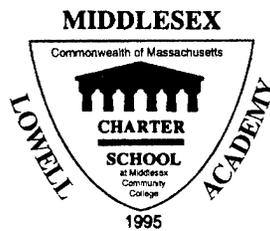


ANNUAL REPORT OF THE
LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2015

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, 2015
Maximum Enrollment	150	Current Enrollment	87
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	20
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 2014-2015 school year, LMACS continued to run 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 2014-2015 school year, LMACS continued the Tutoring program, which is a 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.

Thanks to the case management model instituted during the 2013-2014 academic year, LMACS has seen an increase in the number of students who have successfully participated in the dual enrollment program with MCC. 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 the 2014-2015 year, the number of students who successfully completed their courses rose from 3 to 7. LMACS plans to further refine 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 2014-2015 school year.

Access and Equity: Recruitment and Retention Plan

See Appendix B.

Dissemination Efforts:

- Director Margaret McDevitt worked closely with Lowell High School teachers and principals on the development of the Lowell Reengagement Center to share Best Practices as they pertain to the recruitment, retention, placement and education of at-risk students.
- LMACS held several tours of the school for faculty and administration of area schools, using these tours as an opportunity to share and discuss 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.
- School nurse, Amy Hendl, serves on the Lowell Teen Pregnancy Prevention Task Force and the Charter School Nurse Association, as well as participates in the Community of Practice for the Massachusetts Charter School 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

The faculty and administration of Lowell Middlesex Academy Charter School and Middlesex Community College were proud to acknowledge the 20th anniversary of LMACS providing a quality high school education for the youth of Lowell and surrounding communities. The Massachusetts Department of Elementary and Secondary Education awarded LMACS its new Charter on May 4, 2015.

For the 2014-2015 school year, LMACS returned to the trimester schedule format. For the previous school year, LMACS had 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. A review of the data showed little difference between the two formats. LMACS continues to research Best Practices surrounding scheduling as they pertain to at-risk students.

LMACS continues to utilize TeenBiz3000 as a tool to monitor and improve student reading skills. In previous years, the program was used to target specific students who needed additional reading support. During the 2014-2015 school year, a whole-school approach was implemented, with TeenBiz3000 reading comprehension assignments included as part of the Friday schedule. As a result, LMACS saw an average increase of 80 Lexile points for students who completed the 40 activities required by the program. LMACS plans to continue utilizing the program as part of its school-wide effort to increase reading comprehension across the disciplines, incorporating the writing component. 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 worked in collaboration with Brigham and Women's Hospital to implement the "Teen Health Ambassador Program." Four students from LMACS participated in an internship program in which they read about a topic and provided two monthly activities for students on each topic. Topics included Blood Pressure, Blood Sugar, Smoking, CPR, Cholesterol, Exercise, Weight and Eating Healthy. Students received certificates for participating in the program and were able to meet with students from other local schools involved in this initiative during a breakfast celebration at the end of the year.

LMACS continues to utilize and refine its "Term 1 (T1)" program in order to provide incoming students with the skills and support necessary to being successful in high school. Previous data showed that students who successfully completed three or

more courses during their first term at LMACS were much more likely to graduate. As a result, LMACS developed courses such as Study Skills, Integrated Art and Life Choices which are focused on the academic and socio-emotional skills at-risk students typically struggle with. 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.

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.

In an effort to encourage students to further develop and use higher order thinking skills, LMACS continued its 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.

LMACS was awarded a \$90,760 Equipment Grant by the Mass Life Science Center this winter. This grant will provide new state of the art science equipment and students new research opportunities. Faculty are developing new cross-curricular courses that works to incorporate access to the equipment and making connections between science research and courses such as History, Math and Literature.

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 2014-2015.

Budget and Finance

Statements of Revenues, Expenses, and Changes in Net Assets Pre - Audit Draft Statement Years ended June 30, 2015 and 2014

	2015	2014
Operating revenues:		
Chapter 70 state tuition	\$ 1,559,417	\$ 1,453,959.00
In-kind contributions	<u>\$ -</u>	<u>\$ -</u>
Total operating revenues	\$ 1,559,417	\$ 1,453,959.00
Operating expenses:		
Salaries	\$ 1,083,290	\$ 1,146,246
Payroll taxes	\$ 12,868	\$ 12,160
Fringe benefits	\$ 154,650	\$ 161,842
Compensated absences	\$ (6,558)	\$ 9,511
Contracted services	\$ 41,770	\$ 32,782
Telephone and utilities	\$ 81,800	\$ 70,507
Food service program	\$ 47,248	\$ 55,308
Staff development	\$ 1,950	\$ 2,956
Office supplies and materials	\$ 26,592	\$ 28,881
Computer equipment and classroom furnishings	\$ 567	\$ 9,501
Postage and shipping	\$ 19	\$ 27
Maintenance and repairs	\$ 28,303	\$ 24,865
Insurance	\$ 19,914	\$ 17,307
Travel	\$ 1,004	\$ 414
Student transportation	\$ 4,440	\$ 4,985
Dues and subscriptions	\$ 6,803	\$ 7,255
Scholarships	\$ 500	\$ 500
Miscellaneous	\$ 11,183	\$ 11,116
Depreciation	\$ 78,924	\$ 78,924
Allocated Service charge	<u>\$ 58,826</u>	<u>\$ 58,692</u>
Total operating expenses	<u>\$ 1,654,093</u>	<u>\$ 1,733,779</u>
Operating loss / gain	\$ (94,676)	<u>\$ (279,820)</u>
Nonoperating revenues/(expenses):		
State grants	\$ 82,742	\$ 90,395
Private grants	\$ 4,108	\$ 39,201
Misc Income	\$ -	\$ -
Pollard Building Rental Income	\$ 221,970	\$ 215,510
Mortgage interest	\$ (67,762)	\$ (71,289)
Federal School Lunch program	<u>\$ 13,796</u>	<u>\$ 19,410</u>
Nonoperating income	<u>\$ 254,854</u>	<u>\$ 293,227</u>
Increase in net assets	\$ 160,178	\$ 13,407
Net assets, beginning of year	<u>\$ 830,434</u>	<u>\$ 817,027</u>
Net assets, end of year	<u><u>\$ 990,612</u></u>	<u><u>\$ 830,434</u></u>

Statement of net assets for FY 15
Balance Sheet Pre-Audit Draft Statement
June 30, 2015 (with comparative totals at June 30, 2014)

	<u>Current Funds</u>		<u>2015</u>	<u>2014</u>
	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>	<u>Total</u>
Assets				
<u>Current assets</u>				
Cash and cash equivalents	\$ 498,545	17,574	516,119	81,941
Accounts Receivable	1,100	-	1,100	512,664
Grants receivable	<u>-</u>	<u>3,199</u>	<u>3,199</u>	<u>9,644</u>
Total current assets	\$ <u>499,645</u>	<u>20,773</u>	<u>520,418</u>	<u>604,249</u>
<u>Noncurrent assets:</u>				
Capital assets, net of accum depreciation	2,828,896	-	2,828,896	2,907,821
Other noncurrent assets	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total noncurrent assets	<u>2,828,896</u>	<u>-</u>	<u>2,828,896</u>	<u>2,907,821</u>
Total assets	<u><u>3,328,540</u></u>	<u><u>20,773</u></u>	<u><u>3,349,314</u></u>	<u><u>3,512,070</u></u>
Liabilities and Fund Balance				
<u>Current liabilities</u>				
Accounts payable	\$ 8,044	-	8,044	255,310
Compensated Absences current	-	-	-	7,074
Loan payable,current	-	-	-	63,399
Deferred grant revenue	<u>-</u>	<u>20,773</u>	<u>20,773</u>	<u>26,487</u>
Total current liabilities	<u>8,044</u>	<u>20,773</u>	<u>28,817</u>	<u>352,270</u>
<u>Noncurrent liabilities</u>				
Loans payable	2,326,932	-	2,326,932	2,326,929
Compensated Absences noncurrent	2,953	-	-	2,437
Total noncurrent liabilities	<u>2,329,885</u>	<u>-</u>	<u>2,329,885</u>	<u>2,329,366</u>
Total liabilities	<u>2,337,928</u>	<u>20,773</u>	<u>2,358,701</u>	<u>2,681,636</u>
<u>Fund balances</u>				
	<u>990,612</u>	<u>-</u>	<u>990,612</u>	<u>830,434</u>
Total liabilities and fund balances	\$ <u><u>3,328,540</u></u>	<u><u>20,773</u></u>	<u><u>3,349,314</u></u>	<u><u>3,512,070</u></u>

**Statement of Changes in Fund Balances Pre-Audit Draft Statement
June 30, 2015 (with comparative totals at June 30, 2014)**

	<u>Current Funds</u>		<u>2015</u>	<u>2014</u>
	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>	<u>Total</u>
Revenues and other additions:				
Charter School tuition	\$ 1,559,417		1,559,417	1,453,959
Government grants and contracts		82,742	82,742	90,395
Rental Income	221,970		221,970	215,510
Private Grants	-	4,108	4,108	39,201
Misc Income	-		-	-
Interest Income	-		-	-
School Lunch Program	13,796	-	13,796	19,410
Total revenues and				
other additions	<u>1,795,183</u>	<u>86,850</u>	<u>1,882,033</u>	<u>1,818,475</u>
Expenditures and other deductions:				
Education and general expenditures	1,404,188	-	1,404,188	1,455,758
Private Grants	-	4,108	4,108	39,201
Pollard Building Operation	84,131		84,131	69,500
Mortgage Interest Payments	67,762		67,762	71,289
Depreciation	78,924		78,924	78,924
Base Building Improvements	-		-	-
Government grants and contracts		82,742	82,742	90,395
Total expenditures and other				
Deductions	<u>1,635,005</u>	<u>86,850</u>	<u>1,721,855</u>	<u>1,805,068</u>
Net increase/ decrease in fund balances	160,178	-	160,178	13,407
Fund balances at beginning of year	<u>830,434</u>	<u>-</u>	<u>830,434</u>	<u>817,027</u>
Fund balances at end of year	<u>\$ 990,612</u>	<u>\$ -</u>	<u>990,612</u>	<u>830,434</u>

Interim School Budget for FY16

Revenue

Tuition - Chapter 70	\$ 1,468,469
DOE Title I Grant	\$ 40,999
DOE Lunch Reimbursement	\$ 18,000
Entitlement Grants	\$ 45,647
Private Grants	\$ 20,799
Building Operations Rental Income	\$ 221,970
Total Revenue	\$ 1,815,884

School Operations Expenses

Personnel Costs

Full-time Teachers/Counselors	\$ 782,953
Full-time management staff contract	\$ 356,012
Part-time Faculty/Staff	\$ 105,323
Subtotal Personnel Costs	\$ 1,244,288

Direct Student Costs

Mortgage Allocation (30%)	\$ 39,347
MCC Fiscal Agent & Financial Services Contract	\$ 58,826
Other Contracted Services	\$ 50,075
Telephone and Utilities	\$ 23,217
Food Service Program	\$ 54,500
Office Supplies and Student Materials	\$ 27,370
Maintenance and Repairs	\$ 13,996
Insurance	\$ 15,711
Staff Travel / Professional Development	\$ 3,000
Student Travel	\$ 4,015
Dues and Subscriptions	\$ 6,803
LMACS Scholarships	\$ 2,000
Miscellaneous(Scholarships,Student Activities,Printing,advertising)	\$ 26,145
Subtotal Direct Student Costs	\$ 325,005

Total School Operations Expenses \$ 1,569,293

Pollard Building Operations Expenses

Mortgage Allocation (70%)	\$ 91,811
Sprinkler Maintenance	\$ 226
Elevator Maintenance	\$ 3,589
Reserve for Repairs	\$ 6,000
Water/Sewer	\$ 7,000
Water Treatment Services	\$ 5,800
Insurance	\$ 9,149
Utilities	\$ 56,000
Total Building Operations Expenses	\$ 179,575

Total Combined Operating Expenses \$ 1,748,868

Approved School Budget for FY15

Please see the Board of Trustees minutes for June 2015 for budget approval.

Fiscal Year 2015 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 FY15. 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 2014-2015.

Appendix A
Accountability Plan Evidence

Faithfulness to Charter

	2014-2015 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 2014-2015 academic year, LMACS graduated 26 students. All students met the academic requirements with passing grades of 70% or better.</p> <p>Social: For the 2014-2015 academic year, LMACS graduated 26 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. Five of the students received academic scholarships from TJX.

Academic Program Success

	2014-2015 Performance (Met/Not Met)	Evidence
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.		
Measure: 1. The school shows an annual increase in its CPI score for the ELA MCAS in the aggregate.	Not Met	This year, the CPI score for ELA MCAS dropped to 89.1. As part of the trimester schedule, LMACS accepts students a week before the March MCAS ELA exam. Due to this and to the small number of students who take MCAS, the CPI can vary greatly each year.
Measure: 2. The school shows an annual increase in its CPI score for the mathematics MCAS in the aggregate.	Not Met	This year, the CPI score for the mathematics MCAS dropped 2 points to 81.8. As part of the trimester schedule, LMACS accepts students in March. Due to this and to the small number of students who take MCAS, the CPI can vary greatly each year.
Objective: If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.		
Measure: 1. The school shows an annual increase in the Accuplacer Test ELA and mathematics in the aggregate and for all statistically significant subgroups.	Met	1. In ELA, new students enrolling September 2014, (n=15), on average showed a 4 point increase in Accuplacer scores between September 1 st and June 1 st . In math, new students showed an average of 13 point increase over that time. 2. In ELA, graduating seniors (n=26) showed a 13 point increase in their Accuplacer scores between entry (dates vary) and graduation (2015). In math, graduates showed, on average, a 29 point increase in scores over that time. 12 graduating seniors scored high enough to place into College English.
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.		
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.	Met	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. 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.

Organizational Viability

	2014-2015 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 2014-2015 this budget was sustained by actual average enrollment of 87 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 2014-2015 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 two incidents of violence as reported in discipline reports during 2014-2015 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	Several student seminars were offered during the 2014-2015 school year: <ul style="list-style-type: none"> • John Morello, <i>Dirt</i> (Substance Abuse) • Kathi and Chris Sullivan, <i>Drive To Save Lives</i> (Positive Decision Making) • Alvin Notice, <i>Tiana Notice Foundation</i> (Dating Violence) • Documentary, <i>Finding Kind</i> (Bullying) Faculty workshops included: <ul style="list-style-type: none"> • Charlie Applestein, author • Pat Fontaine, UML Faculty
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. 43 students completed the survey including 19 females and 24 males. 98% reported feeling "very safe" at school.

Appendix B
Charter School Recruitment and Retention Plan

Recruitment Plan
2014-2015

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2015

Implementation Summary:

LMACS strengthened its already considerable relationships with other community agencies that work with at-risk students. 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 was created and utilized to advertise upcoming Open Houses and other tours at LMACS. These Open Houses provide guidance counselors and faculty from Lowell and surrounding schools the opportunity to come and tour the school, observe classes and discuss “best practice” with teachers and administrators. This year, Open Houses were also open to community members, parents and potential students. LMACS saw greater interest in the program and an increase in the number of participants in these recruitment events.

In addition to recruitment strategies already in place, LMACS worked closely with the Career Academy, Bridge program and the Lowell High School Freshman Academy to assist in enrolling struggling students from these programs for the fall 2015 semester at LMACS. The Director and Assistant Director work closely with Margo Ferrick from the Lowell Public Schools on developing a Lowell Reengagement Center to share Best Practices as they pertain to the recruitment, retention, placement and education of at-risk students.

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. 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.

LMACS continued to use the school website and the Facebook page as a means for recruitment.

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; 9. Leave translated copies of our flyers and applications at adult ESL programs in the community 10. Provide translation services at Open Houses.

<p>Students eligible for free or reduced lunch</p>	<p>LMACS falls above the Comparison Index for this category. 72.4% 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:

For the 2014-2015 school year, LMACS returned to the trimester schedule format. For the previous school year, LMACS had 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. A review of the data showed little difference between the two formats. LMACS continues to research Best Practices surrounding scheduling as they pertain to at-risk students.

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.

LMACS continues to offer 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.

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. The speakers included:

- Comedian and storyteller John Morello;
- Drive To Save Lives representatives, Kathi and Chris Sullivan;
- A representative of the Tiana Notice Foundation, Alvin Notice;
- A screening of the powerful documentary of girl bullying, Finding Kind

LMACS continues to explore Credit Recovery options to provide students with alternate ways of completing graduation requirements. For the 2014-2015 school year, a faculty member was assigned to monitor the program; 9 of the 26 graduating

Seniors used the Compass Credit Recovery and Attainment program to ensure that they received the content and credits necessary in order to graduate. This ensured that students would continue on the path to graduation, and the program structure will be replicated in the 2015-2016 school year.

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 18 % 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 <u>each</u> 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 targeted 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

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%
Asian	5	6%
Hispanic	27	31%
Native American	0	0%
White	45	52%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	7	8%
Special education	16	18%
Limited English proficient	0	0%
Low income	63	72%

ADMINISTRATIVE ROSTER FOR THE 2014-2015 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 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	16	1	1	Both career changes
Other Staff	4	1	0	Retirement

BOARD MEMBERS FOR THE 2014-2015 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
Mabry, James*	Chair	Finance	Academic	9/29/14 – 9/30/17
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 9/29/14 – 6/01/15
Brown, Pat	Trustee		Parent	9/30/13-06/02/14 9/29/14 – 6/01/15
Cooney, James	Trustee	Real Estate Committee	Business	7/1/09-9/29/14 9/29/14 – 6/01/15
Cox, Colleen	Clerk		Academic	9/29/14 – 6/01/15
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 9/29/14 – 6/01/15
Deschene, Keith	Trustee		Alumni	6/6/11-9/29/14 9/29/14 – 6/01/15
Iem, Steven	Trustee	Finance Committee	Business	3/23/11-9/29/14 9/29/14 – 6/01/15
Santos, Melissa	Trustee		Student	9/29/14 – 6/01/15
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 9/29/14 – 6/01/15
Kirori, Moses	Trustee		Academic	9/29/14 – 6/01/15
Larocque, Daniel	Trustee		LPD	9/30/13-9/29/14 9/29/14 – 6/01/15
Lopez, Maria	Trustee	Personnel Committee Finance Committee Nominating Committee	Community	9/17/07-6/30/09 7/1/09-9/29/14 9/29/14 – 6/01/15
Saab, Analise	Trustee		Community	9/30/13- 9/29/14 9/29/14 – 6/01/15
Tejeda, Jeffrey	Trustee		Academic	9/29/14 – 6/01/15

* 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

James Mabry replaced Carole Cowan as chair of the LMACS Board of Trustees during the 2014-2015 school year.

Facilities

LMACS has not relocated or acquired a new facility during the 2014-2015 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Deadline for Fall Applications – August 1, 2015 Deadline for Winter Applications – October 16, 2015 Deadline for Spring Applications – February 1, 2016
Lottery	Fall Lottery – August 5, 2015 Winter Lottery – October 23, 2015 Spring Lottery – February 5, 2016