter	Commonwealth	Location	West Tisbury
Regional or Non-Regional	Regional	Chartered Districts in Region	5
Year Opened	1996	Year(s) Renewed	2001, 2006, 2011, 2016
Maximum Enrollment	180	Enrollment as of July 31	180
Chartered Grade Span	K-12	Current Grade Span	K- 12
Final # of Instructional Days during the 2019-2020 school year	124 in person days; 56 remote days	Students on Waitlist	14
School Hours	8:15-3:15	Age of School	24
<p>Mission Statement: It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting. Within an environment that models interdependence as the foundation of society: the <i>individual</i> student will learn to direct his/her own learning, the <i>group</i> will make decisions together and recognize the unique contributions of each member, the <i>community</i> will support and interact with the school body.</p>			

School Performance and Program Implementation

Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

A. The Martha's Vineyard Public Charter School has shown that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovations of the MVPCS include the following:

- Community interaction and service
- Student-driven independent study
- Real projects from meaningful practical themes
- Authentic assessment
- Collaborative teaching and learning
- Democratic governance
- Multiage grouping
- Parent, student, and teacher partnerships (PEP- Personal Education Plan)

The 2019-20 academic school year marked the second year with Dr. Peter Steedman as Director. The Pillars of trust, respect, freedom, responsibility, democracy, and cooperation, our community remains a cornerstone of the community and teachers, students and families work collaboratively to ensure that the school remains faithful to our Mission and Charter. Even though our program was disrupted by the COVID-19 pandemic, we were able to remain faithful to our Charter as we provided dynamic learning opportunities for our students in a supportive environment.

The school continues to use the Charter Learner Tool to gauge students' progress in areas related to our Charter – democratic community member, self-directed learner, complex thinker, project-based learner, and interdependent worker. The school is intentionally designed to ensure that our students receive a variety of supports throughout the school day. This may take the form of small class sizes with a Teaching Assistant in every K-6 classroom, Special Education supports that assist a wide range of student learners and a robust Advisory Program in Grades 1-12.

Multi-aged learning continues to be a central component of the school. Every student is grouped in an advisory with a two year age span. Social Studies, Science, Offerings, Artists in Residence, Project Period, Art, Spanish, and Physical Education are examples of multi-age classes. Every month, students participate in a whole-school multi-age learning activity.

Personal Education Plans support students to become life-long learners. In August, the Advisor meets with the student and his/her family to establish clear academic and social goals. At these PEP conferences, students take the lead and develop self-advocacy skills. These student goals are monitored by the Advisor. At two other times during the year, PEP conferences are held with the student and his/her family in an effort to reflect upon and update the goals established in August. This spring, our PEP conferences were conducted via Zoom due to the pandemic. Lifelong learning is also broadened when students create their own Independent Studies in Project Periods. World Language study begins in kindergarten and continues through high school.

International and domestic travel continues to remain a central component of our school. We believe that these travel opportunities encourage lifelong learning and help students understand that education can occur beyond the walls of the school. All students in Grade 8 have the opportunity to travel to Italy. Unfortunately, COVID-19 negated our annual Grade 8 trip to Italy. This year, we took our Middle and High school trip to Fairlee, Vermont to complete a Success Counseling workshop with The Hulbert Outdoor Center. This was the second consecutive year that our high school students participated in this training.

The Charter of the Martha's Vineyard Public Charter School requires that our students and teachers engage with the larger island community through meaningful educational experiences. Our students in elementary took a number of dynamic field trips in an effort to connect with key organizations on Martha's Vineyard including Menemsha Hills, Polly Hill Arboretum, The Trustees of Reservations on Chappaquiddick and the Island Grown Initiative. In an effort to encourage dialogue with members of the Wampanoag community on the island, we welcomed a guest lecturer to speak to Grades 5-6 about Wampanoag storytelling. The mentorship program in the high school continues to be a cornerstone of the school as our students connected on a weekly basis with mentors at Island Alpaca, Misty Meadows, Gannon and Benjamin Boatyard and A Bunch of Grapes Bookstore.

Our school intentionally created opportunities every month where our students could gather as a multi-age community to celebrate diversity and international mindedness. This year, whole school activities included a celebration of International Peace Day, an investigation of diversity through the lens of immigration and an observation of Black History Month.

In accordance with our charter, specifically that, “the MVPCS aims to prepare the individual for life outside the classroom,” we continued our work from last year to adopt the International Baccalaureate (IB) for Grades 11-12. In the spring of 2019, the Board of Trustees agreed to pursue initial authorization, once granted permission from Commissioner Riley. This was granted and the school received candidacy status in May of 2019.

Our IB program will be the entirety of the curriculum for grades 11-12 and will therefore be open to all our students. We will not be driven by attempting to achieve high IB scores. Rather, we feel that providing access to rigorous curriculum to all students, including students designated as ELL and Special Education, the culture of access and inclusivity present at the school currently will only be enhanced. Participation in the IB examinations would not be a graduation requirement. The final authorization visit for the IB has been scheduled for November 2020.

After a year-long process and reports to the Board of Trustees, the committee recommended to adopt the Teachers College Reading and Writing Project (TCRWP) for Grades K-6. Specific professional development on the TCRWP occurred in June and August of 2019 with Ms. Natalie White from the Plymouth Public School. Ms. White visited the school on three separate occasions during the 2019-20 academic year to assist our teachers with the transition to the TCRWP.

Even though the arrival of COVID-19 brought considerable disruption to our academic programming, we feel that our community grew stronger, and certainly more technologically advanced, as a result of the pandemic. Throughout the last three months of school, our pillars and school rights guided our actions and we made the commitment to support our most vulnerable students in our community. We look forward to the 2020-21 school year with confidence in lessons learned from the experience and an optimistic eye toward the future.

B. AMENDMENTS TO THE CHARTER

There were no amendments to the Charter during the 2019-2020 school year.

ACCESS AND EQUITY: Discipline Data

- A. [Discipline Data](#)
- B.

The state data profile for 2018-19 is incorrect. The numbers below indicate the actual student discipline numbers.

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal

Martha's Vineyard Public Charter School *2019-2020 Annual Report*

All Students	186	8	1.6	2	1.6
English Learner	9	0	0	0	0
Economically Disadvantaged	71	0	0	0	0
Students with Disabilities	48	4	2	4	4
High Needs	106	0	0	0	0
Female	101	4	3	0	0
Male	85	3	1	3	1
American Indian or Alaska Native	4	1	0	25	25
Asian	2	0	0	0	03
African American/Black	7	1	14	0	0
Hispanic/Latino	19	0	0	0	0
Multi-race, Non-Hispanic/Latino	17	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	137	5	4	2	1

C. The use of suspension is used on a limited basis and is seen as a last resort response to infractions regarding the school’s Code of Conduct. The school uses a variety of different interventions to help students resolve conflicts, stay on task and enjoy successful days at school. Every morning, we gather as an entire community to hold Morning Meeting. This is a time for announcements, song, celebration, and reflection on the school’s pillars and rights. Every week, a different advisory highlights a different pillar of the school. The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we use *Success Counseling* as our comprehensive behavioral program. Faculty and staff in these grades received a one-day training on Success Counseling in August 2019. In January 2019 and January 2020, High School students participated in a Success Counseling leadership workshop at the Hulbert Outdoor Center in Fairlee. In October 2019, we sent our Middle School to a 4-day *Success Counseling* leadership workshop at Hulbert Outdoor Center in Fairlee.

All students have opportunities to engage in all school activities including athletics, field trips, off campus mentorships and community service projects, and all in-school projects and activities. Our Guidance Department worked collaboratively with an island organization called Connect to End Violence to sponsor a number of workshops for our Middle and High School students. This year, we brought in representatives from the District Attorney's office to teach our Middle School students on the dangers of cyberbullying and sexting. An emphasis was placed on cultivating positive relationships. Members of Administration, Guidance and Special Education monitor students in crisis and to develop plans that may circumvent the need to discipline at a later stage. In October 2018 and in the spring of 2020, faculty and staff received training on the use of inclusive language when working with students who identify as LGBTQ. A group of teachers, administrators, parents, and students met in the summer of 2019 to

examine the school's disciplinary protocols in an effort to allow for an even greater student voice in building a positive school climate.

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination	Who at school was involved with the dissemination efforts	Criteria	With whom	Results of dissemination
Strategies for a health plan to serve a multi age school population. Safety and access to services for student needs. Screening schedules.	Monthly meetings with regional school nurses as a Community of Practice.	Janice Brown, School Nurse	Social, Emotional, and Health Needs	Regional School Nurses/ Schools in District	Connections to mental health services, Psych medicine education, immunization, protocols and procedures for screening - documentation.
2019-20	Community Outreach	Alyssa Maynard and Karin Nelson (Teachers)	Curriculum and instruction	School Community and MV Museum Educator	Students learned about an island poet/artist through lean of oral storytelling. Students created their own tall tales and shared with the MV Museum for display.
2019-20	Project based learning and community interaction	Scott Goldin (Teacher)	Curriculum and instruction	School Community and Fellowship Community	6th Grade Math Students worked with school food waste data to address 6th grade math content and discuss waste reduction with peers.
2019-20	Community Outreach	Pam Echlin (Teacher)	Supports for Diverse Learners	Brazilian Community and	A soup and game night was hosted and Brazilian staple foods and recipes were shared among the community while

					board games were played.
2019-20	Multi age Learning	Heather Capece (Teacher)	Curriculum and instruction	School Community and Visitors	Grade 3-4 students used movie making programs with MV Film fest to make stop motion films
2019-20	Project Based Learning and Interdisciplinary Learning	Mathea Morais, Casey Hayward	Curriculum and instruction	Trustees of Reservations	Grade 5-6 students went to explored Light House and identified impacts of sea level rise and global warming. Created reflective projects.
2019-20	Community Outreach and Interaction	Jonah Maidoff, Teacher	Curriculum, Instruction	Partnership with Island Climate Action Network	Several public forums were held across the island to discuss and educate the community on climate change/global warming impacts
2019-20	Community Outreach and Interaction	Moira Silva, Electives Teacher	Curriculum, Instruction	Partnership with Zero Waste Week (NOAA) and other local schools	Students, staff, parents, and admin collaborated on dispersing messages of cutting down waste on the Island
2019-20	Project based learning and community interaction	Victoria Dryfoos, Teacher	Curriculum	Partnership with Water First International	Students presented the Water First initiatives and mission with students at neighboring West Tisbury School
2019-20	Community Outreach	Scott Goldin, Teacher	Mission and Key Design Elements	Cohasset Public Schools	Sharing of information on the composting program with Cohasset Public School working group.
2019-20	Multi age Learning	Middle/High School School Teachers	Mission and Key Design Elements	Partnership with Aloha Foundation at Hulbert Outdoor Center	Students did community building activities and connected with other attending Charter School students

2019-20	Exhibition	Kim Komarinetz and Jeannie Correia, Teachers	Curriculum and Family Engagement	Families	Students in the first and second grade presented their inventions to the greater public
2019-20	Presentation	Jo Weinberg and Victoria Dryfoos, Teachers	Curriculum	Students and Faculty at Harvard University	Teachers presented interdisciplinary work with the <i>Borders to Bridges Curriculum</i>
2019-20	Community Outreach	Betsy Carnie, Kitchen Director	Mission and Key Design Elements	Students and Faculty at West Tisbury School	Our students gleaned vegetables and regularly shared produce with local schools
2019-20	Community Outreach	Jonah Maidoff	Community Engagement	Greater Martha's Vineyard community	School held a Climate Cafe to share methods of sustainable food development

In addition, The Martha's Vineyard Times published a story about our school's innovative practices during the pandemic. The Vineyard gazette also wrote feature articles on our school's underwater robotics project; a partnership sponsored by the Woods Hole Oceanographic Institution. We believe that these media stories help spread the word about the work at the Martha's Vineyard Public Charter School and we believe that they will assist us with future dissemination efforts.

Academic Program Success

STUDENT PERFORMANCE

A. The link to the Report Card for the Martha's Vineyard Public Charter School published by the DESE is below:

<http://reportcards.doe.mass.edu/2019/DistrictReportcard/04660000>

B.

Overall Classification	In need of focused/targeted support
Reason for Classification	

	Reason for classification: Low participation rate: White -Economically disadvantaged -High needs -All students-
Progress Toward Improvement Targets	The school saw an increase in the percentage of students choosing to participate in MCAS.
Accountability percentile	-

C.

Additional Assessment Data	
Assessment Name: GRADE	Grades Assessed: 3-8
Date Implemented:	Date Discontinued:
Description of Achievement Trends: Every student in grades 3-8 are assessed using the GRADE twice a year (October and May). Due to the COVID-19 pandemic the school was not able to assess students in May 2020. The scores from October 2019 indicate strong scores across grades 4- 12. In the 4 th grade, 100% of the students achieved a Total Test score in the Average or Above Average range. In the 5th grade through high school, student learning groups had a range of 83% - 93% of students achieving a Total Test score in the Average or Above Average range.	ongoing

D.

The school’s goal is to have each student improve their scores to the proficient level in the MCAS. Since 2017, we have been pleased with the growth percentage of students. In ELA, our SGP for Grades 3-8 was 47.0 in 2017, 56.4 in 2018 and was 65.5 in 2019. In Math, our SGP for Grades 3-8 was 25.0 in 2017, 42.2 in 2018 and was 55.8 in 2019. We also saw that in 2019, our students performed better in ELA in Grades 3-8 and in Math in Grades 3-6. Our scores in High School have continued to be at or above the state average over the Charter term. The teachers and administrators analyze test results and intervene with alternative teaching strategies and additional supports to assist those students who need assistance.

In our ELL program, we have seen success during our charter term. Since 2017, we have exited five students from the program; in 2020, three students achieved reclassification status with their outstanding ACCESS scores. Two students are currently being collaboratively monitored with progress reports. The three students added to the reclassified status will also be monitored with collaborative reports for the next four academic years. Our collective work with both an SEI instructional model as well as with our ever expanding writing workshop program have been factors contributing to the success of our ELL students.

Academic Program

Structural changes occurred to enhance and solidify the school's *Response to Intervention Program*. The school assigned an RTI Coordinator to oversee administration of universal screenings, data collection, and fidelity of interventions. Grade-level data team meetings were held monthly to review data, student progress, and the effectiveness of interventions. RTI was expanded to include Grades 7-8.

The school's academic curriculum is aligned with the Massachusetts Curriculum Frameworks at each grade level. Math, English Social Studies, Science, Spanish, Art, and Physical Education are taught at each grade level.

The school uses a variety of textbooks to support the curricula. The teachers in grades K-6 adopted the Singapore Math series in 2012. Teachers in grades 1-4 adopted Foundations during the 2014-2015 school year. New curriculum is reviewed, discussed and revised by the grade level teachers' recommendations, and with the school director. Ongoing analysis of the formative and summative assessments may result in revisions to course curriculums. Starting in the fall of 2018, English teachers and student service staff members formed a Literacy Committee to explore the strengths and limitations of the Charter School's writing program. After a year-long process and reports to the Board of Trustees, the committee recommended to adopt the Teachers College Reading and Writing Project (TCRWP) for Grades K-6. Specific professional development on the TCRWP occurred in June and August of 2019 with Ms. Natalie White from the Plymouth Public School. Ms. White visited the school on three separate occasions during the 2019-20 academic year to assist our teachers with the transition to the TCRWP.

All learners are supported in one-on-one, small group, large group, and in and out of the classroom settings as determined by their educational needs. Course assignments and curriculum delivery are determined by the learning needs of each student.

Starting in the fall of 2018, High School teachers worked with administration to explore whether to adopt the International Baccalaureate (IB) for Grades 11-12. In the spring of 2019, the Board of Trustees agreed to pursue initial authorization, once granted permission from Commissioner Riley. This was granted and the school received candidacy status in May of 2019.

Our IB program will be the entirety of the curriculum for grades 11-12 and will therefore be open to all our students. We will not be driven by attempting to achieve high IB scores. Rather, we feel that providing access to rigorous curriculum to all students, including students designated as ELL and Special Education, the culture of access and inclusivity present at the school currently will only be enhanced. Participation in the IB examinations would not be a graduation requirement. The final authorization visit for the IB has been scheduled for November 2020.

Our Summer in-person learning plan can be found [here](#).

Our Remote Learning Plan for the 2020-21 academic year can be found on our website at www.mvpcs.org under the section titled COVID-19.

The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we continued to use Success Counseling as our comprehensive behavioral program. Faculty and staff in these grades received a one day training on *Success Counseling* in August 2019. In October, we sent our Middle School to the Hulbert Outdoor Center in Fairlee, Vermont for training in Success

counseling. In January 2020, High School students returned for the second consecutive year to the Hulbert Outdoor Center.

All students have opportunities to engage in all school activities including athletics, field trips, off campus mentorships and community service projects, and in all school projects and activities. In January, our Guidance Department worked collaboratively with an island organization called Connect to End Violence to sponsor a number of workshops for our Middle and High School students on the dangers of cyberbullying and sexting. An emphasis was placed on cultivating positive relationships. Members of Administration, Guidance and Special Education to monitor students in crisis and to develop plans that may circumvent the need to discipline at a later stage.

In October 2018, faculty and staff received training on the use of inclusive language when working with students who identify as LGBTQ. The school's Gay Straight Alliance successfully coordinated and sponsored its second annual "True Colors Ball" this year in coordination with the Martha's Vineyard School District. A group of teachers, administrators, parents, and students are developing new disciplinary protocols in an effort to allow for even greater student voice in building a positive school climate.

Organizational Viability

Organizational Structure of the School

In 2019-20, the school eliminated the position of Administrative Assistant. Starting on July 1st, 2020, Scott Goldin will move into the new position of Assistant Director and Marie Larsen, formally the Assistant to the Director, will move into the position of Operations Administrator.

Board of Trustees

President: Steve Nierenberg

Administration

Director: Peter Steedman

Assistant Director: Scott Goldin

Operations Administrator: Marie Larsen

Director of Student Services: Robert Louzan

Administrator of Special Education: Mandy Tomkins

Business Manager: Felicia Cheney

Guidance Administrator: Sarah Smith

Front Office Manager: Meaghan Goldrup

School Adjustment Counselor: Hope Tripp/April Knight

Technology Coordinator: Andy Braillard

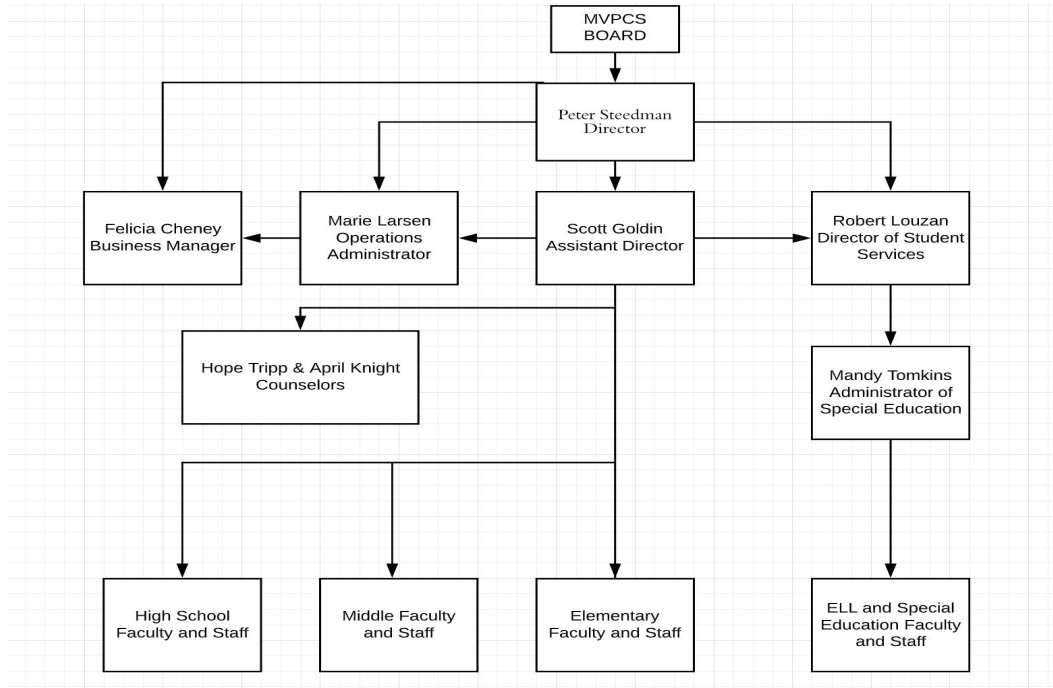
Faculty

Teacher / Advisor

ELL Coordinator

Other Lead Teachers

Librarian
Technology Integration
Learning Facilitators
Teacher Assistants
Other Staff
Service Personnel



TEACHER EVALUATION

Teachers were evaluated along standards consistent with DESE domains.

BUDGET AND FINANCE

A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

Please see Attachment A

B. FY20 statement of net assets (balance sheet)

Please see Attachment B

C.

a. FY21 approved school budget

Please note that due to COVID-19, we may need to submit a revised budget.

FY 21 Enrollment Table	Number
Number of students pre-enrolled via March 16, 2020 submission	180
Number of students upon which FY21 budget tuition is based	180
Number of expected students for FY 21 first day of school	180

Please see Attachment C

D. Capital Plan for FY20

There is continued discussion regarding whether or not the school should buy the building from the landlord. The arrival of COVID-19 forced our school to refocus our priorities.

The school used some of the \$900,000 set aside for capital projects on the kitchen and café area. In total, we spent \$17,411.00 to purchase a new dishwasher. We may need to reallocate this money for COVID-19 related expenses.

Appendix A

Accountability Performance for 2019-20

Faithfulness to Charter

	2019-2020 Performance	Evidence
Objective: Objective: Create an environment of community involvement bringing the larger island community into the school and creating opportunities for our students to engage in educational opportunities in the larger island community(KDE 1)		
Measure: On a yearly student survey with a 95% return rate, 75% of students will express satisfaction by choosing agree or strongly agree with Artists in Residence classes taught by the larger island community.	Not Measured	We were unable to complete the annual Student Survey due to the arrival of COVID-19.
Measure: Each year, 100% of all Penultimate/Ulimate (junior/senior) portfolios will receive a passing grade on the portfolio review rubric from an expert reviewer drawn from the larger island community.	Partially Met	The portfolio rubric assesses student understanding of subject matter, student communication of his or her learning and the diligence and industriousness of this learning. This year ultimates

		completed portfolios and they received passing grades. One of the three was read by an outside reader, but was not specifically reviewed by that reader. Due to limitations associated with COVID-19, not all students were able to complete by June. Supports are in place for students to complete this requirement in September 2020.
Objective: The school remains faithful to the charter in creating a multi- aged environment and creates opportunities for collaboration among grades and disciplines (KDE 2)		
Measure: All MVPCS teachers will participate in one collaborative experience with a colleague from another grade level each year. 95% of teachers will agree that collaboration is useful to students.	Met	Teacher representatives from grade levels (K-4, 5-8, and 9-12) collected answers from grade level teachers in response to this statement: "My collaborative experience with a colleague from another grade level this year was useful to students." 100% of teachers responded in the affirmative.
Measure: All students in grades 1-12 will participate in at least one multi-age learning experience every day each semester. In the annual Student Survey, with a 95% response rate, 75% of the students in grades 3-12 will report the multi-age environment enhanced their classroom experience.	Partially Met	School-wide collaborative experiences take place on a monthly basis. Due to COVID-19, no surveys were distributed this year. We were unable to complete the annual Student Survey due to the arrival of COVID-19.
Objective: MVPCS creates opportunities for students to be thoroughly engaged in their individual learning creating lifelong learners in the process.(KDE 3)		
Measure: 95% of students in Grades 1-12 will complete and exhibit an independent research project each year.	Met	An independent research project was completed by every student in Grades 1-12. List of exhibitions maintained by the front office, and participants will be maintained by teachers in student records. 100% of students exhibited their work.
Measure: 90% of all students will progress to Practitioner level as a self-directed/lifelong learner on the Charter Learner tool at the end of his/her second year in each two year rotation.	Not Measured	The Charter Learner rubric is used by teachers to record progress. Data is received and organized by teachers. This data is recorded for second grade, fourth grade, sixth grade, eighth grade, tenth grade and twelfth grade. Due to COVID-19, the Charter Learner Tool was not used at the end of the year to measure Practitioner Levels.
Objective: All members of the MVPCS community participate in school governance (KDE 4)		
Measure: In annual student survey, with a 95% response rate, 90% of students in Grades 3-12 will agree with the statement, "I feel included in the Charter School governance process through my representation in the Community Congress."	Not Measured	6Due to COVID-19, no surveys were distributed this year.

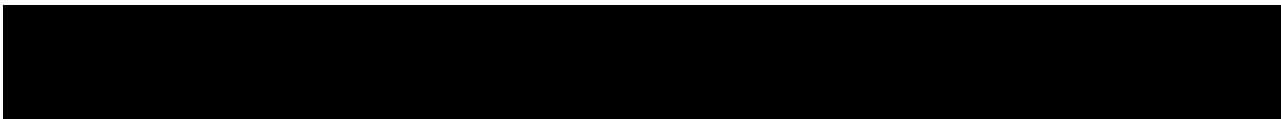
Measure: Each year, as documented by Board of Trustees meeting minutes, 95% of decisions made in the school are made by consensus.	Met	The Board of Trustee minutes confirms that 100% of decisions made are through consensus.
Objective: MVPCS will strive to share with the surrounding districts best practices relating to project based learning.		
Measure: Over the next five years, MVPCS will expand, extend, and share a project based social/environmental curriculum through hands on study incorporating STEM concepts with surrounding districts.	Partially Met	In 2019, the school held an Island-Wide Climate conference. Although the school held a Climate Cafe, the sharing of this curriculum in the Spring was put on hold due to COVID-19.

Dissemination

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence
Objective: MVPCS will strive to share with the surrounding districts best practices related to project based learning.		
Measure: Over the next five years, MVPCS will expand, extend and share a project based social/environmental curriculum through hands on study incorporating STEM concepts with surrounding districts.	Partially Met	In 2019, the school held an Island-Wide Climate conference. Although the school held a Climate Cafe, the sharing of this curriculum in the Spring was put on hold due to COVID-19.

Appendix B

Recruitment and Retention Plan 2020-2021



School Name: Martha's Vineyard Public Charter School
Date: July, 2020

Summary of the Implementation of the 2019-2020 Recruitment Plan

Recruitment remained a priority for the 2019-2020 school year. We continue to maintain a wait list of applicants for many grade levels. We advertise our Open House, and Wednesday visiting days in the local papers. Our PTO *Soup and Games Night* remained a popular destination for the whole island community to gather, eat homemade soup and play games in a communal and celebratory atmosphere.

The expanded Special Education Department ensured that we were providing delivery for all students.

Advertisements highlighting MVPCS were placed in local papers. Local newspapers highlighted the school in various articles this year. The Special Education staff and a Brazilian translator attended the annual Enrollment Open House and were available to speak with prospective families during all tours.

Although recruitment efforts are beneficial in promoting our school, we are beholden to state laws surrounding Charter School enrollment, specifically in regards to the cap. This dictates which students we can enroll.

General recruitment activities

Recruitment activities are continuous throughout the year.

Publication of our lottery is put in all local news media.

Activities are listed on our website.

The school's presence on Instagram took on renewed focus as 2-3 posts were made weekly highlighting school activities.

The community is invited to all student work presentations/exhibitions. This happens throughout the building in individual classrooms. Twice a year, at the culmination of a block of study called *Project Period*, there is a school wide exhibition which is open to the public.

In the fall we begin advertising for weekly 'Visiting Days'. This provides a personalized tour of the facility upon request. Our Annual Open House is published in the local papers and invitations are sent home to families.

A Student showcase evening highlighting work done in each grade level throughout the building is held in the winter. This is advertised in the local paper.

The PTO continued and expanded a number of community building events. As described above, the introduction of *Soup and Games Night* was an enormous success and we will continue to offer these gatherings every month throughout the winter. The community was invited to participate in the Scarecrow building workshop in the fall.

Our socially-distanced High School Graduation was covered in the local papers. The three graduates received a lovely socially distanced sendoff involving the entire island community. Eighth graders had a community sendoff as well culminating in an outdoor ceremony at the local Grange Hall. This was showcased in the local paper as well.

Throughout the year, press releases will be sent out regularly and we will continue to inform local media about our activities and accomplishments. All media outreach will include our status as a free public school. All publications regarding enrollment will be in both English and Portuguese to encourage ELL applications. Prior to this year's Open House, the Director visited a local Brazilian church to inform the Brazilian community on the island about this free public school option and to highlight the upcoming

open application process. The school will maintain a relationship with other districts and preschools in an effort to disseminate information about our SPED and ELL program.

Recruitment Plan –Strategies

Special education students/students with disabilities

<p>School percentage: 29.1 GNT percentage: NA CI percentage: 14.2</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Have school Special Education staff attend the Enrollment Open House. Parent representatives from the Special Education Parent Advisory Council (PAC) attend the annual Enrollment Open House.</p> <p>Provide all applicants with special education in charter schools Right to Attend document.</p> <p>Make sure Special Education staff are available to meet with families during school tours.</p> <p>Administrators will build up participation of parents in the PAC by hosting beginning of the year activities.</p> <p>The school recently expanded its Special Education department and a Special Education staff member will be present at all special events and functions at the school.</p> <p>Work with the regional school district to obtain accurate lists of all students and their addresses for mailings.</p> <p>A representative for Special Educational will be available for PEP (Personal Education Plan) meetings.</p>
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Limited English-proficient students/English learners

<p>School percentage: 4.7 GNT percentage: 7.6 % CI percentage: 8.9%</p>	<p>(b) Continued 2019-20 Strategies</p> <p>The School's ELL Coordinator will continue to meet regularly with other ELL Coordinators in the district.</p> <p>The ELL Coordinator will continue to engage in dialogue with current ELL families regarding enrollment.</p>
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The school is **below** GNT percentages and **below** CI percentages

Applications for Enrollment continued to be distributed in Portuguese (the dominant ELL language in the area) to local preschools.

Relationships with community organizations will include translations of enrollment information about school. Translations of enrollment information will be distributed to local libraries and businesses.

Leaders in the Brazilian community will continue to be invited to meet with the director and tour the school.

Ensure bilingual staff and/or family members will continue to be present at information sessions and recruitment events to assist with translation and communication.

Will continue to build relationships with local Brazilian churches and businesses.

We will continue to build on our relationship with the local Community Services Center and their work with the Brazilian population.

The Director visited a local Brazilian church prior to Open Enrollment night.

A Portuguese language and Brazilian culture class will be offered as an Artist in Residence.

Create social media posts on Instagram in Portuguese with direct links to translated school information.

Continue to hold a cultural celebration at school that would attract the ELL population.

Continue with a Literacy Morning with families of students who are ELL.

The ELL Coordinator will further develop our ELPAC to engage with the ELL community on Martha's Vineyard.

The ELL Coordinator will continue to meet regularly with *Estamos Todos Juntos* (We Stand Together), a group committed to promoting inclusive practices on Martha's Vineyard.

(c)2019-2020 Additional Strategies

X Did not meet GNT/CI: additional and/or enhanced strategies below:

All strategies listed below will be introduced this year. We hope to see a change in the date in 2-3 years.

- Advocate for a change in Charter School enrollment policies as we are forbidden to take any students on our waiting list from some towns on

the island that are over the enrollment cap. This potentially hinders us from taking ELL students.

- The Board of Directors will actively recruit new members from the Brazilian community.
- The ELL Coordinator will send an annual survey to families of ELL students to gauge satisfaction with the MVPCS.

**Students eligible for free or reduced lunch
(Low Income/Economically Disadvantaged)**

<p>School percentage: 34.9% GNT percentage: 19.6 CI percentage: 21.6</p>	<p>(b) Continued 2019-20 Strategies</p> <p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>We will continue to take enrollment information accessible in public places such as food pantries, churches and libraries.</p> <p>Reach out to low income pre-schools to inform parents about the school.</p> <p>Continue to make the application for free/reduced lunch easily accessible to all families by having it available on the school's website, mailed in the summer mailing, and reminding families, through the weekly director's bulletin, that the application is available.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2019-20 Strategies</p> <p>Continue to contact all guidance counselors from sending districts in January, prior to the Open House to suggest that they invite families of students who are sub proficient to the Open House.</p> <p>Include information about our extra support services and homework club on our website.</p> <p>Include information about our social/emotional services in our promotional brochure and our website.</p> <p>Mail a letter home to families in the sending district that describes that the school is public and open to all on a first come first serve basis, allowing for district cap restrictions.</p>

<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-20 Strategies</p> <p>Meet with guidance counselors from the sending district High School to identify particular students who might benefit from our school and contact those families that are suggested. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.</p> <p>Leave brochures designed for high school age kids at Alex's Place at the local YMCA</p> <p>Host the meeting of the local LGBTQ group</p>
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2019-20 Strategies</p> <p>Contact the Department of Children and Families, parole officers, and the YMCA to connect with youth who have dropped out of school. Distribute information about the high school program to the leaders in those organizations.</p> <p align="center">2019-2020 Additional Strategies</p> <p>Connect students with Island Wide Youth Collaborative and assist students pursue the HiSET as needed.</p> <p>Meet regularly with local police department to keep informed</p> <p>Adjustment counselor maintains connection with families and students who have dropped out to provide information and support.</p>
<p><u>Other subgroups</u></p>	<p align="center">(g) Continued 2019-20 Strategies</p> <p>Contact and distribute information about the MVPCS and enrollment information to the Wampanoag Tribe of Aquinnah.</p>

**Retention Plan
2020-2021**

2019-2020 Implementation Summary

The school's retention rate in 2019-2020 continues to be high. We are currently at 98.8. Strategies we put in place continued to be successful. A full time nurse and a part time student counselor intern allowed the Adjustment Counselor more time to spend providing social emotional support. We also expanded our RtI program and created the position of Administrator of Special Education. Our PTO continued to grow and we attracted new members to leadership positions within the organization. We were able to keep class sizes small in spite of building limitations so student/teacher ratios stayed low. Student supports continued to be provided to each age group in every subject. Our expanded SPED department ensured that students received interventions promptly. Our PEP, Personal Education Plan, meetings created strong teacher/parent/student relationships that carried throughout the school year. Our school pillars remain a cornerstone of our community and staff has promoted an atmosphere of trust, cooperation and democracy to create an environment that is inclusive and celebratory of differences.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	99

Retention Plan –2020-2021 Strategies	
Special education students/students with disabilities	
<p>School percentage: 19.4%</p> <p>Third Quartile:7.0%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>The school will provide a variety of supports for all students, including students with Special Needs. These supports will include: teacher/advisors for each student; home/school connection between the Special Education Administrator and families with students with special needs; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 3-8; teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.</p> <p>The Special Education Director will host parent information sessions to provide parents with information regarding special education services. The school will provide easy accessibility to the student's advisor, learning specialists, and Special Education coordinator. Implement Response to Intervention to identify and provide early intervention. Teachers will offer families frequent meetings to discuss students' progress and encourage parents to share any concerns or thoughts on students throughout the year. Support staff will meet weekly to track successes or challenges with goals and share information with teachers. School will foster relationships with organizations located</p>

within the Island community and share information with families about support services available. Staff will be encouraged to participate in seminars, webinars and classes to better serve special needs students. All strategies will be implemented within the coming year.

We will continue to provide intensive individual support and differentiated curriculum for IEP/504 students at all levels. We continued our Response to Intervention model in 1st – 6th grade in an effort to plan and implement skills groups based on student needs. Regular RtI meetings used on-going data collection and analysis. We continued to offer intensified additional services as needed. We maintained weekly scheduled meetings between SPED and classroom teachers and assistants.

(c) 2020 Additional Strategies

X – above third quartile: additional and/or enhanced strategies described below:

All strategies listed below will be introduced this year. We hope to see a change in the date in 2-3 years.

- We hired a part time Special Education Team Chair and expanded her role from 2-3 days.
- We will promote the SEPAC as we voted in new Officers in the spring of 2019.
- Expand RtI access for areas for students through Grade 8.
- We will distribute a special education parent satisfaction survey.
- Teachers will receive training for supporting social /emotional needs, specifically Responsive Classroom for Grades K-6 and Success Counseling for Middle and High School.
- We have added a Counseling intern to support students with soc/emotional disabilities.
- Continue to include Administrator of Special Education in our weekly system of monitoring, tracking and intervening with all at-risk students. The Coordinator will, therefore, have first hand, 'real time' information about school level concerns and the opportunity to intervene with special education supports where appropriate.

Limited English-proficient students/English learners

Limited English-proficient students

(b) Continued 2019-2020 Strategies

School percentage:42.9
Third Quartile:10.8

The school will provide a variety of supports for all students, including limited English-proficient students. These supports will include: teacher/advisors for each student; home/school connection between the

<p>The school's attrition rate is above third quartile percentages.</p>	<p>ELL Coordinator and families; support personnel will be present in every classroom throughout the school; teachers will receive ELL training; homework club will take place at least two times per week for Grades 5-12; teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps. The school will offer parent information sessions regarding school academic and program information with the ELL coordinator present. The school adjustment counselor will work with families to provide access to community resources.</p> <p>The ELL coordinator will be available to assist in afterschool needs and collaborate with afterschool staff. Translation for at-home assignments will be offered. Families will be contacted regarding the need for translation on any materials relating to the school and school will ensure that families understand invitations to school events. Cross cultural offerings to students will be made more available (Artist in Residence and Offering classes) with an emphasis on local minorities. Students will be encouraged to share their cultural heritage during classroom morning meetings and designated share times. Teachers will encourage and foster this dialogue.</p> <p>(c) X – above third quartile: additional and/or enhanced strategies described below:</p> <ul style="list-style-type: none"> ● Enhance our presence of social media and regularly include postings in Portuguese. ● Our ELL Coordinator will continue our Literacy Mornings to promote bi-lingual literacy. ● In coordination with our ELPAC, we will host another multicultural <i>Soup and Games Night</i>. ● We will add an ELL representative to our PTO. ● We will actively recruit a member of the Brazilian community to serve as a member of our Board of Trustees.
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**Students eligible for free or reduced lunch
(low income/economically disadvantaged)**

<p>School percentage: 23.3%</p> <p>Third Quartile: 10.6%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-20 Strategies</p> <p>The school will provide a variety of supports for all students, including students eligible for free or reduced lunch. These supports will include: teacher/advisors for each student; home/school connection between the administrator in charge of the free/reduced lunch program and the families; support personnel will be present in every classroom throughout the school; free homework club will take place at least two times per week for Grades 5-12; other free after school activities will take place during the school year.</p>
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	<p>We will continue to offer free and reduced price lunch and snacks as well as free breakfast. After school homework club will be offered as well as additional learning resources. Scholarships for school trips/events will be provided. The school will offer extra technology support as needed and we will continue outreach strategies to partner agencies to ensure a full range of supports for families. School supplies as needed, pens, pencils, notebooks, etc. will be provided.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategies</p> <p>X Above third quartile: additional and/or enhanced strategies described below:</p> <ul style="list-style-type: none"> ● We will network with island organizations, specifically Island Wide Youth Collaborative and Martha's Vineyard Community Services, who provide services to low income families. ● Provide transportation and child care to community events. ● Establish a backpack program so that low income students can bring home additional food and resources for the weekend. ● RtI will be expanded into the 7th and 8th Grades
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-20 Strategies</p> <p>The school will provide a variety of supports for all students, including students who are sub-proficient. These supports will include: teacher/advisors for each student; home/school connection between the Director and the Special Education teachers and families with students who are sub-proficient; Response to Intervention program will continue to be implemented in the lower grades along with differentiation of instruction throughout the school; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 5-12; teachers in Grades K-6 will regularly participate in RtI meetings to discuss particular students' needs and next steps. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-20 Strategies</p> <p>The school will provide a variety of supports for all students, including students who are at risk for dropping out. These supports will include teacher/advisors for each student; home/school connection between the Director and the Director of Special Education (if applicable) and families with students who are at risk for dropping out. The school will continue to differentiate instruction. Teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.</p>
<p style="text-align: center;"><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p>

	The school did have two students in this sub-group during the 2019-20 school year. Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.
<u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Teachers will regularly participate in meetings to discuss particular students' needs and next steps.</p>

Appendix C: School and Student Data Tables

Student demographic information can be found on the Department's website using MVPCS's profile. Below is the link to the MVPCS's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04660550&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	3	1.7%
Asian	1	0.6%
Hispanic	17	9.9%
Native American	3	1.7%
White	133	77.3%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	15	8.7%
First Language Not English	10	5.8
English Language Learner	8	4.7
Students with disabilities	50	29.1
High Needs	96	55.8
Economically Disadvantaged	60	34.9

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
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Peter Steedman, Director	Responsible for the overall administrative and educational management of the school and effectively supporting staff in implementing the charter in a legally and programmatically responsible manner within broad policy guidelines and plans adopted by the MVPCS Board of Trustees, in compliance with Massachusetts General Laws.	July 1, 2018	
Marie Larsen Assistant to the Director	Responsible for assisting the Director with the overall administrative and educational management of the school, in compliance with Massachusetts General Laws.	July 1, 2014	July 1, 2020
Felicia Cheney Business Manager	Responsible for the overall financial management of the school in compliance with Charter School Office financial policies and MA General Laws.	October 1, 2016	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR

	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	23	0	3	1-Retirement 1- Move off island 1- Career change
Other Staff	35	0	2	1 –Career change 1- Move off island

BOARD MEMBER INFORMATION

Number of commissioner approved board members as of August 1, 2020	8
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	9

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR

Name		Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Steve Nierenberg	Vice President	Teaching and Learning, Facility	2	06/19/15-6/30/18 7/1/18-7/2/21
Marc Favreau	President	Trusteeship, Facility	2	12/2/15-7/1/18 7/2/18-7/3/21
Toni M. Kauffman			1	11/16/17-10/24/20 6/18/20-6/18/23
Gregory J Germani	Treasurer	Finance	1	11/16/17 – 09/7/20 6/18/20-6/18/23
Tim McHugh		Finance	2	6/6/16/16-6/30/19 5/3/19-5/3/22
Christopher Anderson			1	11/16/17 – 9/7/20 6/18/20-6/18/23
Claudia Ewing			1	11/14/19-7/30/20
Emily LaPierre			1	5/2/19-5/22/22

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

Date/Time	Location
August 6/ 5:00 PM	Zoom
September 16/ 5:00 PM	Zoom
October 14/ 5:00 PM	TBD
November 18/ 5:00 PM	TBD
December 16/ 5:00 PM	TBD
January 20/ 5:00 PM	TBD
February 17/ 5:00 PM	TBD
March 17/ 5:00 PM	TBD
April 14/ 5:00 PM	TBD
May 6/ 5:00 PM	TBD
Jun 16/ 5:00 PM	TBD

July 21/ 5:00 PM	TBD
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COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	August 3/ 5:00 PM	Zoom
Finance Committee	September 14/ 5:00 PM	Zoom
Finance Committee	October 12/ 5:00 PM	TBD
Finance Committee	November 16/ 5:00 PM	TBD
Finance Committee	December 14/ 5:00 PM	TBD
Finance Committee	January 18/ 5:00 PM	TBD
Finance Committee	February 15/ 5:00 PM	TBD
Finance Committee	March 15/ 5:00 PM	TBD
Finance Committee	April 12/ 5:00 PM	TBD
Finance Committee	May 3/ 5:00 PM	TBD
Finance Committee	Jun 14/ 5:00 PM	TBD
Finance Committee	July 19/ 5:00 PM	TBD
Teaching & Learning Comm.	September 24/ 5:00 PM	Zoom
Teaching & Learning Comm.	November 19/ 5:00 PM	TBD
Teaching & Learning Comm.	January 21/ 5:00 PM	TBD
Teaching & Learning Comm.	March 18/ 5:00 PM	TBD

Teaching & Learning Comm.	May 20/ 5:00 PM	TBD
Trusteeship	September 23/ 5:00 PM	Zoom
Trusteeship	November 18/ 5:00 PM	TBD
Trusteeship	January 20/ 5:00 PM	TBD
Trusteeship	March 17/ 5:00 PM	TBD

Appendix D: Additional Required Information

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Steve Nierenberg	No Change
Charter School Leader	Peter Steedman	No Change
Assistant Director	Scott Goldin	New Position
Operations Administrator	Marie Larsen	New Position
Director of Student Services	Robert Louzan	No Change
Administrator of Special Education	Mandy Tomkins	New Position
MCAS Test Coordinator	Marie Larsen	No Change
SIMS Coordinator	Meaghan Goldrup	No Change
English Language Learner Director	Pam Echlin	No Change
School Business Official	Felicia Cheney	No Change
SIMS Contact	Meaghan Goldrup	No Change

Enrollment

Action	Date(s)
Student Application Deadline	March 5, 2021
Lottery	March 12, 2021

Anticipated Board Meeting Schedule for 2020-21

Aug. 5, Sept. 16, Oct. 14, Nov. 18, Dec. 16, Jan. 20, Feb. 17, Mar. 17, Ap. 14, May. 6, June 16 & July 21.
All Meetings start at 5:00 in MVPCS Library or via Zoom.

Martha's Vineyard Public Charter School

Profit & Loss

July 2019 through June 2020

ATTACHMENT A

	<u>Jul '19 - Jun 20</u>
Ordinary Income/Expense	
Income	
001 STATE TUITION	4,721,129.00
002 GRANTS	
State-262 EEC Grant	933.00
Federal-309 Title IV	8,950.00
Federal-140 SPED	5,315.00
Federal-240 SPED	32,746.00
Federal-305 Title I	28,857.00
Federal-REAPS	24,708.00
Private-Cultural Council	1,289.00
Private-Bank Mini Grants	1,582.00
	<u>104,380.00</u>
Total 002 GRANTS	104,380.00
006 NUTRITION	
Food Services	25,253.35
State, Federal Reimbursement	17,833.93
	<u>43,087.28</u>
Total 006 NUTRITION	43,087.28
009 STUDENT PROGRAMS	
Activities	24,276.43
International Travel	2,000.00
Italy	0.00
	<u>26,276.43</u>
Total 009 STUDENT PROGRAMS	26,276.43
010 TRANSPORTATION AID	64,035.00
015 DONATIONS	
Restricted Donations	3,989.00
Unrestricted Donation	9,189.06
	<u>13,178.06</u>
Total 015 DONATIONS	13,178.06
016 BANK INTEREST	24,687.11
	<u>24,687.11</u>
Total Income	<u>4,996,772.88</u>
Gross Profit	4,996,772.88
Expense	
100 ADMINISTRATION	524,973.53
101 ADMIN. EXPENSE	79,165.68
220 TEACHERS-CLASSROOM, SPECLST	
Classroom	1,376,525.70
Electives, Off., Arts Programs	24,155.75
Grants	75,007.00
Support Staff	840,165.94
	<u>2,315,854.39</u>
Total 220 TEACHERS-CLASSROOM, SPECLST	2,315,854.39
230 TEACHING SERVICES	65,322.96
240 PROFESSIONAL DEVELOPMENT	10,040.73
250 GUIDANCE, CONSULTANTS	101,487.78

Martha's Vineyard Public Charter School

Profit & Loss

July 2019 through June 2020

	<u>Jul '19 - Jun 20</u>
260 INSTRUCTIONAL SUPPLIES	
Arts, Electives, Offerings	3,489.29
Athletics	3,921.52
Books	4,988.06
Classroom Supplies	13,628.52
Computer Hardware, Software	5,917.66
Furniture, Equipment	260.63
Grant Supplies	833.97
Library, Media Center Supplies	2,283.56
Support Supplies	6,912.39
	<hr/>
Total 260 INSTRUCTIONAL SUPPLIES	42,235.60
300 PUPIL SERVICES	
Gym, Ktn, Nurse Salaries	218,628.64
Kitchen Supplies, Food	29,628.00
Medical Supplies	1,823.18
Transportation	110,912.90
	<hr/>
Total 300 PUPIL SERVICES	360,992.72
370 STUDENT PROGRAMS	
Activities	50,842.24
Graduation	533.96
IB	33,180.11
International Travel	180.00
Italy	0.00
	<hr/>
Total 370 STUDENT PROGRAMS	84,736.31
400 OPERATIONS AND MAINTENANCE	
Building/Grounds Lease	228,000.00
Maintenance	147,579.21
Network Infrastructure	118,167.90
Utilities	37,880.35
	<hr/>
Total 400 OPERATIONS AND MAINTENAN...	531,627.46
510 EMPLOYER PAYROLL TAXES	106,691.34
520 INSURANCE	
EyeMed	1,162.77
Dental Ins.	21,046.50
Health Ins.	550,604.25
Life, Disability	29,253.80
Property, Liability	8,257.73
State Unemp.	20,177.21
Student Ins.	2,528.00
Wrks. Comp.	21,012.27
	<hr/>
Total 520 INSURANCE	654,042.53
	<hr/>
Total Expense	4,877,171.03
	<hr/>
Net Ordinary Income	119,601.85
	<hr/>
Net Income	<u>119,601.85</u>

Balance Sheet

As of June 30, 2020

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
Cape Cod Five CD	516,969.08
MV Savings General Account	5,916.57
MV Savings Money Market	881,165.84
MV Savings Payroll Account	61,583.42
MV Savings Vendor Account	-20,676.33
TD Checking	2,920.88
Total Checking/Savings	<u>1,447,879.46</u>
Other Current Assets	
Due from Vendor	8,138.99
Solar Credit Electricity	7,807.88
Prepaid Expenses	15,420.03
Prepaid Rent	160,829.00
Due from State	128,418.00
Total Other Current Assets	<u>320,613.90</u>
Total Current Assets	<u>1,768,493.36</u>
Fixed Assets	
Furniture & Equipment	388,931.08
Accumulated Depreciation	-231,371.00
Total Fixed Assets	<u>157,560.08</u>
TOTAL ASSETS	<u><u>1,926,053.44</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
MV Savings Credit Card	250.00
Total Credit Cards	<u>250.00</u>
Other Current Liabilities	
Payroll Deductions	77,396.17
Total Other Current Liabilities	<u>77,396.17</u>
Total Current Liabilities	<u>77,646.17</u>
Total Liabilities	<u>77,646.17</u>
Equity	
Capital Project Reserve	900,000.00
Invested in Capital Assets	265,096.00
Retained Earnings	563,709.42
Net Income	119,601.85
Total Equity	<u>1,848,407.27</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,926,053.44</u></u>

MVPCS
Budget 2020 - 2021

Approved June 18, 2020

ATTACHMENT C

	<u><u>FY2021 Budget</u></u>
Ordinary Income/Expense	
Income	
001 STATE TUITION	4,953,350
002 GRANTS	
State-262 EEC Grant	1,090
Federal-309 Title IV	10,000
Federal-140 SPED	5,272
Federal-240 SPED	36,360
Federal-305 Title I	33,303
Federal-REAPS	24,000
Private-Cultural Council	1,289
Private-MVBank Mini Grant	400
Private-Permanent Edmt.	0
Total 002 GRANTS	<u>111,714</u>
006 NUTRITION	
Food Services	50,000
State, Federal Reimbursement	21,000
Total 006 NUTRITION	<u>71,000</u>
009 STUDENT PROGRAMS	
Activities	48,000
Total 009 STUDENT PROGRAMS	<u>48,000</u>
010 TRANSPORTATION AID	55,000
015 DONATIONS	
Restricted Donations	2,000
Unrestricted Donation	1,000
Total 015 DONATIONS	<u>3,000</u>
016 BANK INTEREST	20,000
019 MISC REVENUE	500
Total Income	<u>5,262,564</u>
Gross Profit	5,262,564
Expense	
100 ADMINISTRATION	601,948
101 ADMIN. EXPENSE	55,000
220 TEACHERS-CLASSROOM, SPECLST	
Classroom	1,441,421
Electives, Off., Arts Programs	45,000
Grants	104,416
Support Staff	891,801
Total 220 TEACHERS-CLASSROOM, SPEC	<u>2,482,638</u>
230 TEACHING SERVICES	72,656
240 PROFESSIONAL DEVELOPMENT	25,000
250 GUIDANCE, CONSULTANTS	119,027

Budget 2020 - 2021

	FY2021 Budget
260 INSTRUCTIONAL SUPPLIES	
Arts, Electives, Offerings	5,125
Athletics	6,500
Books	6,000
Classroom Supplies	18,000
Computer Hardware, Software	15,000
Furniture, Equipment	5,000
Grant Supplies	1,200
Library, Media Center Supplies	2,200
Support Supplies	7,688
Total 260 INSTRUCTIONAL SUPPLIES	66,713
300 PUPIL SERVICES	
Gym, Ktn, Nurse Salaries	235,325
Kitchen Supplies, Food	60,000
Medical Supplies	1,600
Transportation	144,371
Total 300 PUPIL SERVICES	441,296
370 STUDENT PROGRAMS	
Activities	50,000
IB	30,000
Total 370 STUDENT PROGRAMS	80,000
400 OPERATIONS AND MAINTENANCE	
Building/Grounds Lease	252,000
Maintenance	150,000
Network Infrastructure	67,000
Utilities	33,000
Total 400 OPERATIONS AND MAINTENANCE	502,000
510 EMPLOYER PAYROLL TAXES	115,953
520 INSURANCE	
EyeMed	1,225
Dental Ins.	22,446
Health Ins.	593,444
Life, Disability	30,762
Property, Liability	9,286
State Unemp.	17,662
Student Ins.	2,654
Wrks. Comp.	22,854
Total 520 INSURANCE	700,334
Total Expense	5,262,564
Net Ordinary Income	0
Net Income	0