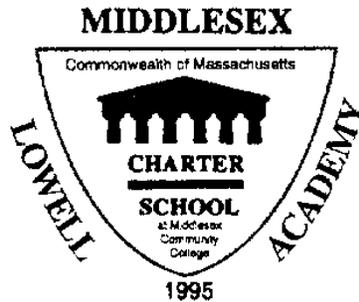


Annual Report of the
Lowell Middlesex Academy Charter School



July 31, 2019

Lowell Middlesex Academy Charter School (LMACS)

Middlesex Community College

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

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

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Introduction to the School

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	89
Chartered Grade Span	9-12	Students on Waitlist	0
# Instructional days per school year	180	Current Grade Span	9-12
School Hours	M-Th. 8:30am – 3:00pm Friday 8:30am – 11:30am	Age of School	24

School Mission Statement

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

Our Vision

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

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

LMACS is committed to the success of every student.

Educational Philosophy

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

Implementation of Mission and Key Design Elements

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

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

LMACS was chartered to support high school dropouts to become graduates - and to do it quickly. Many students at LMACS say that this is the first time in their lives that a school-based adult believes they have potential, but the teachers at LMACS have to meet the students where they are - a complicated task. On one end of the spectrum, there are students who arrive at LMACS with nearly enough credits to graduate from high school, but were never inspired to do so. On the other end are students who arrive at LMACS at a second-grade reading level and without knowledge of basic math skills. To achieve the school's mission, teachers ensure that each child has an advocate through an advisory program, and that students are prepared for future challenges. It is a school that defines success through emotional health and self-expression, as well as college readiness and test scores. The faculty holds students to high standards – standards that reflect academic achievement, progress towards 10 Ethical Values, and the ability to make a decision around educational and career options when they graduate.

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

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

In addition to scheduled classes, LMACS includes an Academic Block which provides students with time in school to school to *practice* and *prepare* for their courses; this provides 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 ensures that not only is homework being completed, but that it is done under the guidance of faculty who could best assist with the material.

LMACS continued its Professional Learning Community (PLC) program for faculty. This program allows teachers to observe each other's classrooms and lessons with a focus on student engagement and higher order thinking. As part of our Professional Learning Community, we are focused on how we clarify to students the goals of a lesson and how students will be assessed. This is an ongoing conversation we are having in our PLC groups, and we are working on how to ensure these are clearly communicated to our students. One of the driving forces behind implementing a Professional Learning Community at LMACS was the desire to look at the

learning happening across the school and identify both Best Practices as well as areas of development with regards to inquiry, problem-solving, student efficacy, and higher order thinking.

LMACS continued its Tutoring program through a partnership with Middlesex Community College and UMass Lowell, Title I, two part time Special Education teachers, and with support from MassGrad. College students work 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. Additionally, LMACS secured a MassGrad grant to help increase graduation rates.

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

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

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

The Health & Wellness Team also developed several programs through the academic year: Parent Orientation, New Student Orientation, Back to School Orientation, Bullying Prevention, Substance Abuse Prevention, Support group for graduating seniors, weekly lunch support group, Job Search Strategies, and a Smoking/Vaping Prevention Program. In addition to strong and challenging curriculum and in-house socioemotional support, courses are offered that address specific socioemotional topics. Integrated Art uses art therapy to explore identity, and Life Choices looks at important issues such as domestic/dating violence, family patterns and emotional well-being. In an effort to reduce school suspension rates, in the fall of 2018, we implemented a Mindfulness program to provide students with constructive ways to handle stress. Students were provided with daily Mindfulness exercises during Advising to help with focus and stress management.

Additionally, our partnerships are invaluable in providing our students with the myriad of supports needed to develop successful students. LMACS continued its partnerships with several local schools and agencies, including the Lowell Police Department, Juvenile Court, Department of Social Services, Department of Youth Services, Lowell General Hospital and the Lowell Community Health Center. We continued our partnerships with the Center for Hope & Healing and Megan's House. PhD candidates in the UMass Lowell Graduate Physical Therapy program presented weekly throughout the fall term to all LMACS students on a variety of health and wellness topics such as substance abuse, nutrition, exercise and meditation. These topics were identified by LMACS students as issues of concern and/or interest in their personal lives, and the graduate students created units that met these identified needs. 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.

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

Career and college education is built directly into our curriculum. We have developed a pipeline of career exploration courses, including LMACS Seminar, Career Connections, and Career Pathways. These classes closely examine post-secondary options, provide assistance with resume-writing, and require students to develop future plans. During senior year, students receive individual assistance with college and financial aid applications through mandatory senior classes. We also offer several courses, including Public Speaking and Presentations, that help students prepare for job interviews. One of our social workers conducts optional workshops on various career-related inquiries and skills during academic block. These opportunities, combined with collaborations with Middlesex Community College, the TJX Youth Business Institute, Junior Achievement and many local professionals, provide students with thorough college and career exposure, information, and guidance.

One of the strengths of our Career and College program is our participation 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, resumes and cover letters, and other important work skills. Students participate in off-site activities, such as Dress for Success and Job Shadow Day. After successfully completing the program, TJX provides scholarships to students who matriculate into an accredited post-secondary school or college.

This year, LMACS worked closely with Junior Achievement in order to foster work-readiness, entrepreneurship and financial literacy skills. Students in the Career Connections participated in regular workshops focused on these skills, and then utilized them in authentic experiences within the community. Students engaged with professionals in a variety of settings, practicing networking and furthering their leadership and communication skills.

These programs target career readiness curriculum and ensure that LMACS students graduate not only with the academic skills but also the career skills needed to be successful adults.

Amendments to the Charter

LMACS did not request any amendments to the Charter for the 2018-2019 school year.

Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/?orgcode=04580000&fycode=2018>

Schools identified to participate in the Rethinking Discipline Professional Learning Network (RD PLN) had discipline rates that were at or above two standard deviations from the statewide average over multiple years. LMCAS has not been identified for the RD PLN. Based on this data, DESE scheduled an informal, non-evaluative phone call. After this phone call, there are no required next steps or further actions.

2017-2018 Student Discipline							
Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	122	22	0.0	18.0	0.0	0.0	0.0
English Learner	6	1					
Economically disadvantaged	90	16	0.0	17.8	0.0	0.0	0.0
Students w/disabilities	34	7	0.0	20.6	0.0	0.0	0.0
High needs	98	17	0.0	17.3	0.0	0.0	0.0
Female	57	12	0.0	21.1	0.0	0.0	0.0
Male	65	10	0.0	15.4	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0						
Asian	29	4					
Afr. Amer./Black	5						
Hispanic/Latino	43	10	0.0	23.3	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	9	0					
Nat. Haw. or Pacif. Isl.	0						
White	36	7	0.0	19.4	0.0	0.0	0.0

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	Criteria	With whom did the school disseminate its best practices?	Result of dissemination
Curriculum development and instructional practices for diverse learners	Workshop	Melissa Chen, STEM Instructor Laura McGuigan STEM Instructor	Supports for Diverse Learners	Gulf of Maine Institute, Newburyport High School, Kennebunkport High School, Bethlehem Elementary, North Shore Montessori	Meeting agendas and notes
Improve access to treatment and reentry into school/diploma program	Monthly meetings	Amy Hendl, Nurse	Social, Emotional, Health Needs	Substance Use and Prevention Task Force	Meeting agendas and notes
Including the parents in the LMACS community to encourage parental involvement	Parent Orientations	Tracy David, Social Worker	Family Engagement	Parents of incoming LMACS students	Orientation materials
Identifying strategies schools could implement to better meet the needs of at-risk students.	Tours	Daroth Yann, STEM Instructor and Recruitment Coordinator	Mission and Key Design Elements	Teachers, Administrators of local schools	Brochures Description of programs and services
Identifying strengths and areas of development in planning and assessing education programs	Planning committees Assessment committees	Daroth Yann, STEM Instructor Anne Monoxelos, Assistant Director	Assessment and Program Evaluation	NEASC planning meetings	Meeting agendas

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&>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Insufficient data	Insufficient data	Insufficient data

Program Delivery:

As the needs of our student population are ever-changing, we continue to evolve our program to better serve our students. We continued with the a 5-class daily schedule; this allows for Academic Block, a 42- minute period in the middle of the school day that provides students with in-school time to work closely with teachers and tutors on coursework. We continued with the attendance policy implemented in the 2017-2018 school year. As a result of this change, students have become more invested in their academic progress and achievement. Fridays are half-days, allowing for extended and enrichment activities in two classes per week, with an additional check-in time for students and instructors. Each Friday morning, students rotate through their course schedule for 10 minutes in each course, during which time instructors either sign off the student’s agenda or note which assignments were still unfinished. This allows for frequent and regular communication between student and instructor, as well as provides the student’s Advisor greater insight into the student’s progress. This progress is communicated to the parent or Designated Adult bi-weekly. Fridays also allow the opportunity for guest speakers, weekly health and wellness programs and additional tutoring.

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

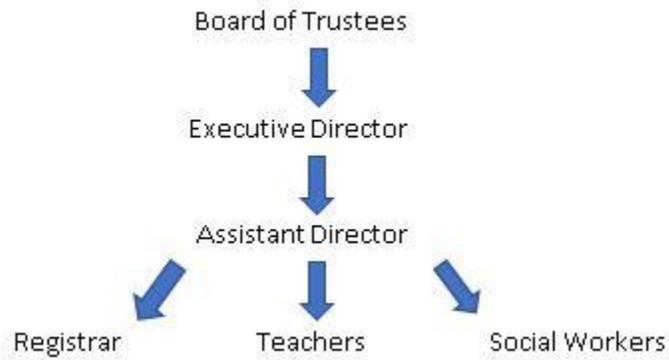
LMACS continues to offer non-traditional core classes, which seek to encourage students to further develop and use higher order thinking skills through a range of alternative approaches to core subjects. These offer students a range of cross-curricular courses that allows students to make connections across disciplines and apply previous and new knowledge to hands-on, real world situations. Elective course offerings this year included Mass Crimes, Conspiracy Theories in American History, Issues in Contemporary Society, CSI, Food & Nutrition, Driver’s Education, Cultures, Public Speaking Jukebox Timewarp, and Math, What’s the Point?

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

Organizational Viability

Organizational Structure

There were no changes to the organizational structure in 2018-2019. Below is the organizational chart for the school.



Teacher Evaluation

There were no changes made to the Teacher Evaluation process during the 2018-2019 school year.

Budget and Finance

Statements of Revenues, Expenses, and Changes in Net Assets Pre-Audit Draft Statement June 30, 2019 (with comparative totals at June 30, 2018)

	<u>2019</u>	<u>2018</u>
Operating Revenues:		
Chapter 70 State tuition	\$ 1,289,279	\$ 1,401,586
Pension contributions made by Commonwealth	144,758	144,758
Contributed services	<u>142,893</u>	<u>142,893</u>
Total Operating Revenues	<u>1,576,930</u>	<u>1,689,237</u>
Operating Expenses:		
Salaries	1,153,510	1,175,024
Fringe benefits and payroll taxes	358,247	344,000
Personnel and facilities support	142,893	142,893
Depreciation	78,924	78,924
Telephone and utilities	77,066	76,022
Contracted service charges	60,434	62,741
Maintenance and repairs	16,469	47,262
Food service program	31,642	34,385
Insurance	43,749	23,352
Contracted services	39,615	23,131
Office supplies and materials	15,304	22,697
Miscellaneous	8,403	8,835
Dues and subscriptions	6,789	7,840
Professional development	5,175	6,997
Student transportation	7,005	4,850
Computer equipment and classroom furnishings	<u>28,837</u>	<u>-</u>
Total Operating Expenses	<u>2,074,062</u>	<u>2,058,953</u>
Net Operating Loss	<u>(497,132)</u>	<u>(369,716)</u>
Non-Operating Revenues (Expenses):		
Rental income	244,789	223,156
State grants	89,602	75,971
Federal school lunch program	10,793	12,029
Private grants	5,108	9,788
Loan interest	<u>(78,037)</u>	<u>(62,075)</u>
Non-Operating Revenues	<u>272,255</u>	<u>258,869</u>

Increase in Net Position	(224,877)	(110,847)
Net Position, Beginning of Year	<u>916,111</u>	<u>1,026,958</u>
Net Position, End of Year	<u>\$ 691,234</u>	<u>\$ 916,111</u>

Balance Sheet

Pre-Audit Draft Statement

Year ended June 30, 2019 (with comparative totals at June 30, 2018)

Assets

	<u>2019</u>	<u>2018</u>
Current Assets:		
Cash and equivalents	\$ 144,857	\$ 474,284
Grants receivable	31,167	15,004
Accounts Receivable	<u>129,906</u>	<u>-</u>
Total Current Assets	<u>305,930</u>	<u>489,288</u>
Non-Current Assets:		
Land and buildings	<u>2,513,198</u>	<u>2,592,122</u>
Total Assets	<u>\$ 2,819,128</u>	<u>\$ 3,081,410</u>

Liabilities and Net Position

Current Liabilities:		
Accounts payable and accrued liabilities	\$ 2,807	\$ 12,418
Unearned revenue	29,110	14,519
Loan payable, current	56,807	61,716
Compensated absences, current	<u>7,639</u>	<u>-</u>
Total Current Liabilities	<u>96,363</u>	<u>88,653</u>
Non-Current Liabilities:		
Compensated absences, non-current	19,490	12,707
Loan payable, non-current	<u>2,012,041</u>	<u>2,063,939</u>
Total Non-Current Liabilities	<u>2,031,531</u>	<u>2,076,646</u>
Total Liabilities	<u>2,127,894</u>	<u>2,165,299</u>
Net Position:		
Investment in capital assets, net	309,506	466,467
Unrestricted	<u>381,728</u>	<u>449,644</u>

Total Net Position	<u>691,234</u>	<u>916,111</u>
Total Liabilities and Net Position	<u>\$ 2,819,128</u>	<u>\$ 3,081,410</u>

Interim School Budget for FY20

Operating Revenues:

Chapter 70 State tuition	\$ 1,501,551
Pension contributions made by Commonwealth	\$ 144,758
Contributed services	<u>\$ 142,893</u>
Total Operating Revenues	<u>\$ 1,789,202</u>

Operating Expenses:

Salaries	\$ 1,142,828
Fringe benefits and payroll taxes	\$ 349,587
Personnel and facilities support	\$ 142,893
Depreciation	\$ 78,924
Telephone and utilities	\$ 83,000
Contracted service charges	\$ 60,434
Maintenance and repairs	\$ 34,404
Food service program	\$ 36,600
Insurance	\$ 30,767
Contracted services	\$ 39,703
Office supplies and materials	\$ 25,228
Miscellaneous	\$ 14,628
Dues and subscriptions	\$ 8,351
Professional development	\$ 5,500
Student transportation	\$ 4,000
Computer equipment and classroom furnishings	<u>\$ 31,803</u>
Total Operating Expenses	<u>\$ 2,088,650</u>

Net Operating Loss	<u>\$ (299,448)</u>
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Non-Operating Revenues (Expenses):

Rental income	\$ 244,788
State grants	\$ 83,016
Federal school lunch program	\$ 13,000
Private grants	\$ 3,846
Loan interest	<u>\$ (62,075)</u>

Non-Operating Revenues

\$ 282,575

Approved School Budget for FY20

Please see the Board of Trustees minutes for June 2019 for budget approval.

Fiscal Year 2020 Capital Plan

LMACS does not have a Capital Plan for FY20.

On March 2, 2010, LMACS purchased the Pollard Building (so called) at 55-67 Middle Street in Lowell for \$2.6million. This is the same location that the school had been leasing for the previous twelve years. To fund the acquisition of the building including facility improvements the school borrowed \$2.9 million through the office of MassDevelopment. Since gaining ownership of the building the school has engaged a consultant and has developed a list of base building improvements. These improvements address life safety and code issues, building envelope and infrastructure as well as improvements to educational and teaching space. The following projects were completed in FY12: Fire Alarm system upgrades, classroom renovation and building access to comply with ADA and fire protection/sprinkler system upgrades. No capital projects were completed in FY18. LMACS plans to continue to upgrade and improve the facility. These projects include additional renovations to the HVAC, energy conservation measures, lighting, signage, educational space and elevator improvements. LMACS is in the process of determining the projected project expenses and they will be scheduled and implemented as funding permits.

Anticipated Board Meeting Schedule for 2019-2020

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

September 30, 2019

November 25, 2019

January 27, 2020

March 30, 2020

June 1, 2020

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 14 students in June 2019, 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 at the end of the school year, as well as during the course of the year. Courses are aligned to Common Core and use the UBD model; these are a key component of teacher evaluations.</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 14 students in June 2019, 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 14 students in June 2019, 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 14 students in June 2019, all of whom met the course requirements as is noted on the student transcript.</p>
<p>Measure:</p>	<p>Met</p>	<p>LMACS graduated 14 students in June 2019, all of whom successfully completed all parts of the Five Year Plan.</p>

<p>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>		
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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>In progress</p>	<p>As the Lowell Public Schools have chosen a different direction with regards to the Career Academy grant, LMACS will revisit this particular measure during the next Accountability Plan cycle..</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 with the Substance Prevention Task Force regularly; social workers on staff have also attended Greater Lowell Health Alliance quarterly meetings.</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 the process of refining its Career program to better assist students in successful completion of a college certificate or to have a greater understanding of the expectations in a work/career setting. A Career Connections course was created to introduce career skills such as networking and interviewing. Additionally, LMACS partnered with Junior Achievement and TJX's Youth Business Institute to help achieve this measure.</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 will revisit this measure with the new Accountability Plan next year.</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>We continue to revise the senior program to better meet the needs of college-bound students, particularly with regards to ACCUPLACER and test-taking strategies. Students received ACCUPLACER prep in their writing course; a similar component is being explored for the math assessment.</p>

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan

2018-2019

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2019

Implementation Summary:

LMACS continues to strengthen its already considerable relationships with other community agencies that work with at-risk students. There was a significant effort as the school year progressed to utilize staff connections within the community as a means of recruitment. All faculty were tasked with identifying at least one connection with whom they could reach out and provide information about LMACS. These efforts are continuing throughout the summer, with the goal of increasing enrollment for the fall term. Faculty have planned additional outreach for the summer, including two events for current students and potential new students. These events will be advertised through social media and at locations around the city where students have identified they spend time in the summer.

Routine phone calls, emails and other networking tools were used with greater frequency in order to develop new relationships with school personnel at area schools. A database of these contacts continues to be updated and utilized to advertise upcoming Open Houses and other tours at LMACS. LMACS's Recruitment and Retention Coordinator continues to develop and strengthen relationships with local school agencies, administration and guidance counselors. In addition to emails and phone calls, the R&R faculty provides regular tours of the school, as well as meets with contacts at local schools to further disseminate information about our program. Board members represent the Spanish, Portuguese and Khmer speaking communities, and they promote LMACS at social, civil and religious events. Trustees, faculty and administrators spoke on local radio shows about the school, and administrators meet regularly with representatives from LPD, Juvenile Court, DCF, DYS, Youth Groups and UTEC. LMACS administration is working closely with Lowell High School to develop a Reengagement Program for At-Risk Students, which would provide alternative paths to a high school diploma.

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 reach out to local publications to ensure greater exposure to the community. Activities throughout the year have been covered, particularly focused community involvement by LMACS students. LMACS also continues to use the school website, Twitter feed and the Facebook page as a means for recruitment. LMACS continues to advertise regularly in MCC

publications, through displays in the storefront windows, by using lawn signs and through the school website. Flyers are posted throughout the city at food banks, housing projects, community organizations and local homeless shelters. Brochures and outreach materials were shared with community members, as well as posted in locations where potential students would encounter them.

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

General Recruitment Activities

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

Recruitment Plan – Goals and Strategies

List strategies for recruitment activities for each demographic group.

Special Education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 28%</p> <p>GNT percentage:</p> <p>CI percentage: 6.6%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • ensure that the school’s Special Education Coordinator and staff are available to families for individual consultations and to describe the school resources to serve student needs at each of the Informational sessions; • ensure that all recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school”; • encourage LMACS special education teachers to attend city-wide SPED PAC meetings to attract parent interest; • participate in informational/awareness discussions regarding Special Education with local districts.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 9.8%</p> <p>GNT percentage: 3.5%</p> <p>CI percentage: 5.2%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> will attend and distribute materials at organizations throughout the city that provide adult ESL classes that serve non-English speaking families, including the English Learner Institute at MCC and the Pollard Memorial Library Adult Literacy Program; contact and provide translated recruitment materials to organizations from the Greater Lowell area, including the Merrimack Valley Immigrant & Education Center in Lawrence, the Massachusetts Alliance of Portuguese Speakers' Immigration Integration Program and other local programs that assist with the needs of non-English speaking families.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p>

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

<p>(a) CHART data</p> <p>School percentage: 59%</p> <p>GNT percentage: Not available</p> <p>CI percentage: 34%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> meet regularly with representatives from LPD, Juvenile Court, DCF, DYS, Youth Groups, Lowell Community Health Center and UTEC; make contact with juvenile justice representatives, homeless shelters and others who might be aware of students who have dropped out, to inform them about our school and encourage them to connect us with students who have dropped out to apply.
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<p><u>Students who are sub-proficient</u></p>	<p>(d) 2019-2020 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> identify tutoring services in the community and make contact with them to inform them about the school, and provide them with flyers and notices to share with their clients; continue to post flyers that highlight remedial strategies, tutoring and support services in our advertisements; continue hosting Open Houses and developing connections with local Guidance Counselors at area schools; establish relationships with local middle schools and high schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS; post a link on the school website that highlights the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing; utilize Constant Contact to create effective and targeted email and marketing campaigns.
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<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2019-2020 Strategies</p> <p>Students at risk of dropping out are our target audience. All our efforts are to support our mission of serving an at-risk population.</p>
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	<p>LMACS will continue to:</p> <ul style="list-style-type: none"> • profile selected students in our advertising; we will include such students as speakers in our information sessions, and will invite at risk students to shadow formerly at-risk students for a class day at LMACS; • build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Post flyers and applications in the juvenile probation offices; • host tables and/or hold information sessions at the local vocational technical high schools; • hold an appreciation luncheon for community agencies that work to support students in our area, including those at risk of dropping out of school; • leave brochures with juvenile probation officers and at juvenile court; • develop and maintain relationships with and leave brochures at places that work with students at the age of dropout, such as YouthBuild, JobCorps, HiSet programs and drop-in youth centers; • utilize Constant Contact to create effective and targeted email and marketing campaigns.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2019-2020 Strategies</p> <p>Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population.</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • meet regularly with representatives from LPD, Juvenile Court, DCF, DYS, Youth Groups, Lowell Community Health Center and UTEC; • make contact with juvenile justice representatives, homeless shelters and others who might be aware of students who have dropped out, to inform them about our school and encourage them to connect us with students who have dropped out to apply; • collaborate with the guidance departments at sending schools as a primary method of identifying students who have dropped out, are not in a HiSet program, have not aged out of high school and who may be appropriate candidates for the charter school; • continue to equip the Student Support Services team with recruitment information and train them to reach out to and engage students who have dropped out of school.
<p align="center">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2019-2020 Strategies</p> <p>Students from typically underserved populations are our target population.</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • meet regularly with groups serving Southeast Asian, Hispanic and Black area youth; • assist students in obtaining daycare vouchers through the social work department; • establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion; • work closely with DCF workers who refer students who are pregnant or parenting to our school; • recruit young men of color by recruiting through inner-city sports organizations, and by contacting coaches in neighborhoods densely populated by families of color; • help students obtain daycare vouchers through the social work department, and establish systems for students who receive vouchers so that they can be processed and paperwork submitted in a timely fashion;

	<ul style="list-style-type: none">• distribute information to homeless families and ensure that these families understand that the school will provide support and services.
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Retention Plan

2018-2019

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2019

Implementation Summary:

As the needs of our population are ever-changing, LMACS continues to refine its program to ensure that we meet the needs of all students. Many struggle with a vision for their lives beyond getting through high school, so one of our primary goals is to instill a sense of hope and purpose in students when they first arrive at LMACS. We continued to develop and define our Career sequence of courses. Phase 1 students start in LMACS Seminar, which introduces them to career exploration. This year we furthered developed Career Connections for Phase 2 students, which connects students to community members and employees in different fields of interest, as well as provides the opportunity to participate in Junior Achievement. Our new Launch course focused on creating connections with the community outside the school. Students are paired with mentors, tour the Career Center and complete job applications, and meet as a group and individually with a representative from MassHire. Phase 3 students narrow down, research and develop a plan for their career path upon graduation, as well as participate in TJX Youth Business Institute. This staged approach builds on the skills developed in the previous course, allowing students to really plan for career success, while being supported by faculty, community members and volunteers.

To ensure that students are supported both by faculty and the adults in their lives, timely parent notification occurs to address absenteeism, and meetings are scheduled regularly with parents and students to address attendance, behavioral, or academic concerns. Internal data shows that students who attend school 85% of the time are most likely to graduate; thus, we implement a "Strive for 85" campaign to highlight and reinforce the importance of attending school regularly. Students were encouraged to reach this goal through assemblies, in Advising meetings, and in language included in syllabi.

Social workers often make referrals to receive outside counseling and the Special Education department routinely refers students with disabilities to MA Rehabilitation Commission or to DDS for assistance with employment, college and obtaining drivers' license. Regular mental health workshops, led by experts, address many of the topics that lead to a student dropping out – depression, gang violence, substance abuse, bullying – and are followed up by Advisors and Social Workers. These events were structured to allow both pre- and post-speaker discussion and reflections, both individually and in small peer groups. As these topics continue to impact student success in school, social workers worked closely with students to address personal concerns and identify supports and plans to assist the student in managing these challenges.

LMACS secured a MassGrad grant to help increase graduation rates. Identified students are given the opportunity to recover credits via online courses under the supervision of faculty. Two UML education students were hired to develop a program that included intensive outreach, follow up on daily absences with calls home, survey and analyze data to identify and strategize best practices. Additionally, the grant provided the opportunity to develop a credit-recovery opportunity in an effort to

reengage students who have struggled with attendance with the goal of reconnecting with the school and fully reintegrating in the classroom. As research consistently shows, students who feel connected to adults and peers in school are more likely to attend and be successful; this reengagement program allows students to both work toward graduation requirements, develop and strengthen relationships with the school and feel as though they have support to help them navigate the challenges they face.

LMACS was also awarded the Circle Health Ball Grant. This grant focuses on the health of students; as many of our students struggle with overall wellness, the goal is to increase student health and therefore, student attendance. Funds were used this year to offer several yoga classes as well. This, alongside our Meditation program, seeks to provide students with strategies to address mental health concerns. Funds will be used to provide students with regular access to a nutritionist, both for workshops and for individual consultations. Additionally, the grant allows us to reimplement the Teen Health Clinic, ensuring that students physical health needs are met. In an effort to ensure our pregnant and young parents students are supported, an LMACS social worker also ran a biweekly teen parent program; this group focused on parenting skills, balancing school and family life, and providing access to outside resources.

LMACS continued its Professional Learning Community program for faculty this year. This program allows teachers to observe each other's classroom and lessons, with a focus on student engagement and higher order thinking. Teachers share the observations with each other, as well as the instructor, in order to reflect on effective teaching practices as they pertain to our students' success in the classroom. Reflection at the end of the year culminated in a list of Best Practices as they had been observed. This will be shared again in the fall as we begin our classroom instruction. As we continue identifying Best Practices as they pertain to our population, this cohesive collection of strategies will positively impact academic success school-wide.

The Ethical Value Committee (EVC) worked on a program to highlight our ten ethical values within the school community; in addition to celebrating students who exemplified these values, monthly Advising presentations provided relationship- building within Advisings. School-wide activities focused on the ethical values worked to build community with the students. Additionally, the EVC produced a school newsletter for each of the trimesters, highlighting students, field trips, partnerships and celebrations.

We continue to provide access to field trips to enhance student learning, as well as offer opportunities to engage and model for students appropriate social skills needed for real-world success. Trips this year included the Wachusett Mountain hike, the Camp Massapoag field days, a day learning about invasive species at Salem Sound, financial literacy workshops, a day working in teams to develop scientific technology at Boston Scientific, as well as several cultural and educational events at Middlesex Community College. We also continue to establish and strengthen relationships with organizations that provide academic experiences beyond the classroom walls. Partnerships with the Lowell National Park, Lowell Telecommunications Corporation, Gulf of Maine Institute (GOMI) and Junior Achievement (JA) among others engage students in non-traditional ways. Students consistently highlight these opportunities as reasons why they choose to attend school; it is our goal to identify additional programs as a means not only to retain students, but also to strengthen our mission of student academic, social and career success.

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

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) <u>CHART data</u></p> <p>School percentage: 35%</p> <p>Third Quartile: 13%</p> <p>The school is above third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • schedule team meeting as soon as possible for all new students; • complete evaluations of students each trimester; • ensure that all teachers have updated Special Education/504 Plan Binders; • provide weekly check-ins with teachers of Sped students to identify and address any concerns; • continue bi-weekly phone calls to parents; • continue to encourage parents to join Sped PAC. • cluster content department classrooms together and assign a Special Education teacher to work directly within the cluster throughout the day; • employ 2 additional part-time special education teachers; • employ Title 1 tutors.
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>X Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

	<ul style="list-style-type: none"> • Schedule meetings with student/parent/social worker/special education coordinator for students who are at risk of not making progress or stopped attending; • Continuing staff meetings to ensure binders are updated as often as new plans are written. <p>We anticipate the data will change in 2 years.</p>
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Limited English-proficient students/English learners

Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>Third Quartile: 8.2%</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • schedule small ELL classes to ensure emphasis on individual skill development; • provide weekly check-ins with teachers of ELL students to identify and address any concerns; • provide immediate intensive help for ELL students through push-in and pull-out assistance; • continue bi-weekly phone calls to parents; • continue to encourage parents to join ELL PAC. • use Academic Block as additional ELL support, providing additional opportunities for ELL students to meet with language instructors; • utilize the reading comprehension program in a one-on-one capacity to enhance background knowledge and language development; • connect with organizations in the community that are involved with the ELL students to help encourage regular school attendance.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Develop and implement peer-to-peer language development and practice opportunities; • Provide ELL students real and authentic language development opportunities such as interview skills and community networking.

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

<p>(a) CHART data</p> <p>School percentage: 31%</p> <p>Third Quartile: 13%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • provide free breakfast according to state and federal guidelines; • revise the attendance policy to better meet the needs of students; • implement a Mindfulness program to assist students with managing stress; • create a student-led leadership team to identify and address issues preventing student success; • connect students with local organizations to address specific student needs inhibiting their success;
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	<ul style="list-style-type: none"> • collaborate with local organizations to identify additional school support structures needed by the student in order to achieve success; • incorporate more project-based learning opportunities; • expand the use of rubrics to assess academic, social and career success and to provide students greater opportunity to self-reflect; • implement student access to grades online; • use the “Strive for 85%” campaign school-wide to encourage student attendance. <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>X Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • utilize MassGrad Grant program to reengage students at risk of dropping out; • expand the use of partnerships with the Lowell National Park, TJX, Career Center and Junior Achievement in order to encourage student connections to the school and the community. <p style="text-align: center;">We anticipate the data will change in 2-3 years.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • provide targeted MCAS Prep classes for ELA, Math and Biology; • utilize Common Core & UBD for planning curriculum that addresses different learning styles; • develop, implement and support curriculum that is taught using a tiered instructional model that provides scaffolding in all subject areas; • strengthen and increase student participation in tutoring/mentoring program with MCC and UML.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-2020 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • provide a rigorous Life Skills curriculum to address students’ social and emotional needs; • connect students with resources outside the school to address social and emotional needs; • develop extracurricular activities that provide students with connections to, and support from, staff outside the classroom setting; • develop Electives courses to increase student interest in attending school daily; • connect students with hands-on work experiences through partnership with TJX Corporations and Junior Achievement.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2019-2020 Strategies</p> <p>LMACS will continue to:</p> <ul style="list-style-type: none"> • continue bi-weekly phone calls to parents; • schedule appointments with parent and student to develop alternate educational plan (HiSet Youth Build, Job Corps); • review the schedule structure to identify provide opportunities to return to school sooner; • create strategies to reach out to students and create an academic program that reengages them in school.

Appendix C

School and Student Data Tables

Lowell Middlesex Academy Charter School's Report Card:

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	3	3.7%
Asian	25	28%
Hispanic	31	34%
Native American	0	0%
White	26	29%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	4	5%
Special education	25	28%
Limited English proficient	9	10%
Low income	53	59%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Margaret McDevitt, Executive Director	The Executive Director is responsible for oversight of all personnel, programs, and activities of the Lowell Middlesex Academy Charter School.	7/1/2004	
Anne Monoxelos Assistant Director	Under the direction of the Executive Director of the Lowell Middlesex Academy Charter School, the Assistant Director is responsible for providing leadership, management, and coordination for the school.	4/1/2016	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	8	0	1	Retirement
Other Staff	10	0	0	

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	14
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	20
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	9

BOARD MEMBERS FOR THE 2018-2019				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Mabry, James*	Chair	Finance	Academic MCC President	3/30/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
Burns, Alison			Enterprise Bank - Community Relations & Customer Experience Officer, SVP	1/28/19 – 6/30/19
Chen, Melissa	Trustee		LMACS Instructor	11/27/17 – 6/30/18 9/28/18 – 6/30/19
Cox, Colleen	Clerk		Middlesex Community College, CAO	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
Daniel, David	Trustee		Former LMACS Instructor	9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
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 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
Larocque, Daniel	Trustee		Lowell Police Department	9/30/13-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
Nocella, Frank*	Treasurer		MCC CFO	9/25/17 – 6/30/18 9/28/18 – 6/30/19
Ogembo, Ruth			Program Manager Lowell Community Health Center	11/26/18-6/30/19
Ruiz, Marco			LMACS Alumni Employment Advisor at ValleyWorks	11/26/18-6/30/19

Saab, Analise	Trustee		Case Manager for OSY Consultant	9/30/13- 9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
Tejeda, Jeffrey	Trustee		Academic Assistant Director Admissions/Student Recruitment	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18 9/28/18 – 6/30/19
Thompson, Shanna	Trustee		UML- Center for Program Evaluation Manager & Adjunct Professor	3/27/18 – 6/30/18 9/28/18 – 6/30/19
Vail, Molly	Student Trustee		LMACS Student	9/24/18 – 6/30/19

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

Appendix D

Additional Required Information

Key Leadership Changes

There were no Key Leadership changes for the 2018-2019 school year.

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

Facilities

LMACS has not relocated or acquired a new facility during the 2018-2019 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Aug 1, Oct 11, Feb 3
Lottery	Oct 18, Feb 7