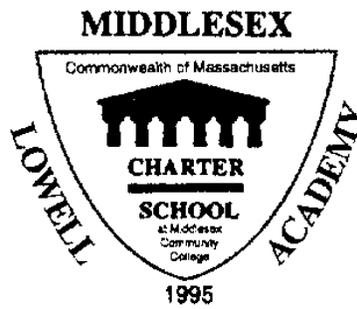


Annual Report of the Lowell Middlesex Academy Charter School



July 31, 2020

Lowell Middlesex Academy Charter School (LMACS)

Middlesex Community College

67 Middle Street • Lowell, MA 01852 • 978-656-3165

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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

<i>Lowell Middlesex Academy Charter School</i>			
Type of Charter	Commonwealth	Location of School (Municipality)	67 Middle Street Lowell, MA 01852
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	150	Enrollment as of July 15, 2020	82
Chartered Grade Span	9-12	Current Grade Span	9-12
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of (fill in the date)	0
Final Number of Instructional Days during 2019-2020 School Year ¹ Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	119 in person 66 remote		
School Hours	M-Th. 8:30am – 3:00pm Friday 8:30am – 11:30am	Age of School as of 2019-2020 School Year	25

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of “in person” days and the number of “remote learning” days.

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's Key Design Elements have been created with the goals and mission of the original charter, which are centered on academic, social and career success. More specifically, the KDE keep in mind the original objective to develop in each student the proper ways of thinking, learning, communicating and conducting oneself, as well as a broad range of skills and abilities necessary for a full, meaningful life as a citizen in contemporary society.

- To meet the school's mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education;
- To meet the school's mission of social success, LMACS will expand its strong social-emotional commitment to student health and well-being, and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society;
- To meet the school's mission of career success, LMACS will provide internships, research and service learning projects to provide students experiential -learning opportunities in order to create individuals who are career-ready.

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.

ACADEMIC SUCCESS : *To meet the school's mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education.*

LMACS continues to refine its academic curriculum in order to meet the needs of the current students. We continued the 5 courses/1 Academic/Advising block format, and new courses developed focused on cross-curricular instruction and application. As each incoming class has different needs, LMACS adapts the courses offered on a trimester basis. This flexibility in curriculum allows us to ensure that each student receives a differentiated and challenging academic experience, building on individual skills while developing the connections across disciplines that creates problem-solvers and critical thinkers.

In addition to scheduled classes, LMACS includes an Academic Block which provides students with time in school to school to *practice* and *prepare* for their courses. As many of our students struggle with difficulties outside of the school setting, homework is often not a priority. Academic Block ensures that not only is homework being completed, but that it is done under the guidance of faculty who could best assist with the material.

Our relationship with Middlesex Community College has been instrumental in accessing cultural events and speakers; we make every effort to attend these offerings as they relate to our curriculum. Additionally, LMACS students attended several performances at the Merrimack Repertory Theater. These trips enhance student learning and make them relevant to not only content within the classroom, but beyond the school walls. Students are encouraged through reflective activities, including a self-assessment rubric, to connect these experiences to their lives, learning and the world around them.

SOCIAL SUCCESS: *To meet the school's mission of social success, LMACS will expand its strong social-emotional commitment to student health and well-being, and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society.*

As many of our students face challenges outside of school that impact their ability to be successful in school, LMACS employs 3 full-time social workers (as well as a social work intern from Boston University) to work closely with students. All students are given a biopsychosocial evaluation at entrance, ensuring that the social work staff have an understanding of individual student needs. Students can self-refer or may be referred for regular counseling through teachers and faculty; they can also access social workers on an as-needed basis.

The Health & Wellness Team also developed several programs through the academic year: Parent Orientation, New Student Orientation, Back to School Orientation, Bullying Prevention, Substance Abuse Prevention, Support group for graduating seniors, weekly lunch support group, Job Search Strategies, and a Smoking/Vaping Prevention Program. In addition to strong and challenging curriculum and in-house socioemotional support, courses are offered that address specific socioemotional topics. Integrated Art uses art therapy to explore identity, and Life Choices looks at important issues such as domestic/dating violence, family patterns and emotional well-being. Students were provided with daily Mindfulness exercises during Advising to help with focus and stress management.

Additionally, our partnerships are invaluable in providing our students with the myriad of supports needed to develop successful students. LMACS continued its partnerships with several local schools and agencies, including the Lowell Police Department, Juvenile Court, Department of Children and Families, Department of Youth Services, Lowell General Hospital and the Lowell Community Health Center. Boston University also continues to provide a valuable partnership; in addition to offering professional development for our social workers, as well as placing interns from their Social Work program at LMACS. We continued our partnerships with the Center for Hope & Healing, Catie's Closet and Megan's House. PhD candidates in the UMass Lowell Graduate Physical Therapy program presented weekly throughout the fall term to all LMACS students on a variety of health and wellness topics such as substance abuse, nutrition, exercise and meditation. These topics were identified by LMACS students as issues of concern and/or interest in their personal lives, and the graduate students created units that met these identified needs. New to our partnerships this year is a collaboration with The Green Dragons, a martial arts and wellness program that offered weekly opportunities for students to practice physical activity and explore healthy foods.

These have proven to be important and successful partnerships – ones that are both educational and engaging for our students.

CAREER SUCCESS: *To meet the school's mission of career success, LMACS will provide internships, research and service learning projects to provide students experiential -learning opportunities in order to create individuals who are career-ready.*

Career and college_education are built directly into our curriculum. These classes closely examine post-secondary options, provide assistance with resume-writing, and require students to develop future plans. During senior year, students receive individual assistance with college and financial aid applications through mandatory senior classes. We also offer several courses, including Public Speaking and Presentations, that help students prepare for job interviews. LMACS social workers conduct optional workshops on various career-related inquiries and skills during academic block. These opportunities, combined with collaborations with Middlesex Community College, the TJX Youth Business Institute, Junior Achievement, American Training Pre-Employment Training Program (MA Rehabilitation Commission), MassHire, Jeanne D'Arc Credit Union and many local professionals, provide students with thorough college and career exposure, information, and guidance.

Amendments to the Charter

LMACS did not request any amendments to the Charter for the 2019-2020 school year.

Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/?orgcode=04580000&fycode=2019>

- A. Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school’s approach to student discipline.

In an effort to reduce the use of in- and out-of-school suspension rates and address disparities of rates among subgroups, LMACS employs an active Health & Wellness Team that addresses essential elements that assist students’ needs. This includes a high ratio of Social Workers to the student body designed to support students with their academic and social pressures in order to improve behaviors that promote student learning. High school students whose education is interrupted because of a mental health disorder are disproportionately likely to exhibit behaviors that may lead to suspension. Individual and group counseling services are offered to all LMACS students to assist in learning to manage their personal struggles that will position them for a healthier life and creating a healthier school environment. In order to reduce truant behaviors that would result in a suspension, LMACS developed the “Strive For 85” program to offer incentives and rewards to students to improve overall attendance. In-house programs and guest speakers address team building, depression awareness, bullying prevention programs, and a variety of social emotional health topics to teach students problem solving skills.

Short term interventions in order to improve student outcomes include our “Green Sheet” policy, which creates a process for a teacher to ask a student to leave the classroom prior to behaviors escalating that could result in a suspension; once removed from the source of their agitation, students meet with an administrator as a means to de-escalate the situation and to create a plan for the student to resolve the issue that took place in the classroom and ultimately return. Over time, students improve behavior and are less likely to be suspended. We ensure continued collaboration with area agencies such as Lowell Community Health Center, Lowell House, South Bay, in which Social Workers coordinate support and have a clear referral process. A fully updated comprehensive list of resources is available through social workers and on our website to assist students and/or families with any issues they may be facing that could impact in school behaviors.

2019-2020 Student Discipline							
Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	102	9	0.0	8.8	0.0	0.0	0.0
English Learner	10	1					
Economically disadvantaged	76	6	0.0	7.9	0.0	0.0	0.0
Students w/disabilities	29	4					
High needs	83	9	0.0	10.8	0.0	0.0	0.0
Female	47	3					
Male	55	6	0.0	10.9	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0						
Asian	26	3					
Afr. Amer./Black	5						
Hispanic/Latino	34	2					
Multi-race, Non-Hisp./Lat.	7	0					
Nat. Haw. or Pacif. Isl.	0						
White	30	2					

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	Criteria	With whom did the school disseminate its best practices?	Result of dissemination
<p>Identifying strategies schools could implement to better meet the needs of at-risk students.</p> <p>How to develop community-based stewardship and place-based learning to increase at-risk student engagement.</p>	Workshop/Presentation	Melissa Chen, STEM Instructor	Supports for Diverse Learners	MEEA 2020 Annual Conference & Research Symposium	<p>PowerPoint presentation: Bringing Community-Based Stewardship (CBS) to the Gulf of Maine and its Watershed</p> <p>Hand out about CBS at LMACS</p>
Improve access to treatment and reentry into school/diploma program	Monthly meetings	Amy Hendl, Nurse	Social, Emotional, Health Needs	Substance Use and Prevention Task Force	Meeting agendas and notes
Including the parents in the LMACS community to encourage parental involvement	Parent Orientations	Tracy David, Social Worker	Family Engagement	Parents of incoming LMACS students	Orientation materials
Identifying strategies schools could implement to better meet the needs of at-risk students.	Tours	Faculty, LMACS	Mission and Key Design Elements	Teachers, Administrators of local schools	Brochures Description of programs and services
Identifying strengths and areas of development in planning and assessing education programs	Planning committees Assessment committees	Faculty, LMACS	Assessment and Program Evaluation	NEASC planning meetings	Meeting agendas
Sharing best practice with other Special Education Directors during the COVID-19 Pandemic	Community of Practice Zoom meetings	Tricia Harding, Special Education Director	Supports for Diverse Learners	Mass Charter Public Schools Association	Sharing documents and practices to assist students with disabilities
Sharing best practice with Charter School leaders	Meetings	Margaret McDevitt, Executive Director	Assessment and Program Evaluation	<p>Kathy Edmont, Salem Charter School</p> <p>Beth Anderson, Phoenix Academy</p>	Meeting agenda and notes

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&>

2020 Official Accountability Report	
Overall classification	Insufficient data
Reason for classification	Insufficient data
Progress toward improvement targets	Insufficient data
Accountability percentile	Insufficient data

Program Delivery:

As the needs of our student population are ever-changing, we continue to develop our program to better serve our students. We continued with the a 5-class daily schedule; this allows for Academic Block, a 42- minute period in the middle of the school day that provides students with in-school time to work closely with teachers and tutors on coursework. We strengthened our attendance program, “Strive for 85!”, which focuses on encouraging students to meet the 85% attendance rate benchmark. This program was encouraged through student artwork, monthly assemblies and rewards for student success. Common language around the significant role attendance plays in student success helped to create a culture focused on the importance of consistent attendance. Fridays remain half-days, allowing for extended and enrichment activities in two classes per week, with an additional check-in time for students and instructors. Each Friday morning, students rotate through their course schedule, meeting the full time for two courses and for 10 minutes in each additional course, during which time instructors check in with students and provide updates on student progress. This allows for frequent and regular communication between student and instructor, as well as provides the student’s Advisor greater insight into the student’s academic standing. This information is communicated to the parent or Designated Adult bi-weekly. Fridays also allow the opportunity for guest speakers, weekly health and wellness programs and additional tutoring.

LMACS provides incoming students with the skills and support necessary to being successful in high school. These courses (LMACS Seminar and Get It Write) are required courses that allow instructors to better assess student strengths and weaknesses in core subjects, identifying gaps in learning that may impede on the student’s success in school and addressing them before transitioning students to the general curriculum. The T1 program works to develop a cohort among each incoming class, providing not only the academic skills, but also the ability to develop healthy and supportive interpersonal relationships with peers.

As students progress throughout their education at LMACS, they build on this foundation as the build toward academic, social and career success. LMACS continues to develop a strong Career program through local partnerships, which connects students to community members and employees in different fields of interest, as well as provides the opportunity to attend programs offered through organizations such as Junior Achievement, MassHire and Jeanne D’Arc Credit Union. As students near graduation, they narrow down, research and develop a plan for their career path, as well as participate in TJX Youth Business Institute. This staged approach builds on the skills developed in the previous course, allowing students to really plan for career success, while being supported by faculty, community members and volunteers.

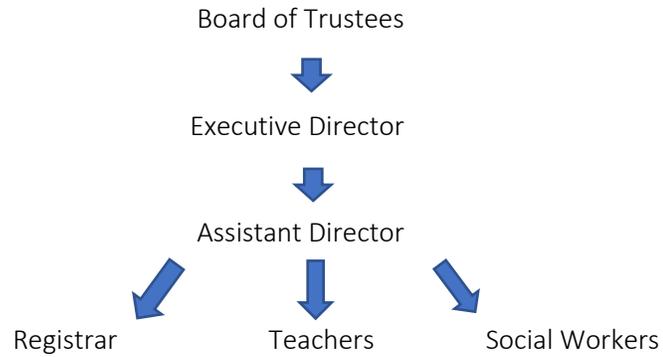
In order to address academic skills, we offer non-traditional core classes in addition to more traditional offerings, which seek to encourage students to further develop and use higher order thinking skills through a range of alternative approaches to core subjects. These offer students a range of cross-curricular courses that allows students to make connections across disciplines and apply previous and new knowledge to hands-on, real world situations. Elective course offerings this year included Math Apps, Conspiracy Theories in American History, Issues in Contemporary Society, CSI, Public Speaking, Jukebox Timewarp, and Sports in America.

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

Organizational Structure

There were no changes to the organizational structure in 2019-2020. Below is the organizational chart for the school.



Teacher Evaluation

There were no changes made to the Teacher Evaluation process during the 2019-2020 school year.

Budget and Finance

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL Pre - Audit Draft

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30, 2019 and June 30, 2020

	<u>2020</u>	<u>2019</u>
Operating Revenues:		
Chapter 70 State tuition	\$ 1,486,901	\$ 1,309,175
Pension contributions made by Commonwealth	150,548	150,548
Contributed services	<u>170,062</u>	<u>170,062</u>
Total Operating Revenues	<u>1,807,511</u>	<u>1,629,785</u>
Operating Expenses:		
Salaries	1,150,440	1,153,510
Fringe benefits and payroll taxes	358,378	364,037
Personnel and facilities support	170,062	170,062
Depreciation	78,924	78,924
Telephone and utilities	68,065	83,570
Contracted service charges	53,507	60,434
Maintenance and repairs	23,641	16,469
Food service program	21,742	32,321
Insurance	47,148	43,749
Contracted services	27,860	31,229
Office supplies and materials	13,126	24,542
Miscellaneous	6,524	7,968
Dues and subscriptions	5,913	6,789
Professional development	4,434	5,175
Student transportation	8,558	7,005
Computer equipment and classroom furnishings	<u>-</u>	<u>28,837</u>
Total Operating Expenses	<u>2,038,322</u>	<u>2,114,621</u>
Net Operating Loss	<u>(230,811)</u>	<u>(484,836)</u>
Non-Operating Revenues (Expenses):		
Rental income	244,995	244,788
State grants	97,512	89,602
Misc Income	-	-
Federal school lunch program	8,518	10,793
Private grants	3,589	5,108
Loan interest	<u>(85,460)</u>	<u>(85,523)</u>
Non-Operating Revenues	<u>269,154</u>	<u>264,768</u>
Increase in Net Position	38,343	(220,068)
Net Position, Beginning of Year	<u>696,043</u>	<u>916,111</u>
Net Position, End of Year	<u>\$ 734,386</u>	<u>\$ 696,043</u>

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL
Pre-Audit Draft Statement
Statements of Net Position
June 30, 2020 and 2019

	2020	2019
Assets:		
Current assets:		
Cash and cash equivalents	\$ 546,785	\$ 132,464
Grants receivable	\$ 24,686	\$ 31,167
Accounts receivable	\$ -	\$ 149,802
Total current assets	\$ 571,471	\$ 313,433
Non-current assets:		
Land and buildings	\$ 2,434,273	\$ 2,513,198
Deposits with bond trustee, restricted	\$ -	\$ -
Total noncurrent assets	\$ 2,434,273	\$ 2,513,198
Total assets	3,005,745	2,826,631
Liabilities and net position:		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 206,415	\$ 10,407
Compensated absences current	\$ 7,639	\$ 7,639
Unearned revenue	\$ 37,111	\$ 29,110
Loan payable, current	\$ 63,237	\$ 63,242
Total current liabilities	\$ 314,400	\$ 110,398
Non-current liabilities:		
Compensated absences, non-current	\$ 19,490	\$ 19,490
Loan payable , non-current	\$ 1,937,469	\$ 2,000,700
Total non-current liabilities	1,956,959	2,020,190
Total liabilities	2,271,359	2,130,588
Net position:		
Invested in capital assets, net of related debt	433,568	449,256
Unrestricted	300,818	246,787
Total net position	734,386	696,043
See accompanying notes to financial statements.		
Total Liabilities and Net Position	3,005,745	2,826,631

**Lowell Middlesex Academy Charter School
Fiscal Year 2021
Combined Building and School
Spending Plan
June 1,2020**

Revenue	
Tuition - Chapter 70	\$ 1,434,149
DOE Title I Grant	\$ 42,387
DOE Lunch Reimbursement	\$ 11,000
Entitlement Grants	\$ 109,382
Private Grants	\$ 19,067
Building Operations Rental Income	\$ 262,064
Total Revenue	<u>\$ 1,878,049</u>
School Operations Expenses	
Personnel Costs	
Full-time Teachers/Counselors	\$ 852,033
Full-time management staff contract	\$ 406,102
Part-time Faculty/Staff	<u>\$ 68,036</u>
Subtotal Personnel Costs	\$ 1,326,172
Direct Student Costs	
Mortgage Allocation (30%)	\$ 44,609
MCC Fiscal Agent & Financial Services Contract	\$ 56,610
Other Contracted Services	\$ 31,550
Telephone and Utilities	\$ 28,600
Food Service Program	\$ 30,900
Office Supplies and Student Materials	\$ 16,900
Maintenance and Repairs	\$ 1,280
Insurance	\$ 39,506
Staff Travel / Professional Development	\$ 5,500
Student Travel	\$ 2,000
Dues and Subscriptions	\$ 5,913
LMACS Scholarships	\$ -
Miscellaneous(Student Activities,Printing,advertising)	<u>\$ 5,378</u>
Subtotal Direct Student Costs	\$ 268,747
Total School Operations Expenses	\$ 1,594,918
Pollard Building Operations Expenses	
Mortgage Allocation (70%)	\$ 104,088
Sprinkler Maintenance	\$ 300
Elevator Maintenance	\$ 7,180
Reserve for Repairs	\$ 5,000
Water/Sewer	\$ 6,500
Water Treatment Services	\$ 3,048
Certificate of Inspection	\$ 125
Insurance	\$ 12,900
Utilities	<u>\$ 56,000</u>
Total Building Operations Expenses	\$ 195,141
Total Combined Operating Expenses	\$ 1,790,059
Surplus from Combined School & Building Operations	\$ 87,990

Approved School Budget for FY20

Please see the Board of Trustees minutes for July 2020 for budget approval.

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	120
Number of students upon which FY21 budget tuition line is based	95
Number of expected students for FY21 first day of school	85
Please explain any variances: Numbers are difficult to predict as we do not have a feeder system for students. There are additional challenges, as schools that refer students to LMACS were working remotely this spring due to COVID closures, and as are organizations and locations from which we usually recruit.	

Fiscal Year 2020 Capital Plan

LMACS does not have a Capital Plan for FY20.

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 FY20. 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.

Anticipated Board Meeting Schedule for 2020-2021

All meetings are held at 9am at LMACS – 67 Middle Street, Lowell, MA 01852, 2nd floor.

Monday, September 28, 2020
Monday, November 23, 2020
Monday, January 25, 2021
Monday, March 22, 2021
Monday, April 26, 2021
Monday, June 7, 2021

Conditions

LMACS must implement additional assessment (non- MCAS/state) tools as part of LMACS's recharter.

Appendix A

Accountability Plan Evidence

Objective: To meet the school's mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education.		
Measure: All teachers will work to create individual and cross-curricular courses and learning modules and unit plans that are aligned with the Common Core standards, to be maintained in Curriculum binders and assessed by the Director and/or the Assistant Director.	Met	All curricula are maintained in binders and reviewed by the Executive Director during the course of the school year, as well as at the end of the school year. Developing courses that are aligned to Common Core and use the UBD model is a key component of teacher evaluations.
Measure: Over the course of a student's time at LMACS, 100% of the graduates will pass all the course requirements as recorded on the student's graduation requirement list with a grade of 70% or better.	Met	LMACS graduated 17 students in June 2020, all of whom met the course requirements as is noted on the student transcript.
Measure: 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.	Met	All curricula are maintained in binders and reviewed by the Executive Director at the end of the school year, as well as during the course of the year. Courses are aligned to Common Core and use the UBD model; these are a key component of teacher evaluations.
Objective: To meet the school's mission of social success, LMACS will expand their strong social-emotional commitment to student health and well-being, and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society.		
Measure: Families will receive notification if a student misses 5 days of school. If student behavior and attendance does not improve, social workers will contact 100% of the students and Designated Adults to create an appropriate intervention plan.	Met	Social workers made attempts to contact the families 100% of the time; this is documented in phone logs in binders maintained by the Assistant Director.
Measure: Graduating students will have completed 100% of the required Life Skills curriculum requirements as recorded on the student's graduation requirement list with a grade of 70% or better.	Met	LMACS graduated 17 students in June 2020, all of whom met the course requirements as is noted on the student transcript.
Objective: To meet the school's mission of career success, Internships, research and service learning projects provide students experiential -learning opportunities in order to create individuals who are career-ready.		
Measure: Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better.	Met	LMACS graduated 17 students in June 2020, all of whom met the course requirements as is noted on the student transcript.
Measure: Each year, all graduates will satisfy the 50 hour career exploration and work experience requirement; experience and learning will be reflected in successful completion (70% or better) of parts 2 and 3 (Where Am I Going, and How Will I Get There?) of the Five Year Plan, written during a student's Senior Year.	Met	LMACS graduated 17 students in June 2020, all of whom successfully completed coursework that addressed these components of the Five Year Plan. We have moved from a written document to assignments and assessments that better assist students with the post-graduation skills and plans identified by faculty and graduates.

Objective and Measures related to Dissemination (required):

Objective: LMACS administration and faculty will participate in the dissemination of Best Practices as it pertains to working with at-risk students.		
Measure: LMACS administration will participate in the development of the Career Academy Innovation Schools Grant in order to work with Lowell Public Schools to share Best Practices as they pertain to the recruitment, retention, placement and education of at-risk students.	In progress	As the Lowell Public Schools have chosen a different direction with regards to the Career Academy grant, LMACS will revisit this particular measure during the next Accountability Plan cycle.
Measure: Each month, the Social Work staff will work with System of Care regarding Best Practices as they pertain to the social and emotional health of at-risk students.	Met	The Assistant Director met with the Substance Prevention Task Force regularly; social workers on staff have also attended Greater Lowell Health Alliance quarterly meetings.

Reach Objectives and Measures related to Mission and Key Design Elements (optional):

Objective: LMACS will work to modify student exposure to career and post-secondary educational options as they best suit the needs of the students.		
Measure: 100% of graduates will have either a) attained a required number of credits necessary for completion of a college certificate for graduation from LMACS or b) complete a required number of job shadow hours in a professional setting by graduation, as identified by the student's chosen career goals. Completion of either path will result in a High School diploma.	In progress	As this is a reach goal, LMACS is currently in the process of refining its Career program to better assist students in successful completion of a college certificate or to have a greater understanding of the expectations in a work/career setting. The COVID-19 pandemic created significant challenges to implementing these as planned.

Additional Objectives and Measures Related to Student Performance (required for alternative schools, optional for other schools):

Objective: LMACS will utilize Achieve3000 and ACCUPLACER to monitor and track student success as it pertains to the development and enhancement of reading and math skills.		
Measure: LMACS will continue to use the Achieve3000 program in order to improve student reading for all students. Achieve3000 is an online reading comprehension program that delivers daily differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile® reading level. Students who complete the 40-activity requirement will show an average gain of 80 Lexile points per school year.	Not Met	LMACS will be implementing the Achieve3000 program for the 2020-2021 school year.
Measure: 75% of self-identified college-bound students will score high enough to place into college level classes as defined by the post-secondary institution of their choosing.	Not Met	We continue to revise the senior program to better meet the needs of college-bound students, particularly with regards to ACCUPLACER and test-taking strategies. Students received ACCUPLACER prep in their writing course; a similar component is being explored for the math assessment.

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan

2020-2021

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2020

Implementation Summary:

LMACS continues to strengthen its already considerable relationships with other community agencies that work with at-risk students. There was a significant effort as the school year progressed to utilize staff connections within the community as a means of recruitment. All faculty were tasked with identifying at least one connection with whom they could reach out and provide information about LMACS.

This fall, LMACS retained an online marketing specialist, who has developed several phases of online recruitment, including targeted advertising and social media content creation. He continues to work with the newly created Marketing team, a team of LMACS faculty and staff, to identify and develop material specific to our audience. Additionally, a 4-minute recruiting video was created through a partnership with MCC; this video focused on student experiences at LMACS and was shared via social media. A trimester-based newsletter, highlighting LMACS events, courses and students, was created and disseminated to students, families and community organizations serving our student population. LMACS continues to reach out to local publications to ensure greater exposure to the community. Activities throughout the year have been covered, particularly focused community involvement by LMACS students. LMACS also continues to use the school website, Twitter feed and the Facebook page as a means for recruitment. 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. Brochures and outreach materials were shared with community members, as well as posted in locations where potential students would encounter them.

Routine phone calls, emails and other networking tools were used with greater frequency in order to develop new relationships with school personnel at area schools. A database of these contacts continues to be updated and utilized to advertise upcoming Open Houses and other tours at LMACS. LMACS's Recruitment and Retention Coordinator continues to develop and strengthen relationships with local school agencies, administration and guidance counselors. In addition to emails and phone calls, the R&R faculty provides regular tours of the school, as well as meets with contacts at local schools to further disseminate information about our program. 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, DCF, DYS, Youth Groups and UTEC.

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 its vibrant association with Lowell Community Health Center and the Teen Health Department.

There is no additional information regarding enrollment for subgroups. As we are a small school, each new enrollment can shift percentages greatly, and as a result, it is difficult to address whether our fall enrollment will meet the comparison index or GNT.

General Recruitment Activities

- Advertise in all MCC publications throughout the year
- Advertise/recruit at civic/social events throughout the region
- Encourage currently enrolled students to recruit friends
- Advertise by publishing human interest stories in the Lowell Sun
- Create and share the school newsletter outside the school community
- Advertise in large storefront windows and using lawn signs
- Recruit using the lmacs.org website and LMACS Facebook pages
- Meet regularly with school guidance counselors through the region
- Use a Recruiter to target locations frequently by our student population to provide information and applications
- Utilize the Recruitment and Retention staff position to strengthen relationships with schools and community organizations
- Utilize Constant Contact to create effective and targeted email and marketing campaigns

Recruitment Plan – Goals and Strategies
List strategies for recruitment activities for each demographic group.

Special Education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 28% GNT percentage: Not available CI percentage: 6.9%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • 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; • ensure that all recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school”; • encourage LMACS special education teachers to attend city-wide SPED PAC meetings to attract parent interest; • participate in informational/awareness discussions regarding Special Education with local districts.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 9.4% GNT percentage: 5.2% CI percentage: 6.9%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • will attend and distribute materials in Spanish and Khmer at organizations throughout the city that provide adult ESL classes that serve non-English speaking families, including the English Learner Institute at MCC and the Pollard Memorial Library Adult Literacy Program; • contact and provide translated recruitment materials in Spanish and Khmer to organizations from the Greater Lowell area, including the Merrimack Valley Immigrant & Education Center in Lawrence, the Massachusetts Alliance of Portuguese Speakers’ Immigration Integration Program, Cambodian Mutual Assistance Alliance and other local programs that assist with the needs of non-English speaking families.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p>

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

<p align="center">(a) CHART data</p> <p>School percentage: 67% GNT percentage: Not available CI percentage: 38%</p> <p align="center">The school is above CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • meet regularly with representatives from LPD, Juvenile Court, DCF, DYS, Youth Groups, Lowell Community Health Center and UTEC; • 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 to apply.
<p align="center"><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • 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; • continue to post flyers that highlight remedial strategies, tutoring and support services in our advertisements; • continue hosting Open Houses and developing connections with local Guidance Counselors at area schools; • 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; • 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; • utilize Constant Contact to create effective and targeted email and marketing campaigns.
<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</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 continue to:</p> <ul style="list-style-type: none"> • 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; • 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; • host tables and/or hold information sessions at the local vocational technical high schools; • hold an appreciation luncheon for community agencies that work to support students in our area, including those at risk of dropping out of school; • leave brochures with juvenile probation officers and at juvenile court; • develop and maintain relationships with and leave brochures at places that work with students at the age of dropout, such as YouthBuild, JobCorps, HiSet programs and drop-in youth centers; • utilize Constant Contact to create effective and targeted email and marketing campaigns.

<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</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> <ul style="list-style-type: none"> • meet regularly with representatives from LPD, Juvenile Court, DCF, DYS, Youth Groups, Lowell Community Health Center and UTEC; • 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 to apply; • collaborate with the guidance departments at sending schools as a primary method of identifying students who have dropped out, are not in a HiSet program, have not aged out of high school and who may be appropriate candidates for the charter school; • continue to equip the Student Support Services team with recruitment information and train them to reach out to and engage students who have dropped out of school.
<p style="text-align: center;">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) continued 2019-2020 Strategies</p> <p>Students from typically underserved populations are our target population.</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • meet regularly with groups serving Southeast Asian, Hispanic and Black area youth; • assist students in obtaining daycare vouchers through the social work department; • establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion; • work closely with DCF workers who refer students who are pregnant or parenting to our school; • recruit young men of color by recruiting through inner-city sports organizations, and by contacting coaches in neighborhoods densely populated by families of color; • help students obtain daycare vouchers through the social work department, and establish systems for students who receive vouchers so that they can be processed and paperwork submitted in a timely fashion; • distribute information to homeless families and ensure that these families understand that the school will provide support and services.

Retention Plan

2019-2020

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2020

Implementation Summary:

As the needs of our population are ever-changing, LMACS continues to refine its program to ensure that we meet the needs of all students. To ensure that students are supported both by faculty and the adults in their lives, timely parent notification occurs to address absenteeism, and meetings are scheduled regularly with parents and students to address attendance, behavioral, or academic concerns. Internal data shows that students who attend school 85% of the time are most likely to graduate; we started the school year with a strong focus on our “Strive for 85” campaign to highlight and reinforce the importance of attending school regularly. Students were encouraged to reach this goal through assemblies, in Advising meetings, and in language included in syllabi.

Our community partnerships continue to be a focus of our retention plan; students have the unique opportunities to engage in educational activities that extend beyond the traditional classroom. For example, Park Rangers at Lowell National Historic Park plan and lead weekly lessons in Keeping it Green about urban ecology and water quality testings. Our new partnership with The Green Dragons combines mentorship and martial arts training with learning to grow and prepare healthy food; this once per week program is held during school hours and serves as enrichment of our current physical education class.

As part of our funding through the Circle Health Ball Grant, we were able to provide students with regular access to a registered Dietician, both for workshops and for individual consultations. As part of this grant, we also implemented a yoga class alongside our Mindfulness program, which seeks to provide students with strategies to address mental health concerns. Additionally, the grant allows us to continue the Teen Health Clinic, ensuring that students physical health needs are met. In an effort to ensure our pregnant and young parent students are supported, an LMACS social worker also ran a biweekly teen parent program; this group focused on parenting skills, balancing school and family life, and providing access to outside resources. Our connection with Catie’s Closet helped to provide students with clothing and toiletries needed in order to meet basic needs and help students feel more confident and better prepared for be present in school.

Many of our students struggle with a vision for their lives beyond getting through high school, so one of our primary goals is to instill a sense of hope and purpose in students when they first arrive at LMACS. We continue to develop and define our Career sequence of courses. Phase 1 students start in LMACS Seminar, which introduces them to career exploration. Career Connections for Phase 2 students connects students to community members and employees in different fields of interest, as well as provides the opportunity to participate in Junior Achievement. Our Launch course focuses on creating connections with the community outside the school. Students are paired with mentors, tour the Career Center and complete job applications, and meet as a group and individually with a representative from MassHire. MassHire staff conducted class instruction and drop-in sessions for students exploring careers, current employment opportunities and job readiness resources as a community partner. The American Training Pre-Employment Training program, provided by Massachusetts Rehabilitation Commission, is an 8-week program repeated throughout the year for students with disabilities. Students learn skills to assist in applying and interviewing for part-time employment. Social workers often make referrals to receive outside counseling and the Special Education

department routinely refers students with disabilities to MA Rehabilitation Commission or to DDS for assistance with employment, college and obtaining drivers' license. Phase 3 students narrow down, research and develop a plan for their career path upon graduation, as well as participate in TJX Youth Business Institute. This staged approach builds on the skills developed in the previous course, allowing students to really plan for career success, while being supported by faculty, community members and volunteers.

We continue to provide access to field trips to enhance student learning, as well as offer opportunities to engage and model for students appropriate social skills needed for real-world success. Trips this year included the Camp Massapoag field day, financial literacy workshops, several plays at the Merrimack Repertory Theater, a day long STEM Symposium for seniors. We also continue to establish and strengthen relationships with organizations that provide academic experiences beyond the classroom walls. Partnerships with the Lowell National Park, Lowell Telecommunications Corporation, Gulf of Maine Institute (GOMI) and Junior Achievement (JA) among others engage students in non-traditional ways. 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. These events were structured to allow both pre- and post-speaker discussion and reflections, both individually and in small peer groups. As these topics continue to impact student success in school, social workers worked closely with students to address personal concerns and identify supports and plans to assist the student in managing these challenges. The Ethical Value Committee (EVC) worked on a program to highlight our ten ethical values within the school community; in addition to celebrating students who exemplified these values, monthly Advising presentations provided relationship- building within smaller Advising groups. School-wide activities focused on the ethical values worked to build community with the students. Additionally, the EVC produced a school newsletter for each of the trimesters, highlighting students, field trips, partnerships and celebrations. Students consistently highlight these opportunities as reasons why they choose to attend school; it is our goal to identify additional programs as a means not only to retain students, but also to strengthen our mission of student academic, social and career success.

As COVID-19 has shifted the way we teach, we need to adapt to the unique challenges facing our population. In order to address this, thanks to the Barr Grant, we have partnered with CatalystEd, which “unlocks the collective expertise in education to help education organizations innovate, improve, and scale with an intentional focus on equity.” CatalystEd will work with the LMACS team to refine the vision for high quality, engaging remote and hybrid learning, and help the team surface and identify which strategies were effective for remote learning last spring. This will identify what supports teachers need to implement them, and assist the the team in determining 4-5 specific instructional engagement strategies for remote and hybrid learning that are high impact, and focused on work completion and student agency. Additionally, as part of this work, faculty will complete a needs assessment for what support teachers may need to implement the strategies above and create a high level PD plan for the summer and SY 20-21. CatalystEd will help to plan and/or facilitate this PD. The goal is to ensure student retention and success as we move forward with supporting and educating our students during this time.

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

As LMACS specifically serves students who are at-risk of dropping out or students who have already dropped out, we are facing unique challenges with regards to retention. We consistently review and revise our policies and procedures to best meet the needs of our students. Attendance is consistently a struggle with this particular population; as they have withdrawn from the school system before transferring to us, many of the strategies typically used to address many of the factors that cause students at this age to drop-out – factors such as substance use, poverty, gang involvement, and mental health concerns – aren’t as effective. Unless these needs are addressed outside the school, success in school will prove difficult regardless of how much support a school provides. LMACS consistently adapts to find the best ways to provide access to resources to assist students and families, and we pride ourselves in adjusting what we do and how we do it to ensure that the greatest number of students receive the as much support as possible. As we are a small school, we make every effort to meet the needs of each individual student *where they are* and we are fortunate that we can provide opportunities to address all aspects of a student’s needs; unfortunately, as a small school, this also impacts the data, as a small number of students can greatly change the data from year to year.

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 22% Third Quartile: 13%</p> <p>The school is above third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>X - Below third quartile: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • schedule team meeting as soon as possible for all new students; • complete evaluations of students each trimester; • ensure that all teachers have updated Special Education/504 Plan Binders; • provide weekly check-ins with teachers of Sped students to identify and address any concerns; • continue bi-weekly phone calls to parents; • continue to encourage parents to join Sped PAC. • cluster content department classrooms together and assign a Special Education teacher to work directly within the cluster throughout the day; • employ 2 additional part-time special education teachers; • employ Title 1 tutors. • Schedule meetings with student/parent/social worker/special education coordinator for students who are at risk of not making progress or stopped attending; • Continuing staff meetings to ensure binders are updated as often as new plans are written.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>X Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Social workers will develop and offer psychoeducational workshops each trimester for families to assist them with the challenges of parenting a special education student (2-3 years);

	<ul style="list-style-type: none"> • LMACS will partner with community organizations to provide workshops and resources and support for families of special education students; • Faculty will work with CatalystEd to develop high quality, engaging remote and hybrid learning that meets the needs of special education students; • Faculty will work with CatalystEd to surface and identify which strategies were effective for remote learning last spring, and what supports teachers need to implement them. <p>We anticipate the data will change in 2 years.</p>
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Limited English-proficient students/English learners

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 4.9%</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • schedule small ELL classes to ensure emphasis on individual skill development; • provide weekly check-ins with teachers of ELL students to identify and address any concerns; • provide immediate intensive help for ELL students through push-in and pull-out assistance; • continue bi-weekly phone calls to parents; • continue to encourage parents to join ELL PAC. • use Academic Block as additional ELL support, providing additional opportunities for ELL students to meet with language instructors; • utilize the reading comprehension program in a one-on-one capacity to enhance background knowledge and language development; • connect with organizations in the community that are involved with the ELL students to help encourage regular school attendance; • Develop and implement peer-to-peer language development and practice opportunities; • Provide ELL students real and authentic language development opportunities such as interview skills and community networking.
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 27% Third Quartile: 10%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • provide free breakfast according to state and federal guidelines; • revise the attendance policy to better meet the needs of students; • implement a Mindfulness program to assist students with managing stress; • create a student-led leadership team to identify and address issues preventing student success; • connect students with local organizations to address specific student needs inhibiting their success; • collaborate with local organizations to identify additional school support structures needed by the student in order to achieve success; • incorporate more project-based learning opportunities;
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	<ul style="list-style-type: none"> • expand the use of rubrics to assess academic, social and career success and to provide students greater opportunity to self-reflect; • implement student access to grades online; • use the “Strive for 85%” campaign school-wide to encourage student attendance • utilize MassGrad Grant program to reengage students at risk of dropping out; • expand the use of partnerships with the Lowell National Park, TJX, Career Center and Junior Achievement in order to encourage student connections to the school and the community. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>X Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Change meal vendors and provide more “grab and go” lunch options • Offering a hybrid learning model to assist students who need more flexible schedules • Faculty will work with CatalystEd to refine the vision for high quality, engaging remote and hybrid learning; • Faculty will work with CatalystEd to surface and identify which strategies were effective for remote learning last spring, and what supports teachers need to implement them. <p>We anticipate the data will change in 2 years.</p>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2020-201 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • provide targeted MCAS Prep classes for ELA, Math and Biology; • utilize Common Core & UBD for planning curriculum that addresses different learning styles; • develop, implement and support curriculum that is taught using a tiered instructional model that provides scaffolding in all subject areas; • strengthen and increase student participation in tutoring/mentoring program with MCC and UML.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2020-201 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • provide a rigorous Life Skills curriculum to address students’ social and emotional needs; • connect students with resources outside the school to address social and emotional needs; • develop extracurricular activities that provide students with connections to, and support from, staff outside the classroom setting; • develop Electives courses to increase student interest in attending school daily; • connect students with hands-on work experiences through partnership with TJX Corporations and Junior Achievement.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2020-201 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • continue bi-weekly phone calls to parents; • schedule appointments with parent and student to develop alternate educational plan (HiSet Youth Build, Job Corps); • review the schedule structure to identify provide opportunities to return to school sooner; • create strategies to reach out to students and create an academic program that reengages them in school.

Appendix C

School and Student Data Tables

Lowell Middlesex Academy Charter School's Report Card:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04580505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	3	3.5%
Asian	15	18%
Hispanic	31	37%
Native American	0	0%
White	26	32%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	9	11%
Special education	24	28%
Limited English proficient	8	9%
Low income	57	67%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 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	
Anne Monoxelos 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.	4/1/2016	

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 year	Departures at the end of the school year	Reason(s) for Departure
Teachers	8	2	0	Transfer
Other Staff	10	0	1	Budget reduction

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	14
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	20
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	0

BOARD MEMBERS FOR 2019-2020				
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
Mabry, James*	Chair	Finance	Academic MCC President	3/30/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19 Term ends 9/30/22
Burns, Alison	Trustee		Enterprise Bank - Community Relations & Customer Experience Officer, SVP	1/28/19 – 6/30/19 Term ends 1/31/22
Chen, Melissa	Trustee		LMACS Instructor	11/27/17 – 6/30/18 9/28/18 – 6/30/19 term ends 11/28/20
Cox, Colleen	Clerk		Middlesex Community College, CAO	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19 term ends 9/30/22
Daniel, David	Trustee		Former LMACS Instructor	9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19 Term ends term end 9/30/20
Larocque, Daniel	Trustee		Lowell Police Department	9/30/13-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19 term ends 9/30/20
Nocella, Frank*	Treasurer		MCC CFO	9/25/17 – 6/30/18 9/28/18 – 6/30/19
Ogembo, Ruth	Trustee		Program Manager Lowell Community Health Center	11/26/18-6/30/19 Term ends 11/30/21
Ruiz, Marco	Trustee		LMACS Alumni Employment Advisor at ValleyWorks	11/26/18-6/30/19 Term ends 11/30/21
Saab, Analise	Trustee		Case Manager for OSY Consultant	9/30/13- 9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19

				Term ends 9/30/20
Thompson, Shanna	Trustee		UML- Center for Program Evaluation Manager & Adjunct Professor	3/27/18 – 6/30/18 9/28/18 – 6/30/19 Term ends 3/31/21
Quinn, Tyrell	Student Trustee		LMACS Student	9/30/19 – 6/30/20

* By-Laws provide that the President and CFO of Middlesex Community College shall be standing members of the Board of Trustees.

Appendix D

Additional Required Information

Key Leadership Changes

There were no Key Leadership changes for the 2019-2020 school year.

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	James Mabry	mabryj@middlesex.mass.edu	No change
Charter School Leader	Margaret A. McDevitt	Mcdevittm@middlesex.mass.edu	No change
Assistant Charter School Leader	Anne Monoxelos	monoxelos@middlesex.mass.edu	No change
Special Education Director	Patricia Harding	hardingp@middlesex.mass.edu	No change
MCAS Test Coordinator	Ken Bello	bellok@middlesex.mass.edu	No change
SIMS Coordinator	Sarah Fernald	fernalds@middlesex.mass.edu	No change
English Language Learner Director	Erika Lanier	laniere@middlesex.mass.edu	No change
School Business Official	Frank Nocella	nocellaf@middlesex.mass.edu	No change
SIMS Contact	Sarah Fernald	fernalds@middlesex.mass.edu	No change

Facilities

LMACS has not relocated or acquired a new facility during the 2019-2020 school year.

Enrollment

Action	Date(s)
Principal Student Application Deadline for the 2021-2022 school year	1/29/2021
Principal Lottery for the 2021-2022 school year	2/5/2021
LMACS accepts applications on a rolling admissions basis for each of our trimesters. If a lottery is deemed necessary, the above Principal Application and Lottery dates will be applicable for the 2022 Fall trimester.	