



ANNUAL REPORT

2018-2019

SALEM ACADEMY CHARTER SCHOOL

45 CONGRESS STREET
SALEM, MASSACHUSETTS 01970

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July 30, 2019

Jeffrey Riley, Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant St.
Malden, MA 0197

Dear Commissioner Riley,

This year Salem Academy Charter School celebrated its 15th year as an institution with an enrollment of 480 students in grades 6-12, and faculty and staff of 73. We are dedicated to our mission of serving Salem's diverse community with a school that offers a rigorous college-oriented curriculum and an integrated program of service learning. A joyous celebration of our mission took place at our 15th Anniversary party in March 2019 when parents, trustees and former trustees, teachers and friends came together to hear student performances and toast the institution that we've become.

Salem Academy's success is now part of the educational culture of the city of Salem. Forty-nine percent of Salem's fifth graders annually apply to our March lottery, a vote of confidence in our teaching model. Using funding from a dissemination grant, we presented standards-based curriculum to the district's teachers and curriculum experts. We offered coursework in trauma-informed teaching to the district teachers and adopted a best-practices approach to teaching and behavior management in our school.

These leadership initiatives continue to bear fruit. Moving forward, our Board and school community created a strategic plan to guide us through our charter term. Together we set the following goals:

Goal 1 To *deliver* rigorous educational programming that promotes college and career success for all and supports students following graduation.

Goal 2 To *nurture* a positive, respectful school culture that engages and supports students, faculty, staff, and families.

Goal 3 To *promote* and share best practices in secondary education from within the SACS community, while building partnerships to increase the collective understanding of current issues and needs.

Goal 4 To *ensure* that SACS remains fiscally sound with a positive cash flow and resources to support the mission.

Goal 5 To *ensure* that resources, operations and infrastructure are sustainable and can support Salem Academy in carrying out its mission and realizing its vision.

Reaching for college – Learning through service has been our vision and focus for students, faculty, parents and trustees. We challenge ourselves daily by asking how we can better serve each student who comes to us. The challenge of preparing students for lives as active citizens engages all of us every day. We couldn't ask for more useful work.

Sincerely,



Nina V. Cohen, Chair Board of Trustees

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Introduction

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Salem, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	One
Year Opened	2004	Year(s) the Charter was Renewed (if applicable)	2009, 2014, 2019
Maximum Enrollment	480	Enrollment as of (5/30/2019)	479
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year	195	Students on Waitlist as of (5/30/2019)	250
School Hours	8:30 a.m. - 4:00 p.m.	Age of School as of 2018-2019 School Year	15 years
Mission Statement Salem Academy Charter School is a small 6 th – 12 th grade public school designed to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.			

Faithfulness to Charter

Mission and Key Design Elements

Mission

Salem Academy Charter School's mission is to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.

Learning Goals

Students graduating from Salem Academy Charter School will demonstrate mastery of the school's three Learning Goals:

- Informed - All students will master fundamental academic skills and information.
- Articulate - All students will be able to conceptualize and communicate their understandings.
- Proactive - All students will be capable of forming their own ideas and taking the initiative to follow through on them.

Vision

The essential vision of this school is for students who choose to come here, regardless of social, ethnic, or economic background, to find academic success and to develop the skills, the habits of mind, the attitudes, the strength of character, and a sense of civic responsibility to become successful in college and to become active and constructive participants in an adult society.

Integration of Mission Based Goals and Capacity Building

Evidence that Salem Academy Charter School is faithful to its mission, vision, and educational philosophy is manifested in the integration of a rigorous, standards-based academic program, meaningful service initiatives that put academic pursuit into practice, and attention to the development of strong character based on the school's norms reflected in the acronym REACH – Responsible, Empathetic, Assertive, Cooperative, and Honest.

The standards-based academic program is grounded in the Common Core curriculum frameworks and implemented with teaching strategies designed to address individual learning benchmarks. While the benchmarks cumulatively encompass the content of each course, they are also specifically aligned with the school's informed, articulate, and proactive learning goals; achievement of the benchmarks is measured by standards-based assessments, and the resulting data provides opportunity for data-based decisions regarding teaching strategies and student support. Salem Academy utilizes its extended school-day to offer learning center and tutorial programs for struggling learners.

The Service-Learning program challenges students to apply their learning through a five step process. They identify an issue, research the issue, develop a plan to address the issue, implement the plan, and then evaluate its effectiveness. Younger students begin with group projects, while high school students pursue small team or individual projects, and seniors write a service learning thesis. Most students spend up to 30 hours within the school's 195 day school year engaged in Service-Learning projects, which students present towards the end of the year.

Teachers, coaches, school counselors, the nurse, principals, deans, and the Head of School all work together in supporting the REACH norms as the school's benchmarks for character development. Lower School teachers write REACH reviews for students helping them to understand the relationship of their behavior to the REACH standards. REACH awards are given at School Community Meetings in both

Upper and Lower Schools, and Upper School teachers counsel students on REACH related issues when they arise. The Dean of Students maintains meticulous records of positive and negative behavior on the school's information management system, and this is shared with students and parents. In addition, the Student Services Team has led our school-wide work on the impact of trauma on learning and has disseminated our practices and lessons learned to educators across the state who are looking to develop and implement programs that ensure a safe and supportive learning environment for all students.

Salem Academy Charter School's success in fulfilling its mission is the result of conscious, determined, and continuing efforts to embrace the characteristics of a successful school:

- A clear sense of mission and an abiding belief that with structure, support, and consistency, every student can become a successful learner.
- A clearly defined, standards based curriculum grounded in the Common Core Curriculum Frameworks.
- Good teaching by caring adults: well planned, intentional instructional practices reflecting high expectations and informed by research and evaluative data.
- Professional development enabling staff to remain current with best practices, to collaborate on strategies for success, and to gain satisfaction from participation in a positive adult culture.
- Extended day, extended year allowing time for personalized instruction and support for struggling students.
- A school culture that supports learning, ensuring a safe school community based on mutual respect and academic pursuit, and that addresses the emotional, social, and health needs of its students.
- Family-school engagement embracing parents as partners in their children's education.
- Facilities and funding sufficient for the school to carry out its mission.
- Leadership that maintains focus on the school's mission, maintains high expectations, gives voice and empowerment to stakeholders, and values process and consensus.

These are capacity building strategies. Capacity building here is the process of developing strengths that will enhance Salem Academy's ability to serve its mission and achieve its goals. High MCAS scores, College Board scores, AP enrollments and AP scores, a 98% cumulative college placement rate, especially among traditionally underperforming ethnic and economic groups, all are evidence that these capacity building strategies are working and that Salem Academy is in fact serving its mission well and achieving its goals.

Meeting our Mission

Salem Academy Charter School celebrated our largest graduating class ever this year. We continue to see 98% of our students being accepted to a college before leaving Salem Academy. Our school climate is academically challenging, our students are proactive in raising issues of concern for our community and our service learning program is evidence of the student culture of taking action to make a difference. We are meeting our mission and looking for ways to raise the bar for ourselves. We are adjusting to the new realities of the academic needs of the students coming to us. Salem Academy continues to outscore the average state performance on the MCAS. Our desire to build a culture of learning, of offering an enriching program which encourages young people to find their passion and solve problems for the community is being fulfilled. Our charter renewal process clearly indicated that the school has affirmed our mission and will move into our 16th year committed to academic excellence for every student.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
12/7/18	Revised Mission Statement	Approval not necessary
12/7/18	Revised By-Laws	Approved 2/26/19
12/11/18	Board Member approval, Richard Winter	Approved 2/5/19
11/14/18	Board Member approval, Shelby Morrison	Approved 11/21/18
12/11/18	Board Member approval, Felicia Pierce	Approved 2/5/19

Access and Equity: 2017-2018 Discipline Data

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04850000&orgtypecode=5&=04850000&>

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	482	48	6.4	5.0	0.0
EL	20	7	20.0	20.0	0.0
Economically Disadvantaged	169	29	12.4	7.7	0.0
Students with Disabilities	75	20	18.7	12.0	0.0
High Needs	221	37	11.8	7.2	0.0
Female	260	23	7.3	3.1	0.0
Male	222	25	5.4	7.2	0.0
American Indian or Alaska Native	0				
Asian	24	1			
African American/Black	41	5			
Hispanic/Latino	198	33	12.1	6.6	0.0
Multi-race, Non-Hispanic/Latino	12	1			
Native Hawaiian or Pacific Islander	0				
White	207	8	1.4	2.4	0.0

Salem Academy's shared values are high expectations, structure and consistency, community and culture. These values serve as the foundation for setting our vision of a safe and supportive school environment in which students are connected to the school community, supported to reach high academic and behavioral expectations, and learning is celebrated. This year we worked to further strengthen our school environment to better meet the social and emotional needs of all of our students. Mindsets such as "students do well if they can" and "challenging behavior is a result of lagging skills" are essential to this work. We know that a whole staff approach that weaves trauma sensitive practices into all aspects of our school environment is the most sustainable way of supporting all students holistically.

Over the past five years, using a cycle of continuous learning and growth that involves assessment, analysis, goal setting, implementation, reflection, and adjustments to practice, we have identified areas of growth. As our school has grown and had some turnover of teachers, we realize the need to review

and revise our approach to discipline. The significant growth of the high school, coupled with high numbers of new grade nine students required an increase in support for these students and revisions to our discipline approach. While we were disappointed to see our number of suspensions rise in the 2017- 18 school year, at the same time, we are identifying and facing our challenges. Salem Academy is developing new strategies to support students who come in with significant obstacles to their success.

Our current system works well for many of our students and we saw them improve, grow and succeed. In the 2017- 18 school year, there were 74 suspensions and of the 48 students who received a suspension that year, 34 of them had only one suspension and were able to meet our expectations without further incident during the year. This year, 2018-2019 we had 51 suspensions and 37 students made up the 51 suspensions. Twenty-eight students received one suspension and did not earn an additional consequence.

At Salem Academy, suspensions are given for behavior that are considered serious in nature and pose a threat to others in the community or create a hostile environment where the learning of others is interrupted. After reviewing the CHART data for 2016-17 and our own data for 2017-18 and 2018-19, we were able to see the subgroups with the highest rates of in and out of school suspension. We continue to look for strategies to support our students with disabilities in managing their emotions appropriately and regulating their behavior.

We are being proactive in other ways to work on this area as well. As part of our safe and supportive work, we will continue to grow our Community Circles as a support for using restorative practices to help students process incidents that arise. We instituted a 9th Grade Seminar to help our entering freshmen adjust to high school. We adopted, adapted and implemented School Connect, a social and emotional curriculum, for students to build a sense of self and to feel part of a positive learning community. Next year we are implementing another social and emotional curriculum for grades 6-8 called Second Step, adding School Connect for 10th grades while continuing to use School Connect for our incoming 9th graders. This year we created a Transition Team who is planning to bring College and Career Readiness classes to all grades in the near future. Our Dean of Students and other members of our Students Services Team are presenting “Trends Talks” in the upper school and lower school grades where they present information and education on high-risk behaviors and issues that seem to be present in our population or as preventative practice. This year we have already begun to cultivate a group of students of color in response to their desire to discuss specific issues that are important to them. In dealing with incidents that result in an office referral, our goal is to understand what preceded the incident, what lagging skills resulted in the challenging behavior, and for the student to reflect, take responsibility and understand the impact on the community. This summer we will continue to focus on teacher training. We will place special emphasis on social and emotional learning, culturally relevant pedagogy, student voice, and more specifically consistent enforcement of behavioral expectations and discipline approaches that the school uses to de-escalate situations and turn them into learning moments.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination
Organizational structure and communication for effective leadership	Panel Presentation	Executive Director	School Leaders attending the panel for MCPSA	none
Educator Diversity: Career Exploration for Middle School Students	Bi-Monthly Conferences	Head of School	School Leaders: DESE's Principal Advisory Cabinet (East)	DESE PAC materials, guidance for inSPIRED fellows
Teacher Observation and Feedback	Bi-Monthly Conferences	Head of School	School Leaders: DESE's Principal Advisory Cabinet (East)	DESE PAC materials (Observation & Feedback Forms)
Supporting ELs	Bi-Monthly Conferences	Head of School	School Leaders: DESE's Principal Advisory Cabinet (East)	DESE PAC materials (EL Vision and Blueprint)
Culturally Responsive Learning Environments	Bi-Monthly Conferences	Head of School	School Leaders: DESE's Principal Advisory Cabinet (East)	DESE CR Definition and Guidance
Math Instruction	School Visit	Head of School, Instructional Coach, Math Teachers	Achievement Network and School Leaders from Academy of the Pacific Rim and Neighborhood House Charter School	Meeting Agenda, Notes, Debrief Documents with Next Steps
Safe and Supportive Schools	Graduate Course	Dean of Students, Special Education Director, Teachers (2)	Lesley University Professor and colleagues from Salem Public Schools	Final Projects

Service-Learning and Extended Day/Year Practices	School Visit	Executive Director, Upper School Principal, Dean of Students, Instructional Coach, Head of School	Undergraduate Students and Professors from Bowling Green State University	
Service-Learning	E-mail	Spanish Teacher	Patrick Shultz, former Salem Public School Committee Member and other educators	SACS Service-Learning Materials
3D Modeling and Design Curriculum	Conference Workshop	Technology Integration Specialist	The Northeast Regional Association of Experiential Education Conference attendees	Presentation Materials
College Counseling and Financial Aid Practices	Meeting	College Counselor	North Shore Guidance Directors	Presentation Materials
Naviance Training	Meeting	College Counselor	Naviance Training attendees	
Career Planning Practices	Meeting	College Counselor	Guidance Directors across MA	
School Adjustment Counseling Practices	Meeting	LS School Adjustment Counselor	School Adjustment Counselors and Guidance Directors from across MA	
School Safety: ALICE	Presentation	Dean of Students	Salem PD School Resource Officers and SPS Employees (2)	Presentation Materials
Instructional Strategies: Culture of Error	Workshops (2)	ELA Teacher	Salem State Collaborative workshop attendees	Workshop Presentation and Materials

Academic Program Success

Student Performance

Salem Academy Charter School Report Card 2018:

<http://reportcards.doe.mass.edu/2018/DistrictReportcard/04850000?Length=8>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: partially meeting targets	Found here: Salem Academy Charter School School Profile Percentile: 83rd	Meeting 57 percent of Improvement targets

Internal / Other External Assessments

Salem Academy's 6th-8th grade students participate in the Achievement Network's computer-based interim assessments with a network of schools in MA and across the country. Our students consistently perform in the top 10% of the national network of schools. This year our students scored in the top 5% in aggregate across all grades in both ELA and math. In ELA our students performed highest and were in the top 3 schools as follows: #1 in 7th grade, #2 in 6th grade, and #3 in 8th grade. In math our 8th graders were #2 in a network of 157 schools.

Salem Academy works to reduce barriers to advanced coursework; there are no prerequisites for participation in AP courses and we pay for the exams. As a result, there is a high level of participation, and classes are diverse in multiple ways. This year we had a total of 73 students taking AP exams--many took more than one. Out of those 73 students, 33 students scored at least a 3 or better on one of their assessments. This provides a percentage of 45.21% of those students who took an AP class qualifying on one exam. We also note that 79% of our 11th and 12th graders have completed at least one advanced course.

Program Delivery

In 2018-19, Salem Academy created several new courses and adopted new curriculum in some areas. In grades 6-8, we began using the Eureka Math Curriculum. In grade 9, we piloted the School Connect SEL curriculum with our freshmen through our new 9th Grade Seminar Course. Across the high school, we began using ThinkCERCA, for both curriculum and assessment purposes around argument writing in math, ELA, history, and science classes. We transitioned our 8th grade science course to be fully aligned with the new frameworks and we offered AP Art for the first time. We increased our support for teachers in our areas of greatest need, adding two part-time instructional coaches, one focused on new teachers and another focused on math.

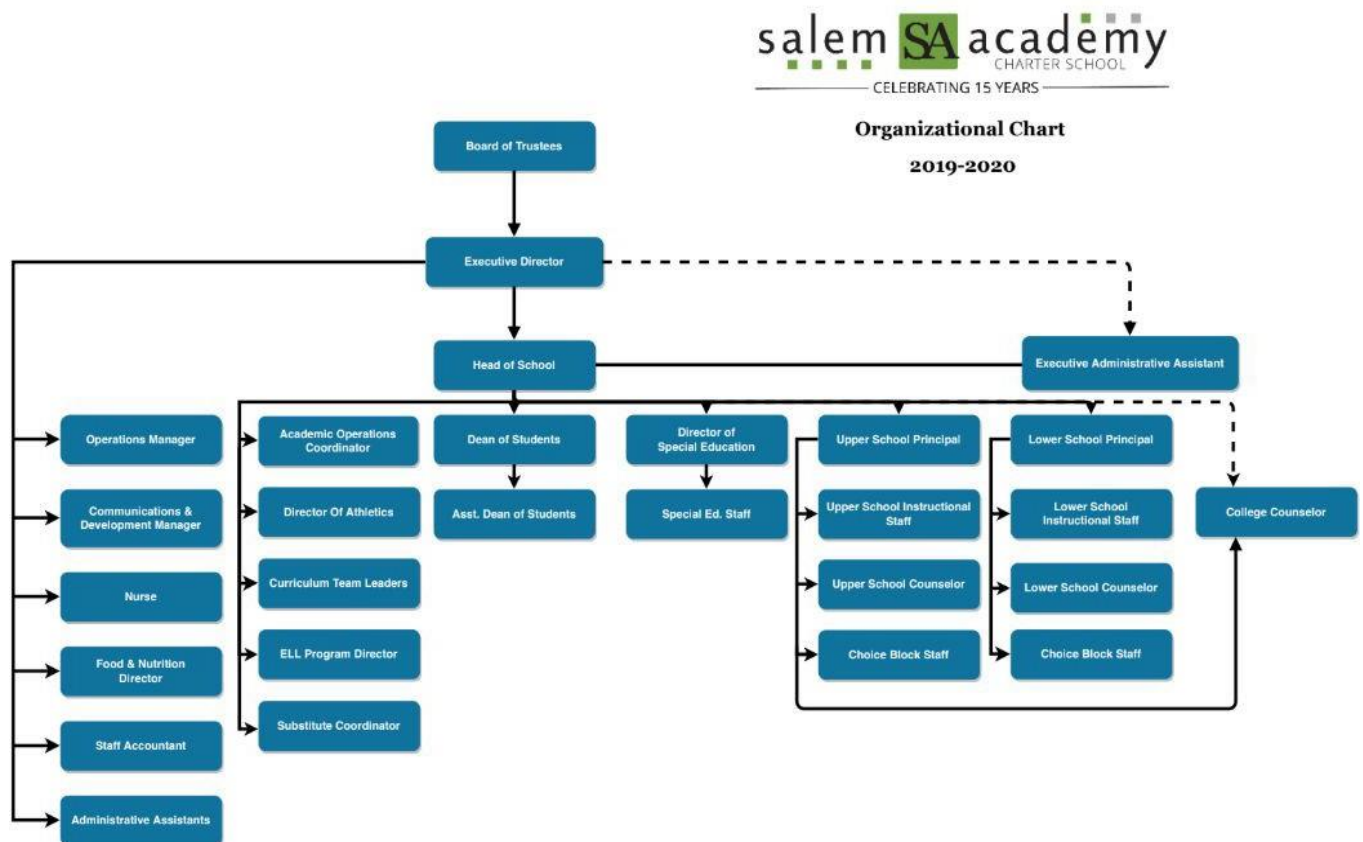
At our 2019 graduation, it was our pleasure to publicly acknowledge our students who had attained the Seal of Biliteracy qualifications for the first time. We had 10 students qualify, 4 of them with distinction. We hope to see more students avail themselves of this credential and honor.

Organizational Viability

Organizational Structure of the School

Salem Academy made no organizational changes for the 2018- 2019 year.

For the 2019-2020 year, we have added a new Lower School Principal. Our reasoning for this decision is to allow Head of School (HOS), Stephanie Callahan, who has been both HOS and Lower School Principal to have more time to look at the school wide academic needs and programs, while providing parents, faculty and students with a dedicated principal for grades 6-8 who is solely focused on their needs. (See attached new organizational chart.)



Teacher Evaluation

There have been no changes in our evaluation procedures.

Budget and Finance

A. P and L 2019 B. Balance sheet 2019

Salem Academy Charter School
Unaudited Statement of Net Position
June 30, 2019

UNAUDITED AMOUNTS

Assets	
<i>Current Assets:</i>	
Cash	\$ 738,483
Grants and accounts receivable	580,602
Due from related party	5,245
Inventory	6,033
Funds held in trust	2,523
Prepaid expenses	67,233
Total current assets	<u>1,400,119</u>
<i>Noncurrent Assets:</i>	
Security deposits	19,690
Capital assets, net	905,156
Total noncurrent assets	<u>924,846</u>
Total assets	<u><u>\$ 2,324,965</u></u>
Liabilities and Net Position	
<i>Current Liabilities:</i>	
Accounts payable	131,723
Accrued expenses	555,287
Funds held in trust	18,262
Deferred rent	270,276
Total current liabilities	<u>975,548</u>
<i>Noncurrent Liabilities:</i>	
Note payable	150,910
Capital lease obligation	82,354
Total noncurrent liabilities	<u>233,264</u>
Total liabilities	<u>1,208,812</u>
<i>Net Position:</i>	
Net investment in capital assets	671,892
Unrestricted	444,261
Total net position	<u>1,116,153</u>
Total liabilities and net position	<u><u>\$ 2,324,965</u></u>

Salem Academy Charter School
Unaudited Statement of Revenues, Expenses, and Changes in Net Position
For the Year Ended June 30, 2019

UNAUDITED AMOUNTS

<i>Operating revenues:</i>	
Tuition	\$ 7,116,243
Federal grants	244,622
School lunch program	77,375
Programs	39,820
Total operating revenue	<u>7,478,060</u>
<i>Operating expenses:</i>	
Salaries	4,718,545
Payroll taxes	164,753
Fringe benefits	486,393
Occupancy	1,127,622
Maintenance and supplies	182,529
Telephone and utilities	145,720
Professional services	313,862
Insurance	31,646
Student supplies and materials	143,242
Office supplies and materials	18,118
Computer	163,076
Food service program	170,657
Dues and fees	17,414
Student activities	148,691
Printing and postage	6,668
Advertising	14,700
Vehicle expense	9,779
Interest	8,221
Depreciation	211,187
Miscellaneous	43,790
Total operating expenses	<u>8,126,613</u>
Operating loss	<u>(648,553)</u>
<i>Nonoperating revenues (expenses):</i>	
Private grants and contributions	3,900
Contributions - related party	553,637
Rental	13,205
Fundraising revenues	20,933
Interest	2,981
Other income	6,458
Other expenses	(23,946)
Fundraising expense	(20,478)
Net nonoperating income	<u>556,690</u>
Change in net position	<u>(91,863)</u>
Net position beginning of the year	<u>1,208,016</u>
Net position end of the year	<u><u>\$ 1,116,153</u></u>

C. Approved Budget 2020

					Salem Academy Charter School	In Between
					FY 20 Approved Budget	15,336
					Ordinary Income/Expense	
					Income	480 Students
					4000 · State Funds	7,361,280
					4100 · Federal Grants	225,000
					4300 · SACS Foundation Support	560,000
					4315 · Private restricted donations	
					4316 E-Rate	20,000
					4340 · Donation - unrestricted	
					4600 · In-Kind Contributions	
					4940 · School lunch revenue	
					4941a · Lunch Reimbursement - Federal	66,500
					4941b · Lunch Reimb - State	1,500
					4942 · Student payments	15,000
					Total 4940 · School lunch revenue	83,000
					4930 · Reimb. from Students	
					4930 · Reimb. from Students - Other	
					4930A · Reimb from Students, Field Trip	18,000
					4930B · Reimb fr Students, School Prope	1,000
					4930C · Reimb fr Students, Academic	
					4930D · Reimb fr Students, Activities	3,000
					4935 · Athletic Payments	2,500
					4990 · Summer School Program	5,500
					4930 · Reimb. from Students - Other	
					Total 4930 · Reimb. from Students	30,000
					4700 · Interest Income	4,000
					4985 · Rental Income	15,000
					4900 · Other Revenue	
					4980 · Misc income	
					4980A - Reach the Beach Income	
					4980B - NOLA/Dominican Republic Fund Raising	
					4980C -NOLA/Dominican Republic Gifts	
					4980D - NOLA/Dominican Republic Student Payments	
					4980F - Fundraising Revenue Other	4,000
					4980 - Misc Income Other	1,000
					Total 4900 · Other Revenue	3,000
					Total Income	8,306,280
					Gross Profit	8,306,280
					Expense	

				5000 · Salaries and wages	
				5001 · School Leader	164,440
				5002 · Instructional Leaders	566,105
				5005 · Finance	65,000
				5006 · Development	60,000
				5007 · IT	67,500
				5010 · Administrative	234,189
				5015 · Classroom Teachers	2,264,967
				5014 · Classroom Teachers Sped	541,720
				5016 · Classroom Teacher Specialist	189,487
				5017 · Other Teaching - Paras	208,256
				5018 · Guidance	301,816
				5020 · Substitutes	
				5020b · Outside Sub	25,000
				5020a · Internal Sub	36,930
				Total 5020 · Substitutes	61,930
				5021 · Long-term subs	21,000
				5032 · Learning Common/Homework Club	
				5032B Homework Club	4,800
				5032A Learning Common	12,000
				Total 5032 Learning Commong Homework Club	16,800
				5033 · Tutoring	9,000
				5034 · Math Coach	61,000
				5035 · Stipends	30,000
				5037 · Event expenses - employees	
				5040 · Student Services	126,618
				5045 · Pupil Services	
				5048 · Athletic Stipends	46,000
				5042 · Food Services	63,809
				5043 · Health Services	67,000
				5045 · Pupil Services - Other	
				Total 5045 · Pupil Services	176,809
				5046 · School maintenance	
				5047 · Summer/Vacation Programs	16,000
				5049 · Activities	
				5000 Salaries and Wages Other	
				Total 5000 · Salaries and wages	5,182,637
				5050 · Payroll Taxes	
				5051 · Medicare x .014	72,557
				5052 · Soc. Security x .0091	47,162

			5053 · Workers compensation	18,540
			5055 · MA Unemp/MA Health x 0034	17,621
			5050 · Payroll Taxes - Other	2,000
			5060 - Capital MA Paid FMLA	16,170
			Total 5050 · Payroll Taxes	174,050
			5100 · Fringe benefits	
			5101 · Health insurance	
			5101 Health Insurance	390,054
			5101A Healt Insurance HRA	40,000
			Total Health	430,054
			5102 · Dental insurance	34,848
			5104 · Life & Disability Insurance	27,602
			5206 · Payroll service	16,585
			Total 5100 · Fringe benefits	509,089
			5150 · Facilities	
			5151 · Rent/lease	
			5153 · Parking	4,532
			5151 · Rent/lease - Other	981,885
			Total 5151 · Rent/lease	986,417
			5152 · Maintenance & supplies	173,000
			5156 · Real estate tax	10,000
			5157 · Security	2,400
			Total 5150 · Facilities	1,171,817
			5200 · Professional Fees	
			5201 · Accounting	20,000
			5202 · Auditing	26,000
			5203 · Legal	5,200
			5204 · Contract labor-non instructnl	
			5205 Contract labor instructional	
			5208 · Professional development	
			5208C · Professional Dev, Teachers	35,000
			5208B · Professional Dev, Office	1,000
			5208A · Professional Development, Admin	1,000
			5208 · Professional development - Other	
			Total 5208 Professional Development	37,000
			5209 · TFA Training & Development	14,000
			5210 · Other consultants	15,000
			5213 · Admin Database	11,000
			Total 5200 · Professional Fees	128,200
			5250 · Utilities	

				5251 · Electric	80,000
				5252 · Gas	30,000
				5253 · Water	15,000
				Total 5250 · Utilities	125,000
				5255 · Telephone	
				5256 · Telephone - Voice & Fax	18,000
				5257 · Cell phones	10,920
				Total 5255 · Telephone	28,920
				5300 · Office expenses	
				5301 · Office Supplies	18,000
				5304 Nurses office supplies	2,000
				5302 · Postage and shipping	7,800
				5303 · Printing	5,500
				Total 5300 · Office expenses	33,300
				5350 · Computer Expense	
				5351 · Computer Supplies	4,000
				5354 · Software	18,000
				5355 · Hardware	
				5356 · Support	90,000
				Total 5350 · Computer Expense	112,000
				5400 · Equipment & Furniture	
				5401 · Equip Maintenance	20,000
				5402 · Purchases	3,500
				5403 · Equip Lease	12,000
				Total 5400 · Equipment & Furniture	35,500
				5500 · Insurance - Gen Liab/Umbrella	33,398
				5525 · Travel and Entertainment	
				5526 · Transportation - local	1,000
				5528 · Meals	500
				5529 · Vehicle expense	15,000
				5602 · Staff Appreciation	12,000
				Total 5525 · Travel and Entertainment	28,500
				5530 · Program Expenses	
				5207 · SPED Consultant	130,000
				5211 · Evaluation/Accountability	20,000
				5531 · Nutrition Program Meals	95,000
				5532 · Nutrition Program Supplies	5,000
				5533 · Student Transportation/Homeless	3,000
				5552 · Instructional materials	48,000
				5562 · Textbooks	20,000

				5563 · Physical Education	
				5568 · Virtual Education	5,000
				5555 · General student testing	14,000
				Total 5530 · Program Expenses	340,000
				5550 · Student expenses	
				5551 · Student Food	7,000
				5554 · Recreation	
				5556 · College Counseling	4,000
				5557 · Service Learning	7,000
				5560 · Field Trip Expense	
				5560A - Reach the Beach Expense	
				5560B - NOLA/Dominican Republic Expenses	10,000
				5560D - Destination Imagination Expense	
				5560 - Field Trip Expense Other	53,000
				Total 5560 - Field Trip Expense	63,000
				5564 · Athletics expenses	55,000
				5565 · Music	2,000
				5566 · Drama	2,000
				5567 · Health	2,000
				5569 · Dance	1,000
				5570 · Other Student Exps	
				5570A - Fundraising Expense	
				5570 - Other Student Expense Other	25,000
				Total 5570 - Other Student Expense	25,000
				5580 · Summer/Vacation Programs	2,000
				5582 Dual Enrollment	15,000
				Total 5550 · Student expenses	185,000
				5575 · Dues and subscriptions	18,000
				5600 · Advertising and Recruitment	
				5601 · Hospitality/Public relations	4,000
				5603 · Student recruitment	4,000
				5604 · Advertising	1,000
				5605 · Staff Recruitment	4,000
				Total 5600 · Advertising and Recruitment	13,000
				5625 · Governance	
				5626 · Board Food	2,000
				5625 · Governance - Other	4,000
				Total 5625 · Governance	6,000
				5628 · Development	10,000
				5628a · SFC Parents Association	2,000

	5750 · Fees and licensing	3,000
	5725 · Bank charges	300
	6200 · Capital debt interest	7,500
	5800 · Rental Expense 1099 Personnel	2,000
	6300 · Miscellaneous expense	
	Total Expense	8,149,211
	Net Ordinary Income	157,069

D. Capital Plan for FY20

In 2019 - 2020, Salem Academy is moving forward with a renovation project to make our internal space more efficient, provide breakout rooms for tutoring, 1:1 work, small group work and offices for our growing staff. The plan also includes creating a bathroom space in the nurse's office and adding an adult restroom. We estimate the cost at \$250,000. We are financing it with a grant of \$125,000 and will take a \$150,000 loan.

APPENDIX A

Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy students will demonstrate that they are prepared to succeed in college.		
Measure: 90% of seniors will be accepted to at least one college or university.	Met	96%
Measure: 90% of students will matriculate to a college or university within a year of graduation.	Met	90%
Measure: The average score of Salem Academy Charter School students in grade 11 on the PSAT and in grade 12 on the SAT will be above the 50 th percentile nationally on both the Critical Reading sections and the mathematics sections.	Met	Grade 11 PSAT: Reading 61st, Math 53rd Grade 12 SAT: Reading 62nd, Math 57th
Objective: Salem Academy students will demonstrate strong character as defined by the school's REACH norms (Responsible, Empathetic, Assertive, Cooperative, Honest).		
Measure: 85% of Salem Academy students will agree in an annual survey that Salem Academy Charter School is a safe and supportive community.	Met	86%

Measure: 80% of Salem Academy students will be recognized for conduct exemplifying the school's REACH norms each year.	Partially Met	77%
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Academic Program Success

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy students will demonstrate that they are informed, articulate, and proactive through measurable academic achievement.		
Measure: 90% of students will meet internal grade-level proficiency requirements in all academic core classes.	Met	91%
Measure: Salem Academy students will average 80% proficiency on academic benchmarks across all academic core classes.	Met	88%
Objective: Salem Academy students will apply academic skills through meaningful service to the community.		
Measure: Salem Academy students on average will demonstrate 90% proficiency on Service Learning benchmarks each year.	Met	93%
Measure: 80% of Salem Academy students will agree in an annual survey that their service learning projects were meaningful and allowed them to apply academic learning in productive ways.	Met	81%

Organizational Viability

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy Charter School will share its practices using standards based curriculum and assessment with the Salem Public Schools and other Massachusetts school districts over the course of the charter term.		
Measure: By the end of this charter term, Salem Academy will have shared its standards based instructional practices with the Salem Public Schools in a structured program funded by a dissemination grant.	Met	Met in 2016
Measure: By the end of this charter term, Salem Academy will have hosted at least one Massachusetts public school visit in addition to the Salem Public Schools each year to share	Met	SACS hosted two public charter schools to share practices in standards-based curriculum and assessment. SPS was

practices in standards-based curriculum and assessment.		scheduled to visit and cancelled the day of the visit.
Reach Objective: Salem Academy will sponsor professional development programming each year to enable adult leadership in establishing an environment in which students and adults respect, affirm, and celebrate cultural differences.		
Measure: At least one IDP (Instructional Development Program) each semester will be devoted to culturally responsive professional development.	Partially Met	IDP August 2018, but not whole staff Spring 2019
Measure: Subject centered curriculum teams will focus at least once each year on review of curricular materials to ensure culturally inclusivity and respect.	Met	Curriculum Teams reviewed their curriculum materials to ensure cultural inclusivity and respect.

APPENDIX B

Recruitment Plan 2019-2020

School Name: Salem Academy Charter School

2018-2019 Implementation Summary:

Salem Academy had a robust recruiting program in 2018 - 2019. Despite the city wide pattern of fewer families and children in the city, we had a strong response to our recruiting. At our March 2019 Lottery, there were 350 names entered. We accepted 97 students into grades 6 and 9. There were no openings in grades 7 and 8. With 49% of Salem Grade 5 applying for our grade 6 openings, we hope to mirror the city demographics. However, as the city housing costs are increasing, the number of low income families moving in is shrinking and impacting the diversity in our pool of candidates. We note that this is a challenge for us. The high number of siblings for grade 6 also decreases the chances of people getting in.

It is clear that people are increasingly using our on-line application, which is more accessible to people than coming into the building for an application. We also hosted an information session in Spanish, which was well received and will be repeated next year.

Our number of students on 504 plans has grown significantly, it may be that we are able to meet the needs of students who might be labelled special education in another setting by providing services through the 504 designation which may be keeping our Special Education numbers lower than the district.

We are unsure if our incoming class will meet the comparison index or our gap narrowing targets. However, our early contact with new students indicates we have significantly increased the number of sixth grade students on IEP's.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2019-2020:

The City of Salem is Salem Academy Charter School's sending district, and so all recruitment activities are focused on the Salem population. We advertise heavily in the city's two print newspapers and one on-line newspaper with ads inviting interested families to schedule personal school visits as well as to attend one of three public information sessions. In 2019-2020 we also will schedule one evening information session focused on High School at Salem Academy. We will send a package of material by first class mail to all 5th grade and 8th grade students in the city using a third party mail house and a list provided by the district. The package includes a brochure describing the school in English and in Spanish and Portuguese, a letter inviting families to visit, and lottery enrollment forms in all three languages. We put display posters advertising the school and our public information sessions throughout the City, and we provide multiple copies of miniature posters to our current students and parents asking them to distribute them to friends and neighbors. We leave supplies of these ads in apartment building lobbies. We put admissions recruitment information on the school's web site, Facebook page, Twitter and Instagram and we advertise the admissions process throughout the fall and winter in the newsletter that we send to current parents weekly. We also leave fliers in local establishments, laundromats, stores, non-profit locations, etc. We will host four information evenings to share our vision and program.

Recruitment Plan – 2019-2020 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:
13.4%

GNT percentage: 16.1%

CI percentage: 17.3%

The school is below GNT percentages and below CI percentages

2017-2018 Strategies

Salem Academy did not meet or exceed the CI percentage of 17.3. However, the percentage for Salem is exceedingly high over the state average. As we look at the students we are serving, it seems that our comparison to Salem is difficult to measure. With a June 30, 2019 SIMS report of 12.5% of our students on IEP's and 12.2% of our students being serviced with 504 plans, we do have an appropriate percentage of students receiving services compared to the district. Our plan calls for SACS to:

Host three public information sessions each winter. The Special Education Coordinator will attend these sessions and describe the Special Education program at each. In addition, a representative from the school's SEPAC (Special Education Parent Advisory Council) will be available to prospective families to discuss Special Education resources at the school. At least 1 student with special needs will be included among the "Ambassador" students who help host these gatherings.

The Special Education Coordinator will contact local organizations (including the Northshore Arc.; Children's, Friends and Families; the YMCA; the Boys and Girls Club; and local pediatric associations) serving students with special needs and seek permission to post informational flyers presenting Salem Academy Charter School as an option for children with special needs.

	<p>All recruitment materials will be provided in the major languages represented at the school and will assure parents that “students with special needs are welcome at Salem Academy.”</p> <p>Publish a weekly newsletter on line distributed to parents by email and includes the newsletter on the school’s web site. The school will publish profiles of individual special education teachers in the newsletter and will feature success stories about students with disabilities in the newsletter. Presence on the web site will make these outreach efforts accessible to inquiring families.</p> <p>Send a first class mail package of material describing the school to all 5th and 8th grade students in the City of Salem each year with a mailing list provided by the district superintendent’s office. The school will include a pamphlet in that mailing describing the Special Education program available at the school and encouraging prospective parents and students to visit the school. The pamphlet will include the comments of current parents of special education students.</p> <ul style="list-style-type: none"> • The School’s PAC will sponsor an event featuring a speaker well known in the field of special education and will invite the public free of charge with special invitations to the teachers and parents of special education students in the Salem Public Schools. • Salem Academy will translate special education information into Portuguese and make it available online, as well as hard copy. <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>x Did not meet GNT/CI: Salem Academy will publicize our SEPAC meetings more rigorously and will continue to aggressively promote our special education services in the community. Our sixth grade class appears to have 24% of students on IEP’s. We believe our strategy is working and will produce positive results within the year.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage:4.7%</p> <p>GNT percentage 5.6%</p> <p>CI percentage: 6.4 %</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) 2018 - 2019 Strategies</p> <p>Salem Academy is committed to serving a diverse community. Over 22% of our students have a First Language other than English. Our ELL program has FLEPPED those students who are ready on a timely basis. Many of our ELL students stay at the school for their entire seven years and graduate with honors. We are not able to prioritize ELL students for admissions given the lottery and the number of siblings applying.</p> <p>Salem Academy will sponsor two admissions recruitment events targeted at non-English speaking families in the community. We have added a second full time ELL teacher to the staff and we have added a full time ELL paraprofessional. Additionally, we have translated all of our recruitment materials into both Spanish and Portugese.</p> <p>A Spanish-speaking administrative assistant is now attending all meetings of</p>

	<p>the school's Parents' Organization and is providing translation services as well.</p> <p>As indicated above, we are collaborating with the House of the Seven Gables Settlement program, the Salem Latino Coalition, and the North Shore CDC to host educational programs in citizenship and English as a Second Language in our classrooms weekday evenings, and we expect that this familiarity and the resulting trust in the school will result in greater numbers of Latino students. It is our hope that the percentage of EL students will grow, but with our entry point at 6th grade it is difficult to get students who are still EL students. If we were able to accept newly arrived students it would be more possible.</p> <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> Salem academy will begin advertising using the local Spanish radio stations. Boston Spanish language newspapers are not popular with our Latino population in Salem. We believe it will take two years for this to show a positive result due to the large number of sibling slots. We will also reach out through churches with large Latino populations. We expect this will produce positive results next year in number of applications but the large number of sibling slots will make it hard to change the whole school numbers. We will also begin advertising more in Portuguese and advertising in stores which serve that community. We expect to see an increase in applications but anticipate it will take up to two years to see results impact the whole school population.
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 30.1% econ dis</p> <p>CI percentage: 38.6%</p> <p>GNT percentage: 30.7%</p> <p>The school is <u>below</u> GNT % and <u>below</u> CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Did not meet GNT/CI: additional strategies needed</p> <ul style="list-style-type: none"> Although our economically disadvantaged percentage does not meet the GNT or CI percentage, if we add our students of working families who are low income, free/reduced eligible students is 198 we come closer to the percentage. Our working poor number is significant and needs to be added to the economically disadvantaged number. We have become more aggressive in our efforts to get these applications from current parents and to encourage more low income families to enroll and to apply for these benefits. We hired a new food services manager and made an effort to improve the quality and appeal of the breakfast and lunch offerings. We are also using a

	<p>new on line service for parents to apply, which we hope will increase the number of applications.</p> <ul style="list-style-type: none"> • We made breakfast free to all students, order extra food to encourage participation, and we are working with a new food service vendor, SideKim to make the meals more attractive to our students <p>Recognizing that low income families may not read local newspapers or frequent the local library, Salem Academy Charter School will make a determined effort to distribute information about the school directly to families homes by hand delivering flyers door to door, and by placing stacks of flyers in apartment lobbies and at agency offices including the Department of Children and families, the Department of Transitional Assistant, the WIC Offices, the Department of Mental Health, the local Mass Health office, the Juvenile Court, and the Boys and Girls Club of Greater Salem.</p> <p>We think it will take several years to increase this number due to high number of siblings and low number of openings.</p>
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>We will reach out to local after school programs, Boys and Girls Club and YMCA.</p> <p>We will also reach out through the LEAP program.</p> <p>We believe this number will not increase significantly as long as the economically disadvantaged does not include the working poor. We will expect to make some gains next year.</p>
<p><u>Students who are sub-proficient</u></p>	<ul style="list-style-type: none"> • New recruitment efforts for struggling students include advertising that welcomes students regardless of academic proficiency, special needs, English language development, or any other factors that may put students at risk. • Salem Academy has invited sub-proficient students who have become successful to speak at the school's admission open house info sessions and at, and we have featured their stories on our website and Facebook pages. • We have completed the second year of a new intervention and tutorial program, and we have expanded our vacation school program for at risk students. • We are seeking funding to offer math tutoring as well as ELA tutoring. We have a partnership with LEAP where our students can receive additional tutoring support.
<p><u>Students at risk of dropping out of school</u></p>	<ul style="list-style-type: none"> • Salem Academy will encourage students who are risk of dropping out of school to attend this school in order to take advantage of new initiatives we have put in place to serve struggling students. These include additional paraprofessionals to assist in classes, an individualized tutoring program, a learning specialist dedicated to interventions with at risk students, and free vacation school programs providing small group and individual tutorial programs targeted at credit recovery and remedial skill development. Salem Academy will encourage students who are at risk of dropping out to consider Gateway to College opportunities to motivate them to finish high school.

<p><u>Students who have dropped out of school</u></p>	<ul style="list-style-type: none"> ● Salem Academy will advertise in its printed admissions materials and on the web site that students who have dropped out of school are encouraged to return to school here in the grade following the last grade they completed successfully. ● In addition, our school adjustment counselor will send letters to the students and their parents inviting them to meet and consider possible alternate routes to graduation. ● In addition, if we can bring a student back to enroll in Gateway to college, graduate high school and start college, we will. Last year we had three students complete high school and two of them went on to begin college through this program.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● All of our admissions activities are intended to welcome students from all walks of life, promising strategies and support programs that will eliminate the achievement gap. Our focus on wanting young people to be unique and find their own passion and voice speaks to our belief that every child can learn and achieve. <p>Next year we will use Portuguese as well as Spanish language for our admissions process.</p>

Retention Plan 2019-2020

2018-2019 Implementation Summary:

While some families are still making decisions about next year, it appears that the school's 2019 retention rate will meet or exceed the goal of 90%. Traditionally, attrition is the highest in the transition from 8th grade to 9th grade, but we have seen a drop in the number of students opting for other high schools. Our attrition of the key subgroups continues to trend below the third quartile. Last year's attrition rate of 16% - 18% in those grades indicates to us that our strategies are working. Building more extensive extra-curricular opportunities; enlarging our sports program and continuing to provide a strong academic program may help us to retain more students from 8th and 9th grade. Legacy families will always opt for the private school options of their students and students looking for activities that we cannot provide, i.e. football and strong music/band options will also probably move on.

- We did implement many of the retention strategies planned last year as well new approaches developed during the year.
- The "Support Block" program in the high school, essentially adding a full class period to the school day when students are scheduled with specific teachers according to the students' needs for additional academic support is working well.
- Our Safe and Supportive Schools approach has been well accepted and helped us support students with a history of trauma.
- Our new Arts Center and Gymnasium have allowed for increased activities, drama, art and sports. We believe that expanding our enrichment activities in sports and the performing and visual arts has created opportunities for all students to participate. Sixty percent of our students are participating in a sport and we were able to offer three opportunities for drama and musical performances.
- We are still growing our tutoring programs and support services as well as adding AP courses and Technology opportunities.

Overall Student Retention Goal	
Annual goal for student retention (percentage): 90%	92.5%

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 10%</p> <p>Third Quartile: 9.1%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We plan to create opportunities for special education students to gain public recognition for their talents or achievements. • We plan to make the PAC a more active organization.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>X In 2018-19 three students who were with us needed to be placed in therapeutic programs. Several students moved out of town. We believe this year was an anomaly for us. Our strategies were:</p> <ul style="list-style-type: none"> • to hire an additional special education teacher to help us deal with the increased high school population • to offer a Freshman seminar to ease with the transition to high school • to increase supports for individual students.
Limited English-proficient students/English learners Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.5%</p> <p>Third Quartile: 13.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We have hired a new staff person who will work with our ELL staff to engage parents and the Salem Latino community more in the life of the school.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 8.7%</p> <p>Third Quartile: 11%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>x Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Provide free breakfast to all students and contracted with a new food service vendor in an effort to provide more appealing meals. • Engage in increased efforts to encourage parents to apply for free and reduced meals
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • We have purchased a new parent friendly on-line system to sign up for and pay for lunch. • Our Food Service Director is reaching out to parents individually and through counselors to encourage parents to sign up for the free and reduced lunch program.

<p><u>Students who are sub-proficient</u></p>	<p>(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Expand the individualized tutorial program to increase efforts to identify and enroll students and to match them appropriately with qualified tutors. • Recruit experienced tutors for English and Math • Expand the time available during the school day for individualized tutorial and small group extra help sessions by modifying the high school schedule to ensure these opportunities daily. • We are developing a Freshman Seminar to support students who are struggling academically. • We have hired a Math Coach and a New Teacher Coach to help teachers with strategies for struggling students.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Part time tutors will administer the above tutorial program and will work closely with teachers and the school counselors to identify students at risk and to develop strategies to help those students become successful in school. • We have hired a full time Assistant Dean of Students to work with at risk students. • We will work on supporting students who have had babies, to help them stay on track to graduate. We will recommend dual enrollment programs like Gateway to help those at risk.
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Continue to respond to individual students needs in an effort to keep students in school. • We have created a position of Transition Coach to work with the College placement officer who can reach out to connect with students who appear to have dropped out.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Students 18 years or older who are struggling to finish high school will benefit from a new relationship between Salem Academy Charter School and North Shore Community College where these students may take courses for dual credit. • We have increased our support of students who are homeless or in foster care who may find it hard to continue school.

APPENDIX C

School and Student Data Table

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04850000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	47	9.57%
Asian	30	6.11%
Hispanic	186	37.89%
Native American	0	0%
White	210	42.77%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	18	3.67%
Special education	66	13.44%
Limited English proficient	23	4.68%
Economically Disadvantaged	148	30.1%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kathy Egmont, Executive Director	Chief Administrative Officer	08-10-2017	
Stephanie Callahan, Head of School	Principal/ Chief Academic Officer	08-01-2007	
Sean Gass, Upper School Principal	Principal	07-01-2014	07-01-2019
Linda St. Pierre, Special Education Director	Special Education Administrator	08-01-2004	
Chyna Onembo, Dean of Students	School Culture/Discipline	03-10-2010	
Kristine Sgambellone, Director of Operations	Business Management	04-14-2014	
Anna Kogos, ELL Director	ELL Teacher/Administrator	08-01-2015	Replaced Sarah Sawyer mid-year

*Add additional rows as necessary

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	47	3	7	3 Personal life changes; 1 going to grad school ; 2 not invited to return 4 new job opportunity
Other Staff	26	2	1	2 staff left early for education program to become teachers 1 admin left for a new job opportunity

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	12
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	3

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Nina Cohen	Chair	Development , Governance, Finance	2	1/1/14-12/31/16 1/1/17-12/31/19
Steve Palmer	Vice Chair	Chair, Strategic Planning	4	1/1/14-12/31/19 1/1/05-12/31/10
Richard Jones	Secretary	Governance, Chair	2	1/1/16-12/31/18 1/1/19-12/31/21
Alforonso Perillo	Treasurer	Finance, Chair	1	1/1/17-12/31/19
Daniel McCaughey	Member	Education, Chair	1	1/1/18-12/31/20
Mekka Smith	Member	Education	1	1/1/18-12/31/20
Joshua Biber	Member	Development	2	1/1/13-12/31/18
William Henning	Member	Finance	1	1/1/17-12/31/19
Michelle Aroko	Member	HR	1	1/1/17-12/19/18
David Pabich	Member	Facilities Chair	2	1/1/16-12/31/18 1/1/19-12/31/21
Christine Wynne	Member	Development Chair	1	1/1/17- 12/31/19
Shelby Morrison	Member	Finance	1	11/21/18-12/31/21
Felicia Pierce	Member	HR	1	1/1/19-12/31/21
Rick Winter	Member	HR Chair, Developme	1	1/1/19-12/31/21

Appendix D

Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Nina Cohen	ncohen@salemacademy.org	No Change
Charter School Leader	Kathy Egmont	kegmont@salemacademy.org	No Change
Assistant Charter School Leader	Stephanie Callahan	scallahan@salemacademy.org	No Change
Special Education Director	Linda St. Pierre	sstpierre@salemacademy.org	No Change
MCAS Test Coordinator	Rebecca Lessard	rlessard@salemacademy.org	New
SIMS Coordinator	Rebecca Lessard	rlessard@salemacademy.org	New
English Language Learner Director	Anna Kogos	akogos@salemacademy.org	New
School Business Official	Kristine Sgambellone	sgambellone@salemacademy.org	New
SIMS Contact	Rebecca Lessard	rlessard@salemacademy.org	New

*Add additional rows as necessary

Facilities

There are no changes in facilities at Salem Academy Charter School.

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 28, 2020
Lottery	March 11, 2020

Complaints

The Salem Academy Charter School Board of Trustees has not received any written complaints in the past year.

Salem Academy Board of Trustees Meetings 2019 - 2020
July 24, 2019
August no meeting
September 25, 2019
October 23, 2019
November 20, 2019
December 18, 2019
January 22, 2020
February 26, 2020
March 25, 2020
April 29, 2020
May 27, 2020
June 17, 2020
July 22, 2020

All meetings are held in room 114, 45 Congress Street, Salem MA from 6 p.m. - 8 p.m.

Approved at the June 19, 2019 Board meeting.