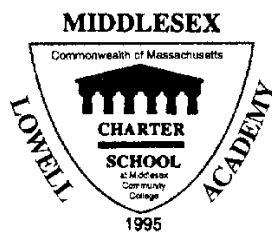


ANNUAL REPORT OF THE
LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2016

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	<u>112</u>
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	21
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’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 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;
- 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. 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.

LMACS strives to meet its mission in many different ways; in addition to strong and challenging curriculum and in-house socioemotional support, our partnerships are invaluable in providing our students with the myriad of supports needed to develop successful students.

During the 2015-2016 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 2015-2016 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.

LMACS continued its partnership with UMass Lowell this year; graduate students presented weekly to all 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. This has proven to be an important and successful partnership – one that is both educational and engaging for our students.

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, BU also provides access to and support for speakers for all-school sessions.

LMACS continues to encourage students to participate in the dual enrollment program with MCC. During the 2015-2016 year, LMACS supported three students as they successfully completed college-level courses. These Senior Academy students are now beginning their post-high school careers with not only credits, but with a stronger sense of the expectations of college-level work, as well as the confidence needed to continue in a college setting. We plan 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 2015-2016 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 Career Academy Innovation Grant 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.
- LMACS added a new position this year; the Recruitment Coordinator worked closely with area schools to share program information to best identify students who would benefit from receiving their education at LMACS.
- Assistant Director Anne Monoxelos worked with Megan's House, a residential treatment program for women, to discuss and begin to develop a partnership that would allow young women to complete their education at LMACS while they were completing their treatment.
- Assistant Director Anne Monoxelos 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.

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

As the needs of our student population are ever-changing, we continue to evolve our program to better serve our students. This year, we continued the trimester format; however, we decreased the number of courses per day from 6 to 5, allowing us to implement two new blocks: Academic Block and Social Block. Academic Block provides students with in-school time to work closely with teachers and tutors on coursework; this extra time allows students to practice the content and skills learned during class time under the guidance of instructors. As studies continue to show that students who feel connected to an adult and their peers are much more likely to stay in school, we developed Social Block, a 40 minute period in the day where the students are given an opportunity to express themselves through creativity and cross-curricular offerings such as Photography, Improv and Current Events, as well as time to connect and develop relationships with peers who share similar interests. We have seen an increase in content mastery, student retention and student well-being, and we believe these to be a result of these two added Blocks. However, LMACS continues to research Best Practices surrounding scheduling as they pertain to at-risk students and adjust the schedule and offerings to ensure we are best meeting the needs of this population of students.

In addition to the creation of these Blocks, we also made changes to our Friday schedule. Our students often struggle with basic study and organizational skills. In an effort to address this, each Monday, students are provided a one-sheet agenda with space to track their assignments for the week. Each Friday morning, students rotate through their courses for 10 minutes each, during which time instructors either signed off the agenda if the student was caught up, or noted which assignments were still unfinished. Students who were up to date were dismissed early; students who owed work were expected to stay and work with teachers until assignments were completed. This change provided students a model for managing their work and our expectations. While we chose to change our Friday schedule in the Spring term, students continue to use the agendas to review their standing in each course on every Friday morning.

LMACS continues to utilize TeenBiz3000 as a tool to monitor and improve student reading skills. Through a dedicated effort to create a culture of reading in the school, every student worked on their TeenBiz articles during a dedicated time on Fridays. As a result, LMACS saw an increase in the number of students who completed the required 40 activities, and those students saw an average increase of almost 50 Lexile points. 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.

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. In addition to focusing on developing relationships with these new students, LMACS implemented an Orientation program specifically for parents of incoming students. This program emphasizes the key characteristics of successful LMACS students and introduces parents to the expectations and culture of the school.

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. There has been a significant decline in the number of behavioral incidents in the classroom; we continue to emphasize our belief that teachers need time to teach and students need time to learn, and anyone interfering with that will be asked to leave. This “green sheet” culture has created safe, engaging spaces in which students can learn. LMACS continues to use the Rediker software to track discipline reports.

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 The Brain, CSI, Poetry, World War II 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 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 2015-2016.

Budget and Finance

Statements of Revenues, Expenses, and Changes in Net Assets
Pre-Audit Draft Statement
June 30, 2016 (with comparative totals at June 30, 2015)

	2016	2015
Chapter 70 state tuition	\$ 1,448,535	\$ 1,559,417
In-kind contributions	\$ -	\$ -
Total operating revenues	\$ 1,448,535	\$ 1,559,417
Salaries	\$ 1,117,005	\$ 1,084,390
Payroll taxes	\$ 13,302	\$ 12,868
Unemployment taxes		
Fringe benefits	\$ 170,529	\$ 154,650
Occupancy		
Compensated absences	\$ -	\$ (6,558)
Contracted services	\$ 18,010	\$ 41,770
Telephone and utilities	\$ 71,947	\$ 84,962
Food service program	\$ 42,726	\$ 48,000
Staff development (note 4)	\$ 3,183	\$ 1,950
Office supplies and materials	\$ 95,962	\$ 27,025
Computer equipment and classroom furnishings	\$ 12,510	\$ 567
Postage and shipping	\$ 19	\$ 19
Maintenance and repairs	\$ 21,596	\$ 28,361
Insurance	\$ 20,134	\$ 19,914
Travel	\$ 766	\$ 1,004
Student transportation	\$ 4,085	\$ 4,440
Dues and subscriptions	\$ 6,919	\$ 6,803
Scholarships	\$ 1,000	\$ 500
Miscellaneous	\$ 9,786	\$ 11,183
Real Estate Taxes		
Depreciation	\$ 78,924	\$ 78,924
Base Building Improvements		
Allocated Service charge	\$ 67,897	\$ 58,826
Total operating expenses	\$ 1,756,300	\$ 1,659,598
Operating loss / gain	\$ (307,765)	\$ (100,181)
State grants (note 10)	\$ 183,007	\$ 82,742
Private grants	\$ 6,699	\$ 4,108
Misc Income	\$ -	\$ -
Interest Income		
Pollard Building Rental Income	\$ 222,591	\$ 221,970
Mortgage interest	\$ (65,600)	\$ (67,762)
Federal School Lunch program	\$ 17,954	\$ 13,796
Nonoperating income	\$ 364,650	\$ 254,854
Increase / Decrease in net assets	\$ 56,885	\$ 154,673
	\$ 985,107	\$ 830,434
	\$ 1,041,992	\$ 985,107

Balance Sheet
Pre-Audit Draft Statement
Year ended June 30, 2016 (with comparative totals at June 30, 2015)

Assets	Current Funds		2016	2015
	Unrestricted	Restricted	Total	Total
Current assets				
Cash and cash equivalents	\$ 562,742	(61,302)	501,440	515,636
Accounts Receivable	-	-	-	-
Grants receivable	-	90,725	90,725	3,199
Total current assets	\$ 562,742	29,422	592,165	518,834
Noncurrent assets:				
Capital assets, net of accum depreciation	2,749,971	-	2,749,971	2,828,897
Other noncurrent assets	-	-	-	-
Total noncurrent assets	2,749,971	-	2,749,971	2,828,897
Total assets	3,312,713	29,422	3,342,136	3,347,731
Liabilities and Fund Balances				
Current liabilities				
Accounts payable	\$ 6,822	-	6,822	12,848
Compensated Absences current	-	-	-	-
Loan payable,current	65,061	704	65,765	65,061
Deferred grant revenue	-	28,291	28,291	19,891
Total current liabilities	71,883	28,995	100,878	97,800
Noncurrent liabilities				
Loans payable	2,196,312	-	2,196,312	2,261,871
Compensated Absences noncurrent	2,953	-	2,953	2,953
Total noncurrent liabilities	2,199,265	-	2,199,265	2,264,824
Total liabilities	2,271,149	28,995	2,300,143	2,362,624
Fund balances	1,041,565	428	1,041,992	985,107
Total liabilities and fund balances	\$ 3,312,713	29,422	3,342,136	3,347,731

Statement of Changes in Fund Balances
Pre-Audit Draft Statement
Year ended June 30, 2016 (with comparative totals at June 30, 2015)

	Current Funds		2016	2015
	Unrestricted	Restricted	Total	Total
Revenues and other additions:				
Charter School tuition	\$ 1,448,535		1,448,535	1,559,417
Government grants and contracts		183,007	183,007	82,742
Rental Income	222,591		222,591	221,970
Private Grants	-	6,699	6,699	4,108
Misc Income	-		-	-
Interest Income	-		-	-
School Lunch Program	17,954	-	17,954	13,796
Total revenues and other additions	1,689,080	189,706	1,878,786	1,882,033
Expenditures and other deductions:				
Education and general expenditures	1,419,373	-	1,419,373	1,407,371
Private Grants	-	6,271	6,271	4,108
Pollard Building Operation	68,724		68,724	86,453
Mortgage Interest Payments	65,600		65,600	67,762
Depreciation	78,924		78,924	78,924
Base Building Improvements	-		-	-
Government grants and contracts		183,007	183,007	82,742
Total expenditures and other deductions	1,632,622	189,278	1,821,900	1,727,360
Net increase/ decrease in fund balances	56,458	427	56,885	154,673
Fund balances at beginning of year	985,107	-	985,107	830,434
Fund balances at end of year	\$ 1,041,565	\$ 427	1,041,992	985,107

Interim School Budget for FY17

FY17

Revenue

Tuition - Chapter 70	\$	1,585,848
DOE Title I Grant	\$	62,464
DOE Lunch Reimbursement	\$	18,000
Entitlement Grants	\$	38,771
Mass Life Sciences	\$	90,726
Private Grants	\$	16,691
Building Operations Rental Income	\$	222,591
Total Revenue	\$	<u>2,035,091</u>

School Operations Expenses**Personnel Costs**

Full-time Teachers/Counselors	\$	897,854
Full-time management staff contract	\$	346,258
Part-time Faculty/Staff	\$	99,347
Subtotal Personnel Costs	\$	<u>1,343,459</u>

Direct Student Costs

Mortgage Allocation (30%)	\$	39,347
MCC Fiscal Agent & Financial Services Contract	\$	67,897
Other Contracted Services	\$	54,400
Telephone and Utilities	\$	24,410
Food Service Program	\$	55,500
Office Supplies and Student Materials	\$	25,370
Science Lab Supplies and Materials	\$	90,726
Maintenance and Repairs	\$	14,196
Insurance	\$	18,342
Staff Travel / Professional Development	\$	3,000
Student Travel	\$	4,000
Dues and Subscriptions	\$	6,894
LMACS Scholarships	\$	2,000
Miscellaneous(Scholarships,Student Activities,Printing,advertising)	\$	22,545
Subtotal Direct Student Costs	\$	<u>428,627</u>
Total School Operations Expenses	\$	<u>1,772,086</u>

Pollard Building Operations Expenses

Mortgage Allocation (70%)	\$	91,811
Sprinkler Maintenance	\$	300
Elevator Maintenance	\$	7,180
Reserve for Repairs	\$	6,000
Water/Sewer	\$	7,000
Water Treatment Services	\$	6,082
Certificate of Inspection	\$	100
Insurance	\$	9,749
Utilities	\$	59,000
Total Building Operations Expenses	\$	<u>187,222</u>

Total Combined Operating Expenses \$ 1,959,308

Approved School Budget for FY17

Please see the Board of Trustees minutes for June 2016 for budget approval.

Fiscal Year 2016 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 FY16. 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 2015-2016.

Appendix A

Accountability Plan Evidence

<p>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.</p>		
<p>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.</p>	<p>Met</p>	<p>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.</p>
<p>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.</p>	<p>Met</p>	<p>LMACS graduated 19 students in June 2016, all of whom met the course requirements as is noted on the student transcript.</p>
<p>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.</p>	<p>Met</p>	<p>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 are a key component of teacher evaluations.</p>
<p>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.</p>		
<p>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.</p>	<p>Met</p>	<p>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.</p>
<p>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.</p>	<p>Met</p>	<p>LMACS graduated 19 students in June 2016, all of whom met the course requirements as is noted on the student transcript.</p>
<p>Measure: The life skills developed during the course of a student’s time at LMACS will be reflected successful completion (70% or better) of Parts 1 (Where Have I Been?) and 4 (What Kind of Citizen Do I Want to Be?) of the students’ Five Year Plan, written during their Senior Year.</p>	<p>Met</p>	<p>LMACS graduated 19 students in June 2016, all of whom successfully completed all parts of the Five Year Plan.</p>
<p>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.</p>		
<p>Measure: Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better.</p>	<p>Met</p>	<p>LMACS graduated 19 students in June 2016, all of whom met the internship requirements as is noted on the student transcript.</p>

<p>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.</p>	<p>Met</p>	<p>LMACS graduated 19 students in June 2016, all of whom successfully completed all parts of the Five Year Plan.</p>
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Objective and Measures related to Dissemination (required):

<p>Objective: LMACS administration and faculty will participate in the dissemination of Best Practices as it pertains to working with at-risk students.</p>		
<p>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.</p>	<p>Met</p>	<p>The Executive Director met 10 times over the course of the school year to help develop the Career Academy Innovation Schools Grant, which seeks to address the needs of at-risk youth, and assist them in education placements best suited to the needs of each individual student. Details are available in the minutes from each meeting.</p>
<p>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.</p>	<p>Met</p>	<p>The Assistant Director met 4 times of the course of the year with System of Care. Details are available in the minutes from each meeting.</p>

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

<p>Objective: LMACS will work to modify student exposure to career and post-secondary educational options as they best suit the needs of the students.</p>		
<p>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.</p>	<p>In progress</p>	<p>As this is a reach goal, LMACS is currently in progress of refining the Internship 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. We are also revisiting the required course paths to better prepare students for college-level writing and math.</p> <p>LMACS is working closely with MCC to adapt and implement MCC's First Year Experience program at LMACS. This program is a requirement for all incoming MCC students and provides exposure to topics of career preparation and readiness. It is expected that all LMACS seniors will participate in this program starting in the 2016-2017 school year.</p>

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

<p>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.</p>		
<p>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.</p>	<p>Not Met</p>	<p>LMACS continues to struggle with consistent student attendance; while students have accepted the Achieve 3000 program as a vital and integral part of their educational experience, lack of consistent use of the program continues to impact student growth. While more than half of students who completed the 40 activity requirement showed a significant gain (an average of 87 Lexile points), several students showed lower gains, significantly impacting the overall average gain. We are reviewing the current Achieve 3000 schedule to ensure the maximum use and effectiveness of the program on our students.</p>
<p>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.</p>	<p>Not Met</p>	<p>65% of college-bound students placed into college level English and 40% placed into college level Math. LMACS is currently revamping the course structure to ensure that all students receive ACCUPLACE practice and support.</p>

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan

2016-2017

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2016

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 continues to be updated and utilized to advertise upcoming Open Houses and other tours at LMACS. LMACS also created a Recruitment and Retention position to deepen current relationships and develop new ones 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. LMACS also uses the school website and the Facebook page as a means for recruitment.

LMACS recently subscribed to the Constant Contact email marketing program. This tool will allow us to reach out to specific groups – for example, all administrators or all alumni – as an additional means to not only recruit new students, but also to ensure that local schools and organizations are aware of the events and successes of our school. This ensures that a greater number of community members not only see LMACS as a potential option for their struggling students, but also gain a greater understanding of the specifics of the programs we offer.

As part of the recruitment efforts, LMACS hosted an alumni luncheon for not only graduates, but any student who has attended LMACS at some point in their educational career. Facebook is used to maintain connection with these former students; the luncheon provided some excellent recruitment ideas, such as specific locations in which we should post flyers/meet potential students, as well as the need to better advertise all components of our program (not just the academic goal of a high school diploma, but also highlight the social and career elements of the school). Former students also identified that word of mouth was the most effective tool in recruiting new students; as a result, we will be exploring new ways to engage current students in the recruitment process.

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 2016 semester at LMACS. The Director and Assistant Director work closely with Margo Ferrick from the Lowell Public Schools on developing the Career Academy Innovation Schools Grant 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.

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.

General Recruitment Activities

- Advertise in all MCC publications throughout the year
- Advertise by doing regular human interest stories on local radio shows
- 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
- 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
- Work with surrounding schools on developing a Lowell Reengagement Center
- Utilize the new 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

Demographic Group	Goals and Strategies
Special education students	<p>LMACS falls above the Comparison Index for this category.</p> <p>LMACS will:</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; • identify a student with special needs who will speak at the Information Sessions; • 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; • utilize Constant Contact to create effective and targeted email and marketing campaigns.
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> <ul style="list-style-type: none"> • 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; • establish relationships with parochial schools. The school plans to advertise in other local churches including St. Patrick’s; • make school information available in newspapers published in target languages, and on radio stations broadcasted in targeted languages; • recruit at the Southeast Asian Water and other cultural celebrations; • provide translation services at recruitment events; • 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; • recruit potential students from popular youth locations within the city, particularly the pools, basketball courts and other youth organizations; • 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; • utilize Constant Contact to create effective and targeted email and marketing campaigns.
Students eligible for free or reduced lunch	<p>LMACS falls above the Comparison Index for this category. All LMACS students receive free lunch.</p> <p>LMACS will:</p> <ul style="list-style-type: none"> • continue to post flyers at food banks, housing projects and local homeless shelters; • 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

	<ul style="list-style-type: none"> with flyers and information; • continue outreach strategies to all partner agencies; • make our application available at Boys and Girls Club, Teen Club and UTEC; • contact the department of Transitional Assistance in Boston and provide them with application information; • utilize Constant Contact to create effective and targeted email and marketing campaigns.
Students who are sub-proficient	<p>LMACS will:</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.
Students at risk of dropping out of school	<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> <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; • hold an information session at the GRIP Project that works with students 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, GED programs and drop-in youth centers; • utilize Constant Contact to create effective and targeted email and marketing campaigns.
Students who have dropped out of school	<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> <ul style="list-style-type: none"> • meet regularly with representatives from LPD, Juvenile Court, DSS, 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 GED program, have not aged out of high school and who may be appropriate candidates for the charter school;

	<ul style="list-style-type: none"> • 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>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> <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

2015-2016

Implementation Summary:

LMACS continues to refine its program to ensure that we meet the needs of all students. While we continued the trimester format this year, we revised the schedule to provide students with a Social Block and an Academic Block. Both of these proved to be very successful; end-of-year feedback identified that these two arenas – particularly the social component – are significant in ensuring students remain active participants in their education and reduce the likelihood of dropping out. The Academic Block provided students with time in school to *practice* and *prepare* for their courses; they had access not only to the instructors of their courses, but also to tutors for each of the subjects. As many of our students struggle with difficulties outside of the school setting, homework is often not a priority. Academic Block ensured that not only was homework being completed, but that it was done under the guidance of faculty who could best assist with the material. Instructors noted an increase in the number of students completing work; there was a significant increase in the number of students passing 3 or more classes. LMACS plans on continuing Academic Block for the 2016-2017 school year.

It is essential to our mission that students receive not only effective core content instruction, but also effective social and career skills development as well. As a result, we continued our very popular Elective courses, but also added a Social Block component. Studies repeatedly show that students who feel connected to staff and peers are more likely to continue attending school and are less likely to drop out. Because of this, Social Block was developed to provide students with a safe way to connect with peers who share similar interests in an engaging, challenging environment. While we felt that it was successful – and the students echo this – we are changing the model for the 2016-2017 school year to provide students with more time on academics. Instead of daily Social Block, we are exploring additional ways to provide these experiences in different ways, such as regularly scheduled field trips and whole school events.

LMACS 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. This is significant, as many of the causes of poor attendance have little to do with student ability in the classroom, but rather the impact of outside concerns on their ability to attend and focus on their students.

LMACS is honored to be a recipient of a Circle Health 2016 Community Health Initiatives Grant. The grant was awarded in February and was used to design and implement a Speaker Series that addresses the important topic of Opioid and Substance Abuse Prevention. The speakers included Drive To Save Lives representative Kathi Sullivan and comedian and storyteller John Morello. Additionally, these funds were used to purchase classroom copies of *Dirt*, a graphic novel by Morello that addresses themes of substance abuse, bullying and the difficult choices adolescents face.

The further development of a Science Lab continued to prove significant in student engagement; with over \$90,000 of grant money received from the Massachusetts Life Sciences Center, the Science department was able to purchase state-of-the-art equipment such as an autoclave, incubator, digital water bath, cordless microscopes and individual dissection kits. Students learned about anatomy and physiology through dissections, structure and function of organize molecules through chemical analysis and bacteria by growing and collecting cultures. The Science department continues to develop and refine courses that meet the Common Core requirements, but also are engaging and exciting for students.

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. LMACS continues to explore Credit Recovery options to provide students with alternate ways of completing graduation requirements. For the 2016-2017 school year, a faculty member was assigned to monitor the program; 14 students used the program to ensure that students would continue on the path to graduation, and the program structure will be replicated in the 2016-2017 school year.

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.

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

Retention 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 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 copies of accommodations; • 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; • ensure that Student Support staff meet regularly with general education teachers to monitor and accommodate students on IEPS; • continue to make available staff social workers to serve the vast array of social/emotional and learning disability needs of our students; • communicate with families to set goals, provide check-ins, and report results of interventions with families.
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 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; • 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> <ul style="list-style-type: none"> • provide free breakfast before the school day; • continue outreach strategies to partner agencies to ensure a full range of supports for families; • strengthen relationships with afterschool programs and agencies that service lower income families and their children (Boys and Girls Club, YMCA, etc.); • provide school supplies such as pens, pencils, notebooks, etc. as needed.

<p>Students who are sub-proficient</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; • make use of Achieve3000 to improve basic reading skills; • develop, implement and support curriculum that is taught using a tiered instructional model that provides scaffolding in all subject areas; • use iPads during the academic classes to meet different learning styles. • strengthen and increase student participation in tutoring/mentoring program with MCC and UML; • focus on implementation of the SMART 7 reading comprehension technique across all courses; • utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction.
<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> <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.
<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> <ul style="list-style-type: none"> • continue bi-weekly phone calls to parents; • schedule appointments with parent and student to develop alternate educational plan (GED, Youth Build, Job Corps); • review the schedule structure to identify provide opportunities to return to school sooner; • offer credit recovery options as appropriate.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Any and all of the above as warranted.</p>

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	5	4.2%
Asian	8	7.4%
Hispanic	29	26.3%
Native American	0	0%
White	55	49.5
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	14	12.6
Special education	32	28.5%
Limited English proficient	6	5.3%
Low income	112	100%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 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	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	4/1/2016
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 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	12	1	3	Job change Retirement
Other Staff	6	1	0	Retirement

BOARD MEMBERS FOR THE 2015-2016 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 MCC President	9/29/14 – 9/30/17
Brady, Thomas	Student Trustee		LMACS Student	9/28/15 – 6/30/16
Cox, Colleen	Clerk		Academic MCC Dean, Lowell Campus Manager	9/29/14 – 6/01/15 9/28/15 – 6/30/16
Iem, Steven	Trustee	Finance Committee	Business MCC Alumni PriceWaterhouseCoopers	3/23/11-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16
Khoeun, Samkhann	Trustee		Academic Advisor MCC TRiO Program at LHS	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 9/28/15 – 6/30/16
Kirori, Moses	Trustee	Consultant	Academic	9/29/14 – 6/01/15 9/28/15 – 6/30/16
Larocque, Daniel	Trustee		LPD	9/30/13-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16
Lopez, Maria	Trustee	Personnel Committee Finance Committee Nominating Committee	Community Merrimack Valley Housing Partnership	9/17/07-6/30/09 7/1/09-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16
Saab, Analise	Trustee		Community	9/30/13- 9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16
Spaziani, Gina*	Treasurer		MCC Executive Vice- President, Administration & Finance	9/28/15 – 6/30/16
Tejeda, Jeffrey	Trustee		Academic Assistant Director Admissions/Student Recruitment	9/29/14 – 6/01/15 9/28/15 – 6/30/16

* 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

Anne Monoxelos replaced Nancy Arseneaux as the Assistant Director in April 2016.

Facilities

LMACS has not relocated or acquired a new facility during the 2015-2016 school year.

Enrollment

Action	Date(s)
Student Application Deadline	8/1/2016, 10/14/2016, 2/3/2017
Lottery	10/21/2016, 2/10/2017