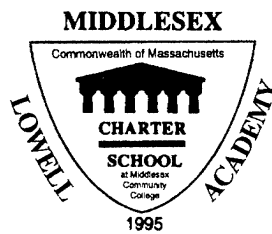


ANNUAL REPORT OF THE
LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2014

Lowell Middlesex Academy Charter School (LMACS)

Middlesex Community College

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LMACS is accredited by the New England Association of Schools and Colleges (NEASC)

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Introduction to the School

Lowell Middlesex Academy Charter School			
Type of Charter	Commonwealth	Location	67 Middle Street Lowell, MA 01852
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010
Maximum Enrollment	150	Current Enrollment	123
Chartered Grade Span	9-12	Students on Waitlist	0
# Instructional days per school year	180	Current Grade Span	9-12
School Hours	M-Th. 9am-3:30pm Friday 9am-12pm	Age of School	19
Mission Statement			
<p>The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student's personal and cultural identity.</p>			

Faithfulness to Charter

Accountability Plan Objectives and Measures

- ☐ See Appendix A

Charter School Performance Criteria Relating to Faithfulness to the Charter

School Mission Statement

The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student's personal and cultural identity.

Our Vision

The curriculum of LMACS is built around a core of academic subject areas and is supplemented by required psycho-educational courses and groups. We require a school-to-work component, daily advising, and offer dual enrollment at Middlesex Community College. The LMACS curriculum and pedagogical approach reflects our small size and mission-driven culture. LMACS graduates will be able to:

- Read critically and analytically;
- Communicate effectively in writing and orally to a variety of audiences;
- Work in teams;
- Problem solve in a variety of circumstances;
- Use technology as a tool to gather, analyze and present information;
- Demonstrate a clear awareness of the rights and responsibilities of a community member;
- Demonstrate an understanding and knowledge of a career or educational option in order to develop a plan for the future.

LMACS is committed to the success of every student.

Educational Philosophy

Lowell Middlesex Academy Charter School (LMACS) is a school model distinct from traditional high schools and “No Excuses” charter schools. LMACS caters to over-age students who leave their district high schools without a diploma. Sometimes misidentified as an alternative school, the mission of LMACS is broader than serving “at-risk” students. LMACS teachers are preparing students for college and for work. We are helping future citizens cope with difficult challenges in their personal lives as they learn to contribute to a democratic society. This is public education - not alternative schooling.

Implementation of Mission and Key Design Elements

LMACS was chartered to support high school dropouts to become graduates - and to do it quickly. Many students at LMACS say that this is the first time in their lives that a school-based adult believes they have potential, but the teachers at LMACS have to meet the students where they are - a complicated task. On one end of the spectrum, there are students who arrive at LMACS with nearly enough credits to graduate from high school, but were never inspired to do so. On the other end are students who arrive at LMACS at a second-grade reading level and without knowledge of basic math skills. To achieve the

school's mission, teachers ensure that each child has an advocate through an advisory program, and that students are prepared for future challenges. It is a school that defines success through emotional health and self-expression, as well as college readiness and test scores. The faculty holds students to high standards – standards that reflect academic achievement, progress towards 10 Ethical Values, and the ability to make a decision around educational and career options when they graduate. In order to support this mission, the school developed a school-wide academic and civic rubric for our learner expectations, approved by NEASC in 2005.

During the 2013-2014 school year, LMACS implemented an in-school clinic in partnership with the Lowell Community Health Center to provide confidential counseling and health related services to students. This voluntary program is offered at no cost twice monthly. These services provide much needed assistance to students and LMACS hopes to see an increase in retention amongst these students, particularly those struggling with mental health, teen pregnancy and other concerns affecting their ability to stay in school.

LMACS continues to participate in a TJX, Inc. program called *YBI...Youth Business Institute*. A ten-week program, YBI supports the schools' efforts to prepare students for college and career. TJX employees present workshops on finding and keeping a job, interviewing skills, dressing for success and other important work skills. After successfully completing the program, TJX provides scholarships to students who matriculate into an accredited post secondary school or college.

During the 2013-2014 school year, LMACS implemented a Tutoring program in partnership with Middlesex Community College and UMass Lowell. College student works with LMACS students during assigned class periods, tutoring them on content concepts, assisting students with developing and editing writing assignments, addressing difficult math concepts and helping those students who have been absent to understand topics as well as to complete assignments that have been missed. This is significant, as LMACS students often struggle with consistent attendance. In the coming years, LMACS will work to strengthen this partnership on both ends – to create a flexible and reliable tutoring program that meets the needs of LMACS students while also providing MCC and UMass students with course credit and/or internship credit for their work.

With encouragement from and the on-going support of the Board of Trustees, LMACS continues to modify the MCC/LMACS dual enrollment program. During the 2013-14 academic year, we instituted a case management model for dual enrollment students. In past years, our dual enrollment students waited too long before they asked for help when they needed it and often times failed the class as a result. During Fall 2013, all 3 dual enrollment students were able to successfully complete their courses as a result of the case management model. LMACS plans to further develop this program to increase support for students as they make the transition from high school to post-secondary coursework.

Amendments to the Charter

LMACS did not request any amendments to the Charter for the 2013-2014 school year.

Access and Equity: Recruitment and Retention Plan

See Appendix B.

Dissemination Efforts:

- Director Margaret McDevitt served with Lowell High School teachers and principals on the City of Lowell grant writing committee to identify resources to target the needs of Lowell's growing at-risk population.
- Director Margaret McDevitt meets with Lowell High housemasters and counselors to discuss ways to best meet the needs of struggling students.
- Several teachers participated in the Race to the Top project planning and developing model curriculum units based on Common Core Curriculum and assessments methods. (Laura McGuigan, Jill Pedersen, Mike Kaminski)
- Director Margaret McDevitt went to Phoenix Academy in Chelsea, MA for an on-site review and shared LMACS' innovative models for replication and best practices.
- ELL Coordinator Erika Lanier participated in the Massachusetts Charter Public School Association's Community of Practice for ELL Coordinators and Directors, which met several times over the course of the school year to discuss Best Practices as they relate to the programming, scheduling and teaching of ELL students in Charter Schools.
- Assistant Director Nancy Arseneaux represents LMACS at the monthly SOC (System of Care) meetings with other providers in and around the city of Lowell.
- Director Margaret McDevitt presented at the Rennie Center on "Discovering Alternative Education: An Examination of Innovation in Learning".
- School nurse, Amy Hendl, serves on the Lowell Teen Pregnancy Prevention Task Force and the Charter School Nurse Association.

Academic Program Success

Charter School Performance Criteria Relating to Academic Program Success

Accountability Plan Objectives and Measures

- ☐ See Appendix A

Student Performance:

For MCAS data see Lowell Middlesex Academy Charter School Report Card:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04580000&orgtypecode=5&>

Program Delivery

At the start of the 2013-2014 school year, LMACS implemented changes in the schedule in an effort to retain students. Prior to the start of this year, LMACS ran on a trimester schedule with courses running, on average, 13 weeks; an interpretation of student attendance data showed a troubling decrease in student attendance after the release of midterm grades. As a result, LMACS shifted to six smaller terms in the hopes that students who are not successful at midterm would return sooner, and with an opportunity to start anew. The implications of this change are still being reviewed.

LMACS continues to utilize TeenBiz3000 as a tool to monitor and improve student reading skills. iLab courses provide students the opportunity to work on writing assignments with a variety of teachers, both ELA and non-ELA, to ensure a common understanding of writing expectations on both the student and teacher's part. Student tutors from the University of Massachusetts at Lowell are present several days a week to work one-on-one with students on the writing process.

LMACS continues its "green sheet" program that allows students to identify and reflect on problem behaviors in the classroom. This program empowers students to take responsibility for their choices; there has been a marked decrease in the number of inappropriate classroom behaviors and behavioral incidents. Students are aware of the choices they've made, the power to make such choices and the consequences of such choices, which is crucial to developing the ability to participate appropriately in civic and social events. LMACS has begun using Rediker software to track discipline reports, and a Data Analyst was hired to analyze discipline events and identify repetitive behaviors that indicate a need to address specific issues with the current student population.

Several faculty members are participating in Race to the Top, developing curriculum that is aligned with Common Core requirements. Participating faculty have disseminated this information to the rest of the faculty in required Professional Development meetings with the goal of revising our curricula to meet Common Core requirements. Additionally, faculty have attended required Professional Development on Understanding by Design, facilitated by a professor from the University of Massachusetts School of Education, with the goal of implementing a common lesson plan format that addresses Common Core, backward design and the challenging educational needs of the at-risk high school population. Both the Executive Director and Assistant Director perform formal classroom observations and review lesson plans to ensure that the curriculum addresses the learning expectations and that courses promote higher order thinking.

As a part of the requirements for Race to the Top, LMACS is required to develop District Determined Measures (DDMs) and rubrics that assess the school-wide learning expectations identified as a school. As Massachusetts moves toward adopting Common Core standards, LMACS is revisiting the previous Learner Expectations and is developing DDMs that are more closely aligned with the 21st Century Learner Expectations and thus more aligned with LMACS's mission of academic, career and social success. Currently, LMACS expects to develop and implement the DDMs and associated rubrics by Winter 2014-2015.

In an effort to encourage students to further develop and use higher order thinking skills, LMACS has implemented a new Electives program. This required period offers students a range of cross-curricular courses that allows students to make connections across disciplines and apply previous and new knowledge to hands-on, real world situations. Courses such as Robotics, Math Applications, Mythology, Conspiracy Theories and BioEthics utilize pedagogical strategies designed for at-risk youth, such as project-based learning and debates. Courses include a focus on writing, particularly addressing the movement toward writing about non-fiction, following the lead of Common Core. Students in the Economics and Business course are required to develop a business plan and present that plan to peers and faculty.

LMACS continues to review and address the changing needs of the at-risk population to ensure that all students are being served in a welcoming, challenging and supportive environment.

Organizational Viability

Charter School Performance Criteria Relating to Organizational Viability

Accountability Plan Objectives and Measures

- See Appendix A

Complaints

There were no official complaints filed to the Board of Trustees in 2013-2014.

Budget and Finance

Pre - Audit Draft Statement Statements of Revenues, Expenses, and Changes in Net Assets Years ended June 30, 2014 and 2013

	2014	2013
Operating revenues:		
Chapter 70 state tuition	\$ 1,453,959.00	\$ 1,448,979
In-kind contributions	\$ -	\$ -
Total operating revenues	\$ 1,453,959.00	\$ 1,448,979
Operating expenses:		
Salaries	\$ 1,147,345	\$ 1,074,573
Payroll taxes	\$ 12,160	\$ 10,263
Unemployment taxes	\$ -	\$ -
Fringe benefits	\$ 161,842	\$ 168,092
Occupancy	\$ -	\$ -
Contracted services	\$ 32,782	\$ 50,333
Telephone and utilities	\$ 70,507	\$ 54,266
Food service program	\$ 55,308	\$ 43,116
Staff development (note 4)	\$ 2,956	\$ 1,654
Office supplies and materials	\$ 28,858	\$ 30,226
Computer equipment and classroom furnishings	\$ 9,501	\$ 10,000
Postage and shipping	\$ 27	\$ 745
Maintenance and repairs	\$ 24,865	\$ 27,086
Insurance	\$ 17,307	\$ 15,270
Travel	\$ 414	\$ 718
Student transportation	\$ 4,985	\$ 3,735
Dues and subscriptions	\$ 7,255	\$ 6,650
Scholarships	\$ 500	\$ 1,000
Miscellaneous	\$ 11,116	\$ 7,760
Real Estate Taxes	\$ -	\$ -
Depreciation	\$ 78,924	\$ 78,924
Base Building Improvements	\$ -	\$ -
Allocated Service charge	\$ 58,692	\$ 57,929
Total operating expenses	\$ 1,725,344	\$ 1,642,340
Operating loss / gain	\$ (271,385)	\$ (193,361)
Nonoperating revenues/(expenses):		
State grants (note 10)	\$ 90,395	\$ 99,398
Private grants	\$ 39,201	\$ 16,463
Misc Income	\$ -	\$ 175
Interest Income	\$ -	\$ -
Pollard Building Rental Income	\$ 215,510	\$ 170,602
Mortgage interest	\$ (71,289)	\$ (92,530)
Federal School Lunch program	\$ 19,410	\$ 13,964
Nonoperating income	\$ 293,227	\$ 208,072
Increase / Decrease in net assets	\$ 21,842	\$ 14,711
Net assets, beginning of year	\$ 817,027	\$ 802,316
Net assets, end of year	\$ 838,869	\$ 817,027

Statement of net assets for FY 14

Balance Sheet

Pre-Audit Draft Statement

June 30, 2014 (with comparative totals at June 30, 2013)

Assets	Current Funds		2014	2013
	Unrestricted	Restricted	Total	Total
Current assets				
Cash and cash equivalents	\$ 65,099	16,842	81,941	391,176
Accounts Receivable	511,564	-	511,564	-
Grants receivable	-	9,645	9,645	9,450
Total current assets	\$ 576,664	26,487	603,150	400,626
Noncurrent assets				
Capital assets, net of accum depreciation	\$ 2,907,820	-	2,907,820	2,986,745
Other noncurrent assets	-	-	-	-
Total noncurrent assets	\$ 2,907,820	-	2,907,820	2,986,745
Total assets	3,484,484	26,487	3,510,971	3,387,371
Liabilities and Fund Balances				
Current liabilities				
Accounts Payable	\$ 255,287	-	255,287	101,720
Deferred grant revenue	-	26,487	26,487	17,293
Total current liabilities	\$ 255,287	26,487	281,774	119,013
Noncurrent liabilities				
Loans Payable	\$ 2,390,328	-	2,390,328	2,451,331
Total noncurrent liabilities	\$ 2,390,328	-	2,390,328	2,451,331
Total liabilities	2,645,615	26,487	2,672,102	2,570,344
Fund balances	838,869	-	838,869	817,027
Total liabilities and fund balances	\$ 3,484,484	26,487	3,510,971	3,387,371

Changes in Fund Balances

Statement of Changes in Fund Balances
 Pre-Audit Draft Statement
 Year ended June 30, 2014
 (with comparative totals at June 30, 2013)

	Current Funds		2014	2013
	Unrestricted	Restricted	Total	Total
Revenues and other additions:				
Charter School tuition	\$ 1,453,959		1,453,959	1,448,979
Government grants and contracts		90,395	90,395	99,398
Rental Income	215,510		215,510	170,602
Private Grants	-	39,201	39,201	16,463
Misc Income	-	-	-	175
Interest Income	-	-	-	-
School Lunch Program	19,410	-	19,410	13,964
Total revenues and other additions	<u>1,688,879</u>	<u>129,596</u>	<u>1,818,475</u>	<u>1,749,581</u>
Expenditures and other deductions:				
Education and general expenditures	1,447,324	-	1,447,324	1,387,546
Private Grants	-	39,201	39,201	16,463
Pollard Building Operation	69,500		69,500	60,808
Mortgage Interest Payments	71,289		71,289	92,530
Depreciation	78,924		78,924	78,924
Base Building Improvements	-		-	-
Government grants and contracts		90,395	90,395	98,598
Total expenditures and other deductions	<u>1,667,037</u>	<u>129,596</u>	<u>1,796,633</u>	<u>1,734,870</u>
Net increase/ decrease in fund balances	21,842	-	21,842	14,711
Fund balances at beginning of year	<u>817,027</u>	<u>-</u>	<u>817,027</u>	<u>802,316</u>
Fund balances at end of year	<u>\$ 838,869</u>	<u>\$ -</u>	<u>838,869</u>	<u>817,027</u>

Approved School Budget for FY15

Fiscal Year 2015
Interim Spending Plan

Revenue

Tuition - Chapter 70	\$ 1,454,905
DOE Title I Grant	\$ 38,831
DOE Lunch Reimbursement	\$ 14,000
Entitlement Grants	\$ 58,602
Private Grants	\$ 75,000
Building Operations Rental Income	\$ 215,511
Total Revenue	\$ 1,856,849

School Operations Expenses

Personnel Costs

Full-time Teachers/Counselors	\$ 869,276
Full-time management staff contract	\$ 372,964
Part-time Faculty/Staff	\$ 88,584
Subtotal Personnel Costs	\$ 1,330,824

Direct Student Costs

Mortgage Allocation (40%)	\$ 52,463
MCC Fiscal Agent & Financial Services Contract	\$ 58,692
Other Contracted Services	\$ 42,741
Telephone and Utilities	\$ 20,217
Food Service Program	\$ 56,400
Office Supplies and Student Materials	\$ 36,648
Maintenance and Repairs	\$ 14,096
Insurance	\$ 15,633
Staff Travel / Professional Development	\$ 3,000
Student Travel	\$ 4,635
Dues and Subscriptions	\$ 6,755
LMACS Scholarships	\$ 2,000
Miscellaneous(Scholarships,Student Activities,Printing,advertising)	\$ 26,527
Subtotal Direct Student Costs	\$ 339,807

Total School Operations Expenses \$ 1,670,631

Pollard Building Operations Expenses

Mortgage Allocation (60%)	\$ 78,695
Sprinkler Maintenance	\$ 226
Elevator Maintenance	\$ 4,100
Reserve for Repairs	\$ 2,500
Water/Sewer	\$ 8,000
Water Treatment Services	\$ 5,517
Insurance	\$ 8,735
Utilities	\$ 48,000

Total Building Operations Expenses \$ 155,773

Total Combined Operating Expenses \$ 1,826,404

Lowell Middlesex Academy Charter School Funders

Foundations

The TJX Foundation, Inc.	\$	5,000.00
The Mark and Elisia Saab Family Fund	\$	15,000.00

Approved School Budget for FY15

Please see the Board of Trustees minutes for June 2014 for budget approval.

Fiscal Year 2014 Capital Plan

On March 2, 2010, LMACS purchased the Pollard Building (so called) at 55-67 Middle Street in Lowell for \$2.6million. This is the same location that the school had been leasing for the previous twelve years. To fund the acquisition of the building including facility improvements the school borrowed \$2.9 million through the office of MassDevelopment. Since gaining ownership of the building the school has engaged a consultant and has developed a list of base building improvements. These improvements address life safety and code issues, building envelope and infrastructure as well as improvements to educational and teaching space. The following projects were completed in FY12: Fire Alarm system upgrades, classroom renovation and building access to comply with ADA and fire protection/sprinkler system upgrades. No capital projects were completed in FY14. LMACS plans to continue to upgrade and improve the facility. These projects include additional renovations to the HVAC, energy conservation measures, lighting, signage, educational space and elevator improvements. LMACS is in the process of determining the projected project expenses and they will be scheduled and implemented as funding permits.

Organizational Structure

There were no changes to the organizational structure in 2013-2014.

Appendix A
Accountability Plan Evidence

Faithfulness to Charter

	2013-2014 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision, and educational philosophy defined in the charter application and any subsequent approved amendment (s).		
<p>Measure 1: Each year the school will award diplomas only to those students who are prepared for an educational and career option and this preparation is outlined in each student's individual Five-Year plan.</p> <p>Academic: Over the course of a student's time at LMACS, 100% of the graduates will pass all the requirements as recorded on the student's graduation requirement list with a grade of 70% or better.</p> <p>Social: 100% of LMACS graduates will complete a series of Life Skills classes with a grade of 70% or better.</p>	Met	<p>Academic: For the 2013-2014 year, LMACS graduated 16 students. All students met the academic requirements with passing grades of 70% or better.</p> <p>Social: For the 2013-2014 academic year, LMACS graduated 16 students. All students met the Life Skills requirements with a passing score of 70% or better.</p>
<p>Measure 2: Each year, all graduates of the Lowell Middlesex Academy Charter School will have completed an application and a FAFSA form under the supervision of the school, so that they may enroll in a two or four-year college if they so choose.</p>	Met	100% of graduating students completed a college application and a FAFSA form.
Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		
<p>Measure 1: Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better and completing 50 hours at an internship placement site approved by the school and monitored by the internship supervisor.</p>	Met	1. 100% of graduating students successfully completed the internship requirements of achieving a passing score of 70% or better and all students completed a 50 hour internship at an approved site.
<p>Measure 2: All students must pass the TJX Youth Business Institute workshops presented by TJX corporate managers. Students will receive a grade of Pass/Fail based on participation, attendance and completion of workshops.</p>	Met	2. 100% of students completed the TJX Youth Business Institute with a passing grade. Ten of the students received academic scholarships from TJX.

Academic Program Success

	2013-2014 Performance (Met/Not Met)	Evidence
<p>Objective: Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.</p>		
<p>Measure: 1. The school shows an annual increase in its CPI score for the ELA MCAS in the aggregate.</p>	<p>Met</p>	<p>Although the school showed a decrease of 1.7 points in CPI score for ELA MCAS from 98.4 in 2012 to 96.7 in 2013, we remained in the 90th percentile.</p>
<p>Measure: 2. The school shows an annual increase in its CPI score for the mathematics MCAS in the aggregate.</p>	<p>Met</p>	<p>The school showed an increase of 3.3 points in CPI score for the math MCAS from 80.8 in 2012 to 84.1 in 2013.</p>
<p>Objective: If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.</p>		
<p>Measure: 1. The school shows an annual increase in the Accuplacer Test ELA and mathematics in the aggregate and for all statistically significant subgroups.</p>	<p>Met</p>	<p>1. In ELA, new students enrolling September 2013, (n=18), on average showed a 3 point increase in Accuplacer scores between September 1st and June 1st. In math, new students showed an average of 11 point increase over that time. 2. In ELA, graduating seniors (n=16) showed a 22 point increase in their Accuplacer scores between entry (dates vary) and graduation (2014). In math, graduates showed, on average, a 26 point increase in scores over that time.</p>
<p>Objective: The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.</p>		
<p>Measure: 1. Each year, all of the school's teachers will document how each unit of instruction in all courses, is aligned to the Common Core Standards. The Director and Assistant Director will review curriculum binders in all subject areas to ensure that LMACS is aligned to Common Core Standards. An LMACS curriculum rubric will be published on the school website and in the LMACS annual report.</p>	<p>Met</p>	<p>1. LMACS held a professional development for teachers and is in the process of aligning current curriculum from the existing Massachusetts Frameworks to the Common Core Standards. Five teachers participated in Race to the Top projects and are sharing information with colleagues. Binders are complete and have been reviewed by the Director and Assistant Director in all subject areas. A curriculum rubric has been published on the school website and in the annual report.</p>

Organizational Viability

	2013-2014 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: The school's annual budget is sustained by its enrollment beginning with the pre-enrollment report.	Met	The annual budget is developed based on pre-enrollment projections. For the 2013-2014 this budget was sustained by actual average enrollment of 119 students.
Objective: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations as reported in financial statements. The budget supports the academic program and consistently operates within budget.	Met	As evidenced by Certified Financial Statements the school consistently demonstrates positive financial results, supports academic programs and operates within budgets.
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	As evidenced by accountants Certified Financial Statements there have been no material findings reported.
Objective: The school implements the student recruitment, retention and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.		
Measure: Each year, the school's social workers will enroll at least 10% of dropouts reported to us by counselors in sending districts.	Met	For the 2013-2014 school year, 50% of the new students enrolled were dropouts referred to LMACS social workers by sending districts.
Objective: The school establishes and maintains a physically safe environment for students and staff.		
Measure: LMACS will have less than three incidents of violence (fighting, weapons) in the school per year as reported in discipline reports.	Met	LMACS had one incident of violence (fight without weapon) as reported in discipline reports during 2013-2014 school year. LMACS has seen an increase in students with serious mental health issues.
Objective: The school establishes an environment free from harassment and discrimination for students and staff, and effectively addresses the social, emotional, and health needs of its students.		
Measure 1: Each year, LMACS will offer a series of student and teacher workshops. All students in the school will participate in the workshops and complete an evaluation report with at least 80% of the students reporting relevance of the topic to student's lives. Topics include anti-bullying, harassment, depression, and substance abuse.	Met	Four workshops were held for students (Dating Violence, Facebook, Texting and Driving, Motivational). Student evaluations indicated that at least 80 % of students felt topics were relevant to their lives. Two workshops were held for teachers, one on drug use and the other on "The Intersection of Violence and Mental Health."
Measure 2: Teachers actively monitor the school premises and report issues and survey students to determine their level of "feeling safe." At least 80% of students surveyed will report feeling safe in the school environment.	Met	Teachers actively monitor the school premises and report issues proactively. Twenty-nine student surveys were returned with 97% reporting feeling "very safe" at school. One student reported feeling only "somewhat safe" and no students reported "not safe at all."

Appendix B
Charter School Recruitment and Retention Plan

Recruitment Plan
2013 – 2014

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2014

Implementation Summary:

During the 2013-2014 school year, LMACS used many strategies in an effort to recruit new students. During the summer prior to the school year, faculty and students recruited during many of Lowell’s largest events - the Lowell Folk Festival, the Southeast Asian Water Festival and Dance 4 Peace - both through informational tables and by meeting and talking with potential students around the festivals. LMACS continued to use the school website and the Facebook page as a means for recruitment.

LMACS hosted an Open House, where guidance counselors and faculty from Lowell and surrounding schools were invited to come and tour the school, observe classes and discuss “best practice” with teachers and administrators. LMACS social workers and administration work closely with Guidance Counselors at LHS and high schools in the surrounding area in an effort to enroll potential dropouts from these schools. Tours were provided to the Community Counseling program, and the school strengthened it’s vibrant association with Lowell Community Health Center and the Teen Health Department. LMACS continues to advertise regularly in MCC publications, through displays in the storefront windows, by using lawn signs and through the school website. Flyers are posted throughout the city at food banks, housing projects, community organizations and local homeless shelters. Additionally, brochures were printed and mailed to area social workers. Board members represent the Spanish, Portuguese and Khmer speaking communities, and they promote LMACS at social, civil and religious events. Trustees, faculty and administrators spoke on local radio shows about the school, and administrators meet regularly with representatives from LPD, Juvenile Court, DSS, DYS, Youth Groups and UTEC. The Director and Assistant Director work closely with Margo Ferrick on developing a Lowell Reengagement Center, and with Susan Linn on “What’s Your Interest”, an organization of activists in Lowell.

In addition to continuing the above recruitment activities, LMACS has hired personnel specifically for recruiting purposes. The recruiter regularly visits social service agencies, counseling centers, churches, pools, the city’s Parks & Recreation program, the Juvenile Court, local stores and restaurants frequented by our target population. In addition to speaking with relevant personnel and potential students, the recruiter provides informational brochures, flyers and handouts to display in these organizations.

General Recruitment Activities

1. Advertise in all MCC publications throughout the year
2. Advertise by doing regular human interest stories on local radio shows
3. Advertise/recruit at civic/social events throughout the region
4. Encourage currently enrolled students to recruit friends
5. Advertise by publishing human interest stories in the Lowell Sun
6. Advertise in large storefront windows and using lawn signs
7. Recruit using the lmacs.org website and LMACS Facebook pages
8. Meet regularly with school guidance counselors through the region
9. Use a Recruiter to target locations frequently by our student population to provide information and applications
10. Work with surrounding schools on developing a Lowell Reengagement Center

Recruitment Plan – Goals and Strategies

Demographic Group	Goals and Strategies
Special education students	<p>LMACS falls above the Comparison Index for this category.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. ensure that the school’s Special Education Coordinator and staff are available to families for individual consultations and to describe the school resources to serve student needs at each of the Informational sessions. 2. ensure that all recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school”; 3. encourage LMACS special education teachers to attend city-wide SPED PAC meetings to attract parent interest; 4. participate in informational/awareness discussions regarding Special Education with local districts; 5. identify a student with special needs who will speak at the Information Sessions; 6. connect Special Education staff to several special education related organizations and on-line forums at which they discuss opportunities for students at the Charter school.
Limited English-proficient students	<p>LMACS falls below the Comparison Index for LEP students and will need to increase .3% each year for the next 6 years to meet the Index.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. assist Board Members in recruitment across all ethnic groups throughout the region. Board members represent the Spanish, Portuguese and Khmer speaking communities. They will promote LMACS at social, civil and religious events during discussions and by distributing printed materials; 2. establish relationships with parochial schools. The school plans to advertise in other local churches including St. Patrick’s; 3. make school information available in newspapers published in target languages, and on radio stations broadcasted in targeted languages; 4. recruit at the Southeast Asian Water and other cultural celebrations; 5. provide translation services at recruitment events; 6. reach out to community organizations that serve non-English speaking populations, such as the Cambodian Mutual Assistance Center, the International Institute, and the Portuguese Club, to provide information and applications in several different languages present in Lowell; 7. recruit potential students from popular youth locations within the city, particularly the pools, basketball courts and other youth organizations; 8. place copies of our applications at the Alternative schools, Lowell Public Schools and in neighborhoods that are densely populated by families that speak languages other than English.

<p>Students eligible for free or reduced lunch</p>	<p>LMACS falls above the Comparison Index for this category. 55.4% of LMACS students are eligible for free lunch.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. continue to post flyers at food banks, housing projects and local homeless shelters; 2. make contact with community resources used by low income families, such as SNAP and WIC programs, thrift shops and social service agencies, and provide contact persons with flyers and information; 3. continue outreach strategies to all partner agencies; 4. make our application available at Boys and Girls Club, Teen Club and UTEC; 5. contact the department of Transitional Assistance in Boston and provide them with application information.
<p>Students who are sub-proficient</p>	<p>LMACS will:</p> <ol style="list-style-type: none"> 1. identify tutoring services in the community and make contact with them to inform them about the school, and provide them with flyers and notices to share with their clients; 2. continue to post flyers that highlight remedial strategies, tutoring and support services in our advertisements; 3. continue hosting Open Houses and developing connections with local Guidance Counselors at area schools; 4. establish relationships with local middle schools and high schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS; 5. post a link on the school website that highlights the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing.
<p>Students at risk of dropping out of school</p>	<p>Students at risk of dropping out are our target audience. All our efforts are to support our mission of serving an at-risk population.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. profile selected students in our advertising; we will include such students as speakers in our information sessions, and will invite at risk students to shadow formerly at-risk students for a class day at LMACS; 2. build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Post flyers and applications in the juvenile probation offices; 3. host tables and/or hold information sessions at the local vocational technical high schools; 4. hold an appreciation luncheon for community agencies that work to support students in our area, including those at risk of dropping out of school; 5. hold an information session at the GRIP Project that works with students at risk of dropping out of school; 6. leave brochures with juvenile probation officers and at juvenile court; 7. develop and maintain relationships with and leave brochures at places that work with students at the age of dropout, such as YouthBuild, JobCorps, GED programs and drop-in youth centers.

<p>Students who have dropped out of school</p>	<p>Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. meet regularly with representatives from LPD, Juvenile Court, DSS, DYS, Youth Groups, Lowell Community Health Center and UTEC; 2. make contact with juvenile justice representatives, homeless shelters and others who might be aware of students who have dropped out, to inform them about our school and encourage them to connect us with students who have dropped out and support them to apply.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Students from typically underserved populations are our target population.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. meet regularly with groups serving Southeast Asian, Hispanic and Black area youth; 2. assist students in obtaining daycare vouchers through the social work department; 3. establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion; 4. work closely with DCF workers who refer students who are pregnant or parenting to our school.

Retention Plan
2014 – 2015

Implementation Summary:

An interpretation of student attendance data showed a troubling decrease in student attendance after the release of midterm grades. At the start of the 2013-2014 school year, LMACS implemented changes in the schedule in an effort to retain students. Prior to the start of this year, LMACS ran on a trimester schedule with courses running, on average, 13 weeks; as a result, LMACS shifted to six smaller terms in the hopes that students who are not successful at midterm would return sooner, and with an opportunity to start anew. The implications of this change are still being reviewed.

LMACS now has three licensed social workers on staff to assist students and families; social workers perform psychosocial assessments on all incoming students to identify potential at risk students with problems that might interfere with academic progress. Social workers work with the identified students to connect them and their families to resources in the community; the goal is to provide students with the support needed in order to be successful both academically and personally. Additionally, any Advisor, teacher or staff member can refer students to a social worker for an immediate or more long-term need. When a student reaches their Senior year, they work closely with the social work staff to develop transition plans to assist in the transition from school into secondary education and/or the workplace.

Timely parent notification occurs to address absenteeism, and meetings are scheduled regularly with parents and students to address attendance, behavioral, or academic concerns. Regular mental health workshops, led by experts, address many of the topics that lead to a student dropping out – depression, gang violence, substance abuse, bullying – and are followed up by Advisors and Social Workers. Extracurricular activities are encouraged as a means of connecting students to faculty and to other students; by addressing all aspects of the student’s lives, we hope to minimize the likelihood that a student will leave school. Shannon Grant funding received by LMACS in collaboration with the Lowell Police Department supports students and families by providing financing for a guest speaker series which is open to students and families, work-study for students, and extracurricular activities. Recent speakers have included:

- Cliff Crosby, a former NFL Super Bowl Champion and motivational speaker who grew up in the Baltimore area with a drug addicted mother; Mr. Crosby discussed the importance of making healthy life choices.
- Denise Peaslee, a therapist In Lowell spoke about Domestic Violence.
- Marian Ryan, Middlesex District Attorney, presented “It Can Wait” about the effects of texting and driving
- Daniel Mulhern, Assistant DA from Suffolk Gang Unit discussed teen gangs, the impact of drug use and the importance of making good choices.
- Faculty participated in Secure XVI Training, which focused on The Intersection of Violence and Mental Health in Schools
- Traci Wojciechoqski from Caron Treatment Center spoke on “The Blunt Truth”, a workshop on drug use.
- Rich Meilillo spoke on Improving Attendance and Truancy.
- Dave Soley, Assistant District Attorney, spoke on the the topic of “Face Up to Facebook” and the implications of social media on youth
- Lowell General Hospital provided a self-defense workshop for young women.

- Skill of Strength provided a health and wellness workshop.

Additionally, Shannon Grant funding has allowed LMACS to provide its students access to physical, social and cultural events of interest, such as Volleyball, Basketball, Bowling, Project Adventure (ropes course and teambuilding), movies such as Lincoln and The Great Gatsby, Robotics Club, Homework Club, Spoken Word and Hip Hop Dance Club. These events provide students exposure to cultural experiences they may not have otherwise experienced.

LMACS implemented an in-school clinic in partnership with the Lowell Community Health Center to provide confidential counseling and health related services to students. This voluntary program is offered at no cost twice monthly.

LMACS continues to explore Credit Recovery options to provide students with alternate ways of completing graduation requirements. Faculty has adopted the Understanding by Design method of creating curriculum to ensure that differentiation in the classroom meets the needs of all students. Approximately 25 % of the students have IEP or 504 plans with regularly scheduled team meetings scheduled to address the academic, social and emotional needs of each individual student.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	2% increase in retention rate per year.

Retention Plan – Goals and Strategies
List goals and strategies for retention activities for each demographic group.

Demographic Group	Goals and Strategies
Special education students	<p>LMACS falls above the Comparison Index for this category.</p> <p>LMACS will continue to:</p> <ol style="list-style-type: none"> 1. schedule team meeting as soon as possible for all new students; 2. complete evaluations of students each trimester; 3. ensure that all teachers have copies of accommodations; 4. provide weekly check-ins with teachers of Sped students to identify and address any concerns; 5. continue bi-weekly phone calls to parents; 6. continue to encourage parents to join Sped PAC.
Limited English-proficient students	<p>LMACS falls below the Comparison Index for LEP students and will need to increase .3% each year for the next 6 years to meet the Index.</p> <p>LMACS will:</p> <ol style="list-style-type: none"> 1. schedule small ELL classes to ensure emphasis on individual skill development; 2. provide weekly check-ins with teachers of ELL students to identify and address any concerns; 3. provide immediate intensive help for ELL students through push-in and pull-out assistance; 4. continue bi-weekly phone calls to parents; 5. continue to encourage parents to join ELL PAC; 6. make use of online language development support through the use of Achieve3000 programs.
Students eligible for free or reduced lunch	<p>LMACS will continue to:</p> <ol style="list-style-type: none"> 1. provide free breakfast before the school day
Students who are sub-proficient	<p>LMACS will continue to:</p> <ol style="list-style-type: none"> 1. provide argeted MCAS Prep classes for ELA, Math and Biology; 2. adopt Common Core & UBD for planning curriculum that addresses different learning styles; 3. make use of Achieve3000 to improve basic reading skills;

	<ol style="list-style-type: none"> 4. develop, implement and support curriculum that is taught using a tiered instructional model that provides scaffolding in all subject areas; 5. use iPads during the academic classes to meet different learning styles. 6. strengthen and increase student participation in tutoring/mentoring program with MCC and UML; 7. increase student participation in Homework Club currently offered after school on Thursdays; 8. focus on implementation of the SMART 7 reading comprehension technique across all courses.
<p>Students at risk of dropping out of school</p>	<p>Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population.</p> <p>LMACS will continue to:</p> <ol style="list-style-type: none"> 1. provide a rigorous Life Skills curriculum to address students' social and emotional needs; 2. connect students with resources outside the school to address social and emotional needs; 3. develop extracurricular activities that provide students with connections to, and support from, staff outside the classroom setting; 4. develop Electives courses to increase student interest in attending school daily; 5. connect students with hands-on work experiences through partnership with TJX Corporations.
<p>Students who have dropped out of school</p>	<p>Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population.</p> <p>LMACS will continue to:</p> <ol style="list-style-type: none"> 1. continue bi-weekly phone calls to parents; 2. schedule appointments with parent and student to develop alternate educational plan (GED, Youth Build, Job Corps); 3. review the schedule structure to identify provide opportunities to return to school sooner
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> 1. Any and all of the above as warranted.

Appendix C
School and Student Data Tables

LMACS continues to retain the majority of its teachers. At the 2013-2014 school year, the history instructor retired, and one of the math teachers left to pursue other career opportunities. Aside from these two, the staff turnover remains exceptionally low.

For MCAS data see Lowell Middlesex Academy Charter School Report Card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04580505&fycode=2012&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	4	3%
Asian	13	10%
Hispanic	54	42%
Native American	0	0%
White	51	39%
Native Hawaiian, Pacific Islander	1	1%
Multi-race, non-Hispanic	7	5%
Special education	34	26%
Limited English proficient	3	3%
Low income	111	85%

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Margaret McDevitt, Executive Director	The Executive Director is responsible for oversight of all personnel, programs, and activities of the Lowell Middlesex Academy Charter School.	7/1/2004	
Nancy Arseneaux, Assistant Director	Under the direction of the Executive Director of the Lowell Middlesex Academy Charter School, the Assistant Director is responsible for providing leadership, management, and coordination for the school.	7/1/2008	

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	16	0	2	1 Retirement 1 Career change
Other Staff	4	0	0	

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Cowan, Carole	President		Academic	10/5/94-6/30/95 7/1/95-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Sheehy, Molly	Clerk	Personnel Committee Finance Committee Nominating Committee	Academic	10/5/94-6/30/95 7/1/95-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Linnehan Jr., James	Treasurer	Real Estate Committee Finance Committee	Administration and Finance	10/5/94-6/30/95 7/1/95-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Brown, Pat	Trustee		Parent	9/30/13-06/02/14
Carvalho, Frank	Trustee	Real Estate Committee	Business	9/12/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Cooney, James	Trustee	Real Estate Committee	Business	7/1/09-9/29/14
Cunha, Maria	Trustee	Personnel Committee Nominating	Community	7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Deschene, Keith	Trustee		Alumni	6/6/11-9/29/14
Iem, Steven	Trustee	Finance Committee	Business	3/23/11-9/29/14
Kelley, Heather	Trustee		Student	9/30/13-06/02/14

Khoeun, Samkhann	Trustee		Academic	2/7/96-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/02 9/17/07-6/30/09 7/1/09-9/29/14
Larocque, Daniel	Trustee		LPD	9/30/13-9/29/14
Lopez, Maria	Trustee	Personnel Committee Finance Committee Nominating Committee	Community	9/17/07-6/30/09 7/1/09-9/29/14
Meehan, Michelle	Trustee		Community	7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Mitchell, Kent	Trustee		Academic	11/11/00-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14
Saab, Analise	Trustee		Community	9/30/13- 9/29/14

Appendix D
Additional Required Information

Key Leadership Changes

There were no key leadership changes during the 2013-2014 school year.

Facilities

LMACS has not relocated or acquired a new facility during the 2013-2014 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Deadline for Fall Applications – August 1, 2014 Deadline for Winter Applications – October 17, 2014 Deadline for Spring Applications – February 2, 2015
Lottery	Fall Lottery – August 2, 2014 Winter Lottery – October 20, 2014 Spring Lottery – February 3, 2015