



ANNUAL REPORT

2020-2021

SALEM ACADEMY CHARTER SCHOOL
45 CONGRESS STREET
SALEM, MASSACHUSETTS 01970

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July 23, 2021

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Introduction to the School

Salem Academy Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Salem, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	n/a
Year Opened	2004	Year(s) the Charter was Renewed	2009, 2014, 2019
Maximum Enrollment	480	Enrollment as of 6/25/2021	491
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	187	Students on Waitlist as of (6/25/2021)	186
Number of Instructional Days during the 2020-2021 School Year	170 due to COVID-19		
School Hours	Sept - April 8:30am – 4:00pm M-Th; 2:00 F - Early Release for PD. Apr 28 - June: 3pm Dismissal M-Th for Common Planning	Age of School as of 2020-2021 School Year	17
<p>Mission Statement Salem Academy Charter School is a small 6th – 12th 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.</p>			

Letter from the Chair of the Board of Trustees

Massachusetts Department of Elementary and Secondary Education

Jeff Riley, Commissioner
75 Pleasant St.
Malden, MA 02148

Dear Commissioner Riley:

This year has been unprecedented. During these challenging, uncertain, and trying times, the Salem Academy community has come together to create a robust and meaningful educational experience for our students. While continuing to prioritize the health and safety of our students, families, and staff, we took the lessons learned from the previous spring to create and execute a strong return-to-school plan. I am pleased to share that our school is well prepared to return to full in-person learning this fall. On behalf of the Board of Trustees, I want to express our sincere gratitude for the incredible work done by our school leadership team, operations team, and faculty and staff.

Despite difficult circumstances, we have maintained high expectations for both academic learning and extracurricular success. One hundred percent of our graduating class was accepted into college. Our athletic program won six state championships in the Massachusetts Charter School Athletic Organization, and our drama program wrote and produced a feature film. As other schools have done, we implemented a remote learning program last fall. With guidance from the state, federal and local officials, the school successfully transitioned to a hybrid model and, ultimately, to an in-person learning experience for our students.

Our commitment to Salem Academy's school culture has remained steadfast through these unprecedented times. We strive to find ways to support all students, who join us from the diverse populace of Salem. Most recently, as part of that work, we have partnered with Onward, a Diversity Equity and Inclusion (DEI) consulting firm, to engage our students, staff, Board of Trustees, and community members in personal, cultural, and systemic change, leading toward a more equitable and inclusive organization. Beginning in the spring with the Data & Discovery phase, recommendations of a path forward are in motion. Through these efforts, we believe we can continue to be a safe and supportive school for all.

Salem Academy continues to share best practices at the local and state level. As part of our strategic plan, we are committed to elevating our ability to disseminate such practices with other schools and partners. Notable exchanges this year included work with school leaders across the state and beyond through the Trauma and Learning Policy Initiative, Achievement Network, and Computer Science Teachers Association.

In a year of transition, I am pleased to share that the Board of Trustees voted to make Stephanie Callahan's interim appointment as Executive Director permanent. Additionally, we have hired a new Lower School Principal, William Carter Jr., who began his tenure on July 1. We are excited to have these two experienced educators lead our team and help navigate our school forward into the future.

Salem Academy continues to be a school of choice for the residents of the City of Salem. On behalf of the Board of Trustees, faculty and staff, I extend sincere thanks to the Department for your continued support.

Sincerely,

David Pabich
Chair, Board of Trustees, Salem Academy Charter School

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Mission

Salem Academy Charter School is a small 6th – 12th grade public school designed 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.

Key Design Elements

1. College preparatory program grounded in the Massachusetts Common Core curriculum frameworks.
2. Standards-based system of curriculum design and assessment, tracking student progress towards learning goals and responding to individual student needs.
3. Service-Learning program that allows students to apply their academic skills to service projects in the community. (Charter Application, p.1)
4. Strong school culture that supports learning. (Charter Application, p. 21)

Implementation of Key Design Elements

Evidence that Salem Academy Charter School is faithful to its mission, vision, and educational philosophy is manifested in the integration of a college preparatory standards-based academic program, meaningful service initiatives that put academic pursuit into practice, and attention to the social-emotional development of our students. Our strong Safe and Supportive school culture is characterized by strong relationships, structure and consistency, rigorous and engaging learning experiences, and ample opportunities to grow, celebrate, and shine. This strong school culture creates the conditions for our students to become empowered and resilient life-long learners, prepared to succeed in college and beyond.

Our 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 both enrichment and support for students. This extended day was present throughout the 2020-21 school year.

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 throughout the school year engaged in Service-Learning projects, which students present towards the end of the year. Despite the challenges presented by the pandemic, all students engaged in Service-Learning courses throughout the 2020-21 school year.

Salem Academy’s Safe and Supportive school culture is characterized by strong relationships, structure and consistency, rigorous and engaging learning experiences, and ample opportunities for students to grow and shine. Our trauma-sensitive approach includes explicit and integrated Social Emotional Learning (SEL), designed to empower our students to become resilient life-long learners, prepared to succeed in college and

beyond. Every Salem Academy staff member has a hand in supporting students' character development by explicitly teaching and modeling our REACH norms. The REACH acronym represents the following norms: Responsible, Empathetic, Assertive, Cooperative, and Honest. Staff members talk about negative and positive behavior in terms of the REACH norms in order to help students better understand the impact of their actions. In both the Upper and Lower Schools, REACH awards are given weekly at SACS Community Meetings for students who exemplify one or all of the REACH norms in any given time period. The Dean of Students maintains meticulous records of positive and negative behavior on the school's information management system, and this is shared with staff, students and parents. In addition, the Student Services Team continues to lead our school-wide work on the impact of trauma on learning and disseminates our practices and lessons learned to educators and researchers across the state and beyond who are looking to develop and implement programs that ensure a safe and supportive learning environment for all students.

Amendments to the Charter

Date Submitted	Amendment Requested	Pending or Approved?
7/17/2020	Accountability Plan for fourth charter term [2019-2024]	approved
2/26/2021	Board Member Approval, Paula Pitcher	approved
2/26/2021	Board Member Approval, Mikki Wilson	approved
3/29/2021	Board Member Approval, Sasha Durand	approved
3/22/2021	Schedule Amendment: change calendar from 195 days to 187 days	approved
7/23/2021	Enrollment policy	pending

Access and Equity: Discipline Data

2019-2020 Student Discipline					
Link to Discipline Data					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	498	20	1.4	2.8	0.0
English Learner	22	0			
Economically Disadvantaged	192	14	3.6	4.2	0.0
Students with Disabilities	86	7	2.3	7.0	0.0
High Needs	256	17	2.7	4.3	0.0
Female	255	10	1.2	2.7	0.0
Male	242	10	1.7	2.9	0.0
American Indian or Alaska Native	0				
Asian	28	0			

African American/Black	52	2			
Hispanic/Latino	214	12	2.3	3.3	0.0
0Multi-race, Non-Hispanic/Latino	8	1			
Native Hawaiian or Pacific Islander	0				
White	196	5			

Salem Academy’s shared values are high expectations, structure and consistency, and 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.

Since we have been teaching in a pandemic in the wake of a national period of reckoning with racial injustice, we must continue to ensure all of our systems are meeting the ever-changing needs of all of our students. As stated above, our REACH norms serve as a foundation for our code of conduct and serve to support our students and staff in fulfilling every aspect of our mission. Each year we reflect on the previous year, and as we embark on the 2021-2022 school year, we are ready to make changes to our discipline policy that support and enhance our Tier I and Tier II safe and supportive practices. Our new system’s goal is to allow our students to develop and practice the Social-Emotional Learning (SEL) skills of self-awareness, self-reflection, perspective taking and relationship building which will set them up for success when navigating challenging circumstances and ultimately mitigate the number of students exhibiting challenging behaviors that may result in suspension from the school community. Over the past four years, we have worked diligently to address the needs of our students proactively and reactively as needed, specifically focusing on improving our response to the challenging behaviors.

At Salem Academy, suspensions are given for behavior that is considered serious in nature and either poses a threat to others in the community or creates a hostile environment where the learning of others is interrupted. Last year (2019-2020) we had one-third fewer suspensions and only 20 students receiving discipline compared to this year, where two students received out- of- school suspensions. Despite the closure of school last year and the irregular school year this year, we believe that our proactive measures and restorative responses to behavior have directly resulted in the low number of suspensions. At the center of our work with students is the belief that “all students do well if they can,” and that challenging behavior is communication of a lagging skill that can be taught and learned. Demerits are no longer assigned to challenging behavior, but rather a reminder of “what to do” directions, and detention has turned into moments of individual and at times small group reflection. Moving away from the negative consequences has allowed us and the students to focus more clearly on the obstacles and lagging skills that are getting in the way of the student meeting our high expectations.

Although we have changed our response to challenging behavior, our efforts largely remain geared toward the implementation of proactive and preventive practices especially in response to the adverse effects of the pandemic on mental health. At the start of each year our new and returning staff engage in professional development centered around trauma sensitive practices. Despite hybrid and remote learning environments, we taught social and emotional skills through our social and emotional curricula (Second Step curriculum for our 6-8 graders, School Connect for our 9-10 graders and Naviance for all of our high school students), hosted staff-led “Trends Talks,” and student-led virtual circles. Largely in response to COVID-19, we hired an additional School Adjustment Counselor and expanded the department by adding an Adjustment Counselor Team Leader to coordinate student services, family support, and community outreach.

For the coming school year, we added more student support through two counseling interns and a Student Success Coach. With these additions to the Students Services Team, we will be better able to shift from an emergency response stance to a proactive trauma sensitive response by setting up tiered counseling and academic supports. Using the Building for Resilient Youth in Transition Model (BRYT) as a guide, the Student Success Coach will improve student outcomes by providing short-term, targeted and individualized interventions, aiming to get students back into their regular academic classes more quickly after extended absences while equipping them with learned resiliency skills and other healthy coping and self-advocacy skills.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Creating a Trauma Sensitive School	Interviews	Executive Director, Dean of Students, Spanish Teacher & Curriculum Leader, and students	GreatSchools, national nonprofit	Article Podcast (coming soon)
Science Curriculum	Meetings, Written Materials	Science Chair	LEAP for Education	5 week long unit plan and daily lessons for computer science + robotics summer program
New Athletic Director Practices	Presentation	Athletic Director	MCSAO Athletic Directors	Meeting agenda + presentation materials
Athletics: Return to Play (from COVID)	Presentation	Athletic Director	MCSAO Athletic Directors	Meeting agenda + presentation materials
College + Post Secondary Planning	Meetings	College Counselor	North Shore Guidance Directors	Agendas
Accelerated Learning	Panel Presentation	Executive Director, LS Principal	ANet + MCPSA: School Leaders from around the state, including Chelsea PS	Meeting agenda + presentation materials
Safe + Supportive Practices during COVID	Meetings	Executive Director + Dean of Students	Trauma and Learning Policy Initiative + Leaders from New Bedford and Brockton	
Health + Safety Practices During COVID	Phone Calls	Executive Director + School Nurse	Salem Public Schools	
Health + Safety Practices During COVID	Meetings	Executive Director	Marblehead Public Schools	Reopening Committee Meeting Agendas

Surveillance Testing Practices	School Visit	School Nurse	Marblehead Public Schools Nurse	MPS surveillance testing practices
Surveillance Testing Practices	Written Materials	Executive Director	Hamilton-Wenham School Committee Member	
Equity in Computer Science	Presentations	Technology Integration Specialist and CS Teacher	CSTA Equity Fellowship + CSTA Members	Presentation materials Published book (coming soon)
Addressing Staffing Needs during COVID	Phone Call	Executive Director	LearnLaunch	
Supporting Teens During COVID	Meeting	Executive Director, Dean of Students	Mayor Driscoll and City of Salem	New Programs for Teens (Winter 20/21)

Academic Program Success

Student Performance

Salem Academy Charter School's Report Card Link

<https://reportcards.doe.mass.edu/2020/04850485>

Internal/External Assessments

Salem Academy's 6th through 8th grade students participate in the Achievement Network's (ANet) computer-based interim assessments with a network of schools spread across the state and country. This year, students completed ANet's abbreviated versions of the assessments due to the COVID-19 pandemic. These versions focused on the most important priority standards. In math, our students ranked #1 in 6th and 8th grades. In 7th grade, our students ranked #3 and were 1% behind the network co-leaders. In ELA, our students ranked #1 in the network across all three grades.

In the high school, Salem Academy works to reduce barriers to advanced coursework; there are no prerequisites for participation in Advanced Placement (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 continued to grow our AP Program in the Upper School. The number of AP students that took AP courses increased from 81 to 115 students, even in the midst of the pandemic, and total course enrollment increased from 184 to 260. We shifted from offering 10 AP courses to 11, with the resumption of AP Chemistry this past year. Ultimately, 96.8% of students took exams either in person or remotely this past spring and we are still awaiting final results.

At our 2021 graduation, it was our pleasure to publicly acknowledge our students who had attained the State Seal of Biliteracy qualifications. The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition. We grew the number of students qualifying for the Seal of Biliteracy, in both Spanish and Portuguese, with 7 students earning the seal, including one with distinction.

Academic Program

In 2020-21, we continued to ground our standards-based academic program engaging all of our students in rigor and relevance within a safe and supportive environment. This year, as planned, we added AP Computer Science, reintroduced AP Chemistry, continued our alignment to the new History Social Science (HSS) Frameworks and adopted a new ELA curriculum (*Wit and Wisdom*) in grades 6-8 that raised the level of rigor in reading and writing.

In our Lower School, we continued to use ANet's interim assessments in ELA and Math, and we leveraged their baseline assessments at the beginning of the year to better understand our students' strengths and areas for growth then. At the end of the year, 100% of students completed MCAS in ELA 6-8, Math 6-8, and STE 8. We also partnered in the state's pilot program for Civics 8.

We had three different instructional models throughout the year: Hybrid (Sept - Nov), Remote (Nov - Jan), Hybrid (Jan - April), Full In-Person with Live Streaming (late April - June). All students, regardless of model, were assigned the same teachers for their courses for the entirety of the year. For each of these shifts, we had professional development for teachers to plan and to prepare. We began the year with two weeks of professional development to orient our faculty and staff to new schedules and technology and to provide time for adapting curriculum to a remote/hybrid setting. Through the support of our Instructional Leadership Team (ILT) and Curriculum Team Leaders (CTLs), our teachers quickly learned to adapt their lessons to online learning using resources such as Nearpod and Peardeck. Throughout the year, the ILT and CTLs assisted teachers throughout the year in prioritizing content and using data to inform instruction.

In close collaboration with the Special Education (SE) and English Language Development (ELD) departments, we initially designated a group in each grade that would benefit from in person instruction as soon as possible. These students came to campus in September before their grade level peers. We also worked to ensure that students had additional support in their classes (SE liaison, ELD teacher, and/or paraprofessional) no matter if they were in the building or remote. For a majority of the year, we had remote tutoring available on Fridays. In the Lower School, we also continued to leverage Learning Center, an academic intervention block, to support students each day in one of the core content areas. In the Upper School, specialists booked additional small group and 1:1 meeting times with students to support them with content and skill development as well.

Access to Academic Program

During the 2020-21 school year, all students had access to the academic program through our hybrid model. From September - late April, we operated a hybrid model, with some students and families opting for full remote learning. In late April, we returned to full in-person learning for grades 6-12 with approximately 70% of our students, while roughly 30% continued to opt for full remote. There are several levers we used to ensure that all students were able to access our program: access to technology, consistent teachers, flexibility, and our student services team.

Beginning in March 2020, we were in close contact with students and families regarding Chromebook and internet access. We deployed our Chromebooks in a 1:1 model, so at the start of this school year, we knew that 100% of returning students had a working device. At the beginning of the school year, we held an event for new students to pick up a Chromebook. We also were able to deploy hotspots to families with inadequate access to the internet. Based on each morning's attendance, there was a team that individually called each family of a student who was not present to inquire more about the absence and provide support as needed for logging into class.

Throughout the year, both hybrid, in-person, and remote students had access to the same teachers, regardless of learning model. When students needed to switch to remote learning for any reason, there was no gap in instruction. They simply joined the remote cohort and continued learning with their same teacher. When we

switched to full in-person instruction, we live streamed all of our classes for students in 6-12, again providing consistency in terms of teacher and instruction.

Physical Safety During In-Person Learning

The physical safety of our community was our number one priority this year. Prior to the start of the school year, we conducted an assessment of our air quality, circulation, HVAC system and took the recommended steps to improve the safety of our building. We installed iWaves in the HVAC ducts throughout the building and added HEPA filters to all interior classrooms and offices. We increased our cleaning and sanitation services, regularly disinfecting and sanitizing surfaces, tools and equipment, and prepared the building with traffic patterns, distancing decals, and masking reminders. All students and staff were trained on our COVID-19 protocols and procedures prior to coming on campus and then participated in physical training once on campus. Visitors to campus were limited.

Physical distancing was a key component of our mitigation efforts. We followed DESE's reopening guidelines throughout the year. Students were cohorted in grades 6-9, and movement between classrooms and in common areas (e.g. restrooms, hallways) was limited to the extent possible. Students adhered to a distance of at least 6 feet (and then 3 feet) at all times when on campus, while adults maintained the recommended 6ft. distancing throughout the year. We utilized staggered and distanced entry and dismissal procedures. After April, when students were back full-time, we used our gym for lunch, adhering to 6ft. distancing when eating.

Strict adherence to mask wearing and hygiene protocols was required. The protocols were taught to all students, including etiquette for covering coughs and sneezes, and hand washing/sanitizing frequency. Students sanitized their hands upon entering the building, before and after eating, upon entering and exiting classrooms, and otherwise as needed.

Prior to coming on campus, each week both staff and students completed a weekly COVID-19 attestation which was tracked and monitored electronically by administration and the nurse team. Upon arrival students participated in daily and then weekly health screens. In addition, we offered pooled testing on campus each week for all of our students and staff. Our student participation rate was over 85%. If a student tested positive or exhibited any COVID symptoms, the student was immediately placed into the COVID precaution room, parents were notified, and select staff were made aware if contact tracing needed to occur. As part of our close monitoring of our students, we implemented a "COVID concerns" email address that staff used to report any knowledge of student travel, students symptoms, and/or students testing positive.

We only had two cases of COVID in our staff community this year, both of which occurred while we were remote. We also had very few cases of students who tested positive and had been on campus for any given period of time. When students did test positive or were identified as close contacts of someone who had tested positive, our nurse team consulted with those families to ensure appropriate follow-up measures were adhered to. These follow-up measures included, but were not limited to, follow-up COVID-19 testing, calendaring quarantine dates, and contact tracing.

Plans to Accelerate Learning for 2021-2022

Phase 1 - Diagnostic and Planning Work: Our vision for the coming school year rests on rebuilding our safe and supportive school culture and upholding high academic expectations for all students. We are serving students that are new to our school, students who are returning after a year and a half of remote learning, and students who experienced in-person learning for part of the year last year. At the start of the year, more time is allotted to forge strong connections between students, teachers, families and peers, teach and practice routines for all aspects of our day, and assess current student understanding in courses they are entering. Diagnostic testing for English and Math is planned for all incoming and returning students at the start of the year, and all teachers will be creating clear opening plans to assess prior knowledge as classes start to inform curricular planning. In addition, prior to the start of summer, all teachers and CTLs revised course benchmarks and aligned to state and AP course standards in order to prepare for the incoming year curricularly. Professional development time is

planned for the start of the year and ongoing through the year to assess student proficiency through assessment data, plan intervention and acceleration moves in class and in our intervention blocks, and adjust curriculum as needed to meet the goal of grade level proficiency for all students.

Phase 2 - Launch: Our team will capitalize on both in-person and remote offerings for families to connect with our team and community as the school year launches. Parent information meetings and open houses will be scheduled within our first month of school, and all families will receive calls from staff members working with their children to forge the start of strong relationships for the coming year. Students will also be engaged in grade level orientations or retreats for the first few days of the school year to rebuild grade level and school teamwork, orient students to new systems and routines, and celebrate the diversity of our community as we rebuild together. Diagnostic data and prior year MCAS data will be used to set intervention groups from the start of the year, tri-weekly grade progress checks will begin, and our academic Responsive to Intervention (RTI) cycles will begin in step with ANet assessments in grades 6 - 10 and based on English and Math progress in grades 11 and 12. Our instructional team will be aligned with a strong start plan with weekly culture and instruction goals in order to instill a strong base of routines and inclusive and responsive culture for our first six weeks, along with weekly ILT walkthroughs and weekly observations of all teachers in order to best support our teachers responding to student learning needs.

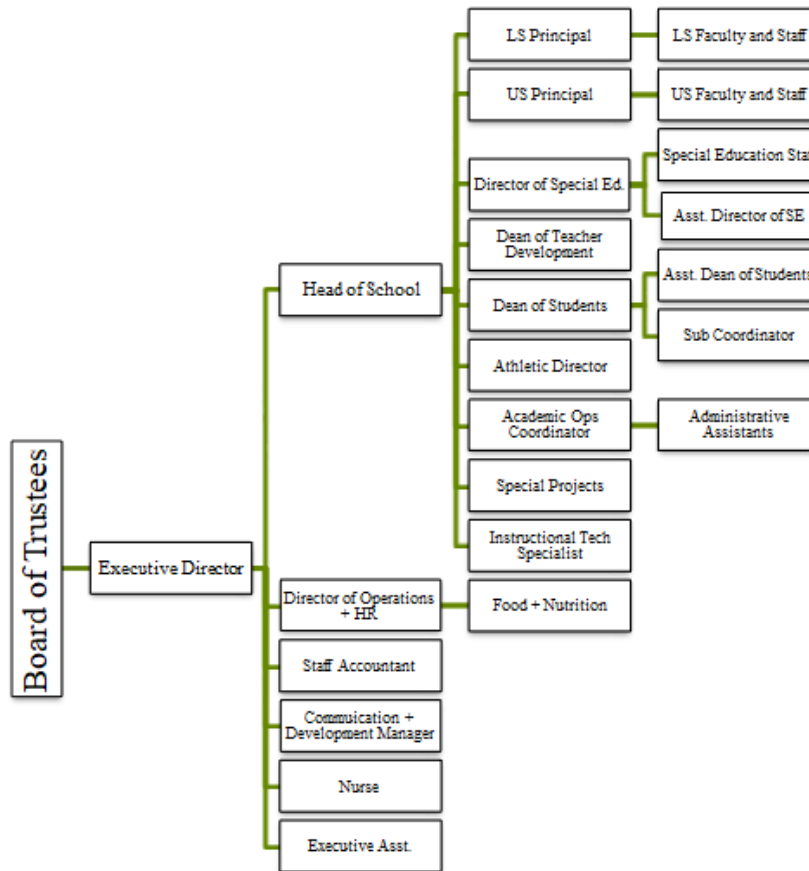
Phase 3 - Progress Monitoring: Academic data cycles based on tri-weekly grade pulls and ANet interim testing will occur throughout the year and inform interventions occurring during our Learning Center time in the Lower School and Intervention Block (I-Block) time in the Upper School. Teams will commence to adjust groups and content planned after each cycle. Midyear our AP course teachers will also give a series of interim tests to gauge student progress and plan curricular runways up to testing dates in the spring. Cultural data cycles based on attendance, mental health data, student involvement in extracurricular activities, and discipline will occur with the Student Support Team to inform additional interventions as needed.

Phase 4 - Reflection and Planning: Quarterly, students and families will participate in end of quarter celebrations where growth and achievement based on academic class and our school REACH norms are celebrated and amplified as the bar to strive for. In addition, students are celebrated for growth after each tri-weekly grade pull, in weekly community meetings for exemplifying our school REACH norms, and during quarterly conferences with families, which will be offered both virtually and in-person this coming year. Students and families will be surveyed regularly in order to gauge opportunities for continued growth as a school. Quarterly, the ILT will work with teachers to reflect on course grade proficiency data by subgroup and content in order to plan any necessary adjustments curricularly and culturally in the next quarter. Beginning in February, our Instructional Leadership and Administrative teams will begin to reflect on student progress across our school and content areas, analyze our current data, and plan for both summer school and the next school year with the goal of finalizing summer plans prior to the start of May and planning for any additional staffing or curricular shifts by the end of March. At the end of the year, we will continue our practice of surveying students based on their experiences with learning and growing and use the data to continue to inform our instructional and cultural planning for the next year.

Organizational Viability

Organizational Structure of the School

2021-22 Organizational Chart



Organizational Structure

Salem Academy has an Executive Director who reports to the Board of Trustees and is responsible for the organization's success in meeting its instructional, school culture, operations, fundraising, external relations and financial management goals. The Executive Director serves as an external ambassador and champion for the school with key strategic audiences including the Board of Trustees, the Department of Elementary and Secondary Education, the City of Salem, and surrounding community and philanthropic partners. The Executive Director supervises the Head of School who oversees the academic program.

Executive Director, Kathy Egmont, retired on September 30, 2020. On October 1st, Head of School, Stephanie Callahan assumed responsibility as the Interim Executive Director for the school year, while also maintaining the role of Head of School. The Board of Trustees appointed a Search Committee and worked with a search firm to find the new Executive Director. Following a comprehensive and competitive search, Stephanie Callahan was appointed the permanent Executive Director on March 1, 2021.

During the 2020-21 school year, an Assistant Director of Special Education position was added to the organizational structure to build capacity within the department to meet the growing needs of our student population and better support inclusion practices.

In order to provide greater distributed leadership throughout the organization, the following shifts were made in terms of reporting structures: the Director of Operations manages the Director of Food and Nutrition, the Dean

of Students manages the Substitute Coordinator, and the Academic Operations manager coordinates the Administrative Assistants. Finally, a Special Projects Coordinator role was created to support Family and Community Engagement along with ongoing academic operations.

Our Lower School Principal, Matthew Chuchul is moving back to his hometown in New York to be closer to family. We have hired a new principal for grades 6-8, William B. Carter, Jr. who started the position on July 1, 2021.

For the 2021-22 school year the Executive Director, Stephanie Callahan will continue to fulfill the Head of School role in managing Principals, the Dean of Students, Director of Special Education, Dean of Teacher Development and other key roles shown in the organizational chart. The two principals, along with support from the Instructional Leadership Team will continue to drive our Academic Program. Due to leadership transitions and shifts in the organization structure over the past two years, the school will use the 2021-22 school year to conduct an organizational assessment in order to determine the best organizational structure for carrying out the mission and vision of the school in the coming years, rather than hiring a new Head of School for 2021-22.

Budget and Finance

Unaudited FY21 Statement of Revenue, Expenses and Changes in Net Assets

Salem Academy Charter School Profit & Loss July 2020 through June 2021

	Jul '20 - Jun 21
Ordinary Income/Expense	
Income	
4000 · State Funds	7,811,671.00
4100 · Federal Grants	50,579.00
4110 · Federal Grants - Entitlement	283,248.00
4300 · SACS Foundation Support - SFSE	599,176.08
4316 · E-Rate	50,000.00
4318 · Covid Stimulus Grants	233,333.00
4940 · School lunch revenue	110,938.17
4930 · Reimb. from Students	5,293.20
4700 · Interest Income	960.58
4985 · Rental Income	4,275.00
4900 · Other Revenue	1,801.41
Total Income	9,151,275.44
Gross Profit	9,151,275.44

Expense	
5000 · Salaries and wages	5,333,158.77
5050 · Payroll Taxes	161,201.26
5100 · Fringe benefits	577,218.07
5150 · Facilities	1,362,961.92
5200 · Professional Fees	154,235.04
5250 · Utilities	113,947.62
5255 · Telephone	56,943.19
5300 · Office expenses	32,753.01
5350 · Computer Expense	135,255.73
5400 · Equipment & Furniture	91,992.05
5500 · Insurance - Gen Liab/Umbrella	39,532.57
5525 · Travel and Entertainment	18,068.08
5530 · Program Expenses	353,578.32
5550 · Student expenses	101,631.39
5575 · Dues and subscriptions	28,054.62
5600 · Advertising and Recruitment	63,620.41
5625 · Governance	3,600.00
5628 · Development	15,858.94
5628a · SFC Parents Association	225.25
5750 · Fees and licensing	772.96
5725 · Bank charges	309.49
6200 · Capital debt interest	9,814.50
5760 · Rental supervision expense	987.50
8000 · Uncategorized Expense	18.77
Total Expense	8,655,739.46
Net Ordinary Income	495,535.98
Other Income/Expense	
Other Income	
7100 · Other Income	1,947,719.00
Total Other Income	1,947,719.00

	<u>Jul '20 - Jun 21</u>
Other Expense	
5900 · COVID19 Outreach	15,049.17
5700 · Depreciation	230,683.91
8100 · Other Expense	<u>1,947,719.00</u>
Total Other Expense	<u>2,193,452.08</u>
Net Other Income	<u>-245,733.08</u>
Net Income	<u><u>249,802.90</u></u>

Salem Academy Charter School
Balance Sheet
As of June 30, 2021

	<u>Jun 30, 21</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash and Cash Equivalents	<u>1,450,813.36</u>
Total Checking/Savings	1,450,813.36
Accounts Receivable	
1200 · Grants Receivable	<u>11,582.43</u>
Total Accounts Receivable	11,582.43
Other Current Assets	
1250 · Due to/from Foundation	1,195.12
1305 · Inventories	5,232.09
1310 · Other receivables	50,000.00
1312 · Employee receivables	500.00
1350 · Prepaid expenditures	<u>83,130.66</u>
Total Other Current Assets	<u>140,057.87</u>
Total Current Assets	1,602,453.66

Fixed Assets	
1610 · Furniture	160,220.82
1620 · Equipment	290,218.23
1630 · Computers	247,813.85
1650 · Leasehold Improvements	543,841.89
1660 · Library Materials	37,497.14
1675 · Albright Center for the Arts	426,272.79
1676 · Read Gymnasium	218,385.50
1690 · Accumulated depreciation	-946,684.44
Total Fixed Assets	<u>977,565.78</u>
Other Assets	
1900 · Security Deposits	19,690.16
Total Other Assets	<u>19,690.16</u>
TOTAL ASSETS	<u>2,599,709.60</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts payable	89,992.71
Total Accounts Payable	<u>89,992.71</u>
Credit Cards	
2010 · Visa - Beverly Co-op Bank	164.82
Total Credit Cards	<u>164.82</u>
Other Current Liabilities	
2070 · SFC held in trust - Bev Coop	545.46
2100 · Accrued Expenses	661,817.76
2220 · Student Government Funds	847.91
2230 · Student Fundraising Accounts	19,888.40
Total Other Current Liabilities	<u>683,099.53</u>
Total Current Liabilities	<u>773,257.06</u>
Long Term Liabilities	
2730 · North Shore Loan 209009986	106,215.91
2121 · Copier Lease 2019	62,108.72
2710 · North Shore Bank Loan 307206922	67,688.21
2800 · Deferred rent	529,740.00
Total Long Term Liabilities	<u>765,752.84</u>
Total Liabilities	<u>1,539,009.90</u>
Equity	
3200 · Temp Restricted net assets	0.00
3100 · Net Assets-Inv in Cap Assets	911,246.89
3300 · Unrestricted net assets	-100,350.09
Net Income	249,802.90
Total Equity	<u>1,060,699.70</u>
TOTAL LIABILITIES & EQUITY	<u>2,599,709.60</u>

Approved School Budget for FY22

Approved by the SACS Board of Trustees on June 16, 2021.

	<u>FY22 Budget</u>
Ordinary Income/Expense	
Income	16,662
Total 4000 - State Funds	7,997,897
4100 - Federal Grants	52,120
4110 - Federal Grants - Entitlement	294,378
4300 - SACS Foundation Support - SFSE	615,440
4316 - E-Rate	49,098
4318 - Covid Stimulus Grants	300,000
Total 4940 - School lunch revenue	101,000
Total 4930 - Reimb. from Students	25,000
4700 - Interest Income	1,000
4985 - Rental Income	10,000
Total 4900 - Other Revenue	<u>12,000</u>
Total Income	<u>9,457,933</u>
Gross Profit	9,457,933
Expense	
Total 5000 - Salaries and wages	5,674,159
Total 5050 - Payroll Taxes	175,884
Total 5100 - Fringe benefits	635,591
Total 5150 - Facilities	1,247,383
Total 5200 - Professional Fees	198,700
Total 5250 - Utilities	114,000
Total 5255 - Telephone	56,000
Total 5300 - Office expenses	27,000
Total 5350 - Computer Expense	173,000
Total 5400 - Equipment & Furniture	78,000
Total 5525 - Travel and Entertainment	31,804
Total 5530 - Program Expenses	377,000
5550 - Student expenses	
5551 - Student Food	8,500
5556 - College Counseling	2,000
5557 - Service Learning	7,000
5560 - Field Trip Expense	
5560A - Reach The Beach - Expense	3,000

5560C - DR Expenses	10,000
5560 - Field Trip Expense - Other	<u>25,000</u>
Total 5560 - Field Trip Expense	38,000
5564 - Athletics expenses	65,000
5565 - Music	2,000
5566 - Drama	5,000
5567 - Art	
5569 - Dance	
5570 - Other Student Exps	45,000
5580 - Summer/Vacation Programs	10,000
5582 - Dual Enrollement/Programs	<u>3,500</u>
Total 5550 - Student expenses	186,000
5575 - Dues and subscriptions	21,000
5600 - Advertising and Recruitment	
5601 - Hospitality/Public relations	2,000
5603 - Student recruitment	6,000
5604 - Advertising	1,000
5605 - Staff Recruitment	8,000
5606 - E.D. Search	<u></u>
Total 5600 - Advertising and Recruitment	17,000
5625 - Governance	
5626 - Board Food	3,500
5627 - Meetings/Consultants	4,000
5625 - Governance - Other	<u></u>
Total 5625 - Governance	7,500
5628 - Development	
5601A - Gala Expenses	18,000
5628 - Development - Other	<u>12,000</u>
Total 5628 - Development	30,000
5628a - SFC Parents Association	2,000
5750 - Fees and licensing	1,000
5725 - Bank charges	100
6100 - Interest expense	1,000
6200 - Capital debt interest	10,000
5760 - Rental supervision expense	2,000
Undefined Covid Expenses	150,000

Total Expense	<u>9,281,122</u>
Net Ordinary Income	196,811
Other Income/Expense	
Other Expense	
5900 - COVID19 Outreach	
5700 - Depreciation	<u>250,000</u>
Total Other Expense	<u>250,000</u>
Net Other Income	<u>(250,000)</u>
Net Income	<u>(53,189)</u>

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	480
Number of students upon which FY22 budget tuition line is based	480
Number of expected students for FY22 first day of school	495
Please explain any variances: We are overenrolled due to a change (decrease) in expected attrition.	

Capital Plan

Salem Academy does not have a Capital Plan for FY22 at this time for any construction, upgrades or changes to the physical structure.

APPENDIX A

Accountability Plan Evidence 2020-2021

Accountability Plan Performance for 2020-2021

Faithfulness to Charter

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Salem Academy students will demonstrate that they are prepared to succeed in college.		
Measure: Each year, 95% of seniors will earn acceptance to at least one college or university.	Met	100% of seniors earned acceptance to at least one college or university.
Measure: Each year, 85% of graduating seniors across all student subgroups will matriculate to a college or university within 15 months of graduation.	Not Met	84% of the Class of 2019 matriculated to college within 16 months of graduation.
Measure: Each year, student performance on the Math section of the SAT will improve incrementally so that by the end of the charter term, 70% of students in 12th grade will meet the college readiness benchmark as defined by the College Board on the SAT for Math, from a Class of 2019 baseline of 50% meeting the Math benchmark.	Not Met	Due to COVID, only 60% of the Class of 2020 took the SAT. 37% of students who took the SAT met the college readiness benchmark for Math.
Measure: Each year, student performance on the Evidence Based Reading (ERW) section of the SAT will improve incrementally so that by the end of the charter term, 80% of students in 12th grade will meet the college readiness benchmark as defined by the College Board on the SAT for ERW, from a Class of 2019 baseline of 71% meeting the ERW benchmark.	Not Met	Due to COVID, only 60% of the Class of 2020 took the SAT. 74% of students who took the SAT met the college readiness benchmark for ERW.
Objective: Salem Academy students will demonstrate that they are informed, articulate, and proactive through measurable academic achievement.		
Measure: Each year, 90% of students across all subgroups will meet internal grade-level proficiency requirements in all classes.	Not Met	In spite of the challenges presented by the pandemic, in aggregate, 83% of students met proficiency requirements in their core subjects.
Measure: Each year, SACS students will make progress towards a five-year goal of 70% of students across all subgroups will earn a 3.3 average on benchmarks across all classes, from a 2019 baseline of 67% of students in aggregate.	Met	74% of students in aggregate earned a 3.3+ average on benchmarks across all classes, with all subgroups making progress towards this five-year goal.
Objective: Salem Academy students will apply academic skills through meaningful service to the community.		
Measure: Each year, 95% of students will demonstrate proficiency in Service-Learning by averaging a 3.0 or higher on the benchmarks for their Service-Learning course.	Not Met	86% of students demonstrated proficiency in Service-Learning. COVID greatly impacted our ability to implement our traditional Service-Learning program.

<p>Measure: Each year, 85% of Salem Academy students will agree in an annual survey, derived from the reflection tools in the KIDS as Planners Service-Learning Framework and aligned with our stated goals for the Service-Learning program, that Service-Learning allowed them to apply their academic skills to a meaningful service project. Ninety-five percent of students will respond annually to the survey.</p>	<p>Not Met</p>	<p>While all students were able to take a Service-Learning course, students were unable to participate in traditional Service-Learning projects throughout the community. With 30% of our students opting for full remote learning, it was difficult to obtain 95% survey results.</p> <p>83% of students responded to the survey. 82% agreed that Service-Learning allowed them to apply their academic skills to a meaningful service project.</p>
<p>Objective: Salem Academy will foster a safe and supportive school culture that supports students in developing social-emotional skills.</p>		
<p>Measure: Each year, 90% of students across all subgroups will agree that Salem Academy is a safe and supportive community.</p>	<p>Not Met</p>	<p>In aggregate, 95% of students agreed that SACS is a safe and supportive school. 85% of Asian students (22/26) agree that SACS is a safe and supportive school.</p>
<p>Measure: Each year, 90% of students will demonstrate growth in at least one scale of the Strengths and Difficulties Questionnaire (SDQ) from the beginning of year to end of year.</p>	<p>Not Met</p>	<p>Due to COVID, only 80% of students took both pre- and post- surveys. Nearly 80% of these students improved at least 1 scale. This is considered extremely positive as COVID has had a significantly negative impact on students' well-being.</p>

Dissemination

	<p>2020-2021 Performance (Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: Salem Academy will disseminate best practices (e.g. Safe and Supportive School Culture, Standards-Driven Instructional Practices) to other schools and districts.</p>		
<p>Measure: Each year, Salem Academy will share best practices with at least one district leader or school-based team in Salem Public Schools.</p>	<p>Met</p>	<p>SACS shared practices related to health and safety and reopening plans throughout the year with the Superintendent, Athletic Director, and Chief of Opportunity and Response.</p>
<p>Measure: Each year, Salem Academy will host at least one school visit to share best practices to educators outside of Salem Public Schools.</p>	<p>Not Met</p>	<p>SACS hosted a virtual visit for Senator Joan Lovely, but was unable to host any in-person visits for other schools.</p>

APPENDIX B

Charter School Recruitment and Retention Plan Template

Recruitment Plan

2021-2022

School Name: Salem Academy Charter School

2020-2021 Implementation Summary

In the 2020-2021 school year we worked diligently to reach the highest number of families possible, while adhering to distancing guidelines and gathering restrictions. All of our recruitment materials were disseminated in both English and Spanish, and we leveraged the Salem News which continued to circulate and be an effective communication tool during this time. Our direct mailing to all 5th and 8th grade Salem families yielded a strong response. We utilized social media (Facebook, Twitter, Instagram, and LinkedIn), as well as our current network of students/families to reach as many families as possible throughout the community of Salem. We held virtual information sessions in both English and Spanish, along with tours once it was safe to do so. Our virtual information sessions included both student and parent representatives sharing their experience with SACS.

In an effort to reach students in the Spanish speaking community we provided resources to local apartment complexes and local organizations in Spanish about how to access our open house events, and how to apply to Salem Academy. (i.e. The Point, Pope St., Rainbow Terrace, Loring Ave., The Point Neighborhood Association, the CDC, etc). This list was developed in tandem with our ELD director. Additionally, we provided resources to our current ELL students to share with their networks. We intend to expand on this effort next year to continue to ensure English language learners are represented in our applicant pool at SACS.

A few new efforts were also undertaken and researched amidst the pandemic: placing a banner with application information in English and Spanish in the heart of Salem, leveraging yard signs, and using sponsored social media and physical media (billboards) to increase awareness and access to our application process. Additionally, we are tracking more diligently where and how our applicants learn about Salem Academy to inform our approach moving forward.

To improve next year, we are going to ensure all materials are also disseminated in Portuguese from the outset. Additionally we will plan to be more visible throughout the fall in the community at local businesses and nonprofits to ensure we are meeting folks where they work and live to learn about the opportunities that Salem Academy provides.

In 2020-2021 we admitted 23 6th grade siblings, for 2021-2022 we have admitted 10 6th grade siblings. Our newly admitted 6th graders have the following demographics: 18% are on IEPs or 504s and 8% are ELLs and 18% are FELLs. This percentage of ELs surpasses our CI and GNT, demonstrating the effectiveness of our 2020-21 recruitment strategies. 59% of our newly admitted 6th graders identify as Hispanic or Latinx, 12.5% identify as Black or African American, 4% identify as Asian, and 22% identify as White. We know this is a diverse group of students, however we continue to have a comparatively small number of ELLs that apply to Salem Academy. In part, we attribute this to the fact that many of our ELLs have recently FLEPed, and we continue to ensure they receive the language support they need throughout their classes. We are going to shift our focus around enrollment earlier

in the fall to an awareness campaign that leverages the voices of our existing Spanish/Portuguese speaking community to hopefully bolster applications and therefore enrollment.

General Recruitment Activities for 2021-2022

Salem Academy uses the following activities for recruiting new students:

- All documents and materials disseminated in the community are accessible in Spanish, English and Portuguese.
- Significant advertising in the Salem News in English and Spanish
- Leverage yard signs in high traffic areas to promote awareness about how and when to apply to SACS
- Direct mailing to all Salem fifth grade and eighth grade students, in English, Spanish and Portuguese
- Announcements in local churches, community organizations, and housing communities in English/Spanish (leverage our SFC to tap into the external groups they are a part of and share our mission and application)
- Flyers shared with local daycare programs, YWCA, LEAP, low income service agencies, stores, laundromats, apartment buildings, housing projects and youth development organizations.
- Sponsored social media posts, twitter, FB and Instagram to reach a targeted audience
- Three informational evening events in English with Translation; one evening event in Spanish
- Handing out flyers at the local neighborhood block party each year
- Parent/student outreach and testimonials that can be shared on our website and through social media channels
- Leave translated copies of our flyers and applications at adult ESL programs in the community
- Bilingual or Multilingual staff available during the information sessions

Recruitment Plan – 2021-2022 Strategies

Limited English-proficient students/English learners

(a) ELL CHART data

School percentage:

3.4%

GNT percentage:

5.7%

CI percentage:

6%

The school is below GNT percentages and below CI percentages.

(b) Continued 2020-2021 Strategies

- Salem Academy will continue advertising using local Spanish radio stations.
- We will also reach out through churches, nonprofits, and local community groups with large Latino populations.
- We will also begin advertising more in Portuguese and to advertise in stores which serve that community.

(c) 2021-2022 Additional Strategies, if needed

- Did not meet GNT/CI: additional and/or enhanced strategies needed.
 - 1 year: Employ the current ELLs, FELLs, and Spanish/Portuguese speaking families within Salem Academy to share our application and information within their networks using social media.
 - 1 year: Earlier in the fall, provide written information (in Spanish and Portuguese) to families throughout Salem in key neighborhoods to increase awareness about the application process.
 - 1 year: Leave translated copies of our flyers and applications at adult ESL programs in the community
 - 1 year: Bilingual or Multilingual staff available during information sessions.

	<ul style="list-style-type: none"> ● 2-3 years: Increase our presence at local community events for predominantly Spanish and Portuguese speaking communities to spread more awareness about our school, it's mission, and it's successes.
Students with Disabilities	
<p>(a) Students w/ Disabilities CHART data</p> <p>School percentage: 17.6%</p> <p>GNT percentage: Not provided</p> <p>CI percentage: 17%</p> <p>The school is <u>above</u> CI percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Salem Academy will publicize our SEPAC meetings more rigorously and will continue to aggressively promote our special education services in the community. ● We will continue to promote our practices and will highlight how satisfied our parents are with the services we offer and continue to highlight our special ed services in our marketing. We have almost no attrition from our Special Education students. <hr/> <p style="text-align: center;">(c) 2021-2022 Additional Strategies, if needed</p> <ul style="list-style-type: none"> ● 2 years: Salem Academy hired an Assistant Special Education Director in the fall of 2020. Now that this role is established, we will be able to publicize and run SEPAC meetings to a wider audience more consistently. ● Additionally, we will work to ensure that through these meetings as well as conferences and advertising that the community understands the success students on IEPs have at Salem Academy
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) Low Income/Eco Dis CHART data</p> <p>School percentage: 38.4%</p> <p>GNT percentage: 35.6%</p> <p>CI percentage: 44.5%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● We have become more aggressive in our efforts to get FRPL applications from current parents and to encourage more low income families to enroll and to apply for these benefits. ● We made breakfast free for all students, ordered 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. ● During the pandemic we increased food access as much as possible using our grab and go program that many students and their families took advantage of, and relied on. ● During the pandemic we consistently reached out to families to notify us if they were experiencing hardship so we could support them in filling out applications for FRPL, or state aid through the SNAP program. We also provided direct aid ourselves to current students. <hr/> <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● 1 year: provide consistent quarterly text/email/and in person reminders to families about applying for benefits to ensure that all families in need have the information they need to access these important state resources. ● 1 year: During info sessions and advertising highlight the work we did with and for families to ensure they had what they needed to stay safe during the pandemic. If families are able and willing, share their testimonials as a part of this process.

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> Continue to advertise our partnership with LEAP where our students can receive additional tutoring support. Ensuring our advertising is clear: We welcome and encourage all students to apply to our school, regardless of academic proficiency, special education needs, ELD, or any other factors that may be misunderstood as limitations to application to a public charter school. <p align="center">2021-2022 Additional Strategies, if needed</p> <ul style="list-style-type: none"> Advertise our robust Summer Academy program that ensures students get targeted intervention (LS), and the credit recovery they need to stay on track for graduation (US).
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> Salem Academy will encourage students who are at risk of dropping out of school to attend our 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, 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 align="center">2021-2022 Additional Strategies, if needed</p> <ul style="list-style-type: none"> Salem Academy will advertise our dual enrollment partnerships with SSU and NSCC to motivate students who might be at risk of dropping out to earn credits toward a post-secondary degree or certification while still in high school. SACS will also highlight the benefits of these programs and how we accommodate student schedules to ensure they are learning what is most relevant to them.
<p><u>Students who have dropped out of school</u> *only schools serving <u>students who are 16 and older</u></p>	<p align="center">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> Salem Academy will advertise in its printed admissions materials and on the website 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 counselors 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.
<p>OPTIONAL¹ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> All of our admissions activities are intended to welcome all students, promising strategies and support programs that aim to eliminate the opportunity, and therefore 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. [REDACTED]

¹ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Retention Plan

2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

This was a uniquely challenging year for all students and families, and we worked diligently to ensure that our families had access to the resources and information they needed to keep students safe, cared for, and doing the best they could in school. We believe these efforts contributed to the success of Salem Academy students, and our overall retention during such a tumultuous and uncertain time. Salem Academy worked to provide easy internet and device access to all, as well as meals, direct aid, transportation, and constant communication about the steps we were taking to keep students safe and learning simultaneously.

We continued to bolster student voice and engagement through the continuation of extracurricular activities, our Students of Color Student Union, and our Student Government which aims to listen to students and implement practices that make Salem Academy a better school for our students to thrive. Student athletic programs at SACS continued to thrive, and teachers/coaches built bonds with students through shared interests (i.e. continuing our theater program & many hosted game nights).

We worked with teachers to provide greater flexibility and access: whether a student was learning from home or in the classroom, or both--we worked to make sure that they had multiple touchpoints with their teachers throughout the day. We believe that our dedication to clear communication and a supportive environment helped our students succeed, and kept them at Salem Academy this year. This year we retained 95.3% of our students, which continues our steady increase over the past 4 years.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage): 90%

95.3%

Retention Plan – 2021-2022 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
2.7%
Third Quartile:

(b) Continued 2020-2021 Strategies

- Below third quartile: no enhanced/additional strategies needed
- Employ an assistant Special Education Director now that our department is larger to support operations, and increase the coaching support our Special Education Liaisons have access to.

<p>6.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> ● Offer a Freshman seminar to ease with the transition to high school ● Employ a 8/9 Adjustment Counselor to ensure students who need an increased level of SEL support are able to receive that consistently as they transition from middle to high school ● We plan to make the PAC a more active organization. <p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>Continue to analyze data in consistent cycles and support our Special Education Liaisons in this analysis so our students on IEPs and 504s are receiving the academic interventions they need to be successful on commonly used measures (i.e. MCAS/ANet Assessments) as well as in their classes.</p>
<p>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 5.3%</p> <p>Third Quartile: 6.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● Helping our ELLs navigate complex systems within middle/high schools: i.e. connecting them with extracurriculars, staff champions, and rigorous honors/AP levels classes that they will find engaging. ● Leverage staff who speak Spanish and/or Portugese to engage with parents directly and ensure that they are empowered to participate in all aspects of SACS: including on campus events, our SFC, volunteer opportunities, academic evenings, etc. <p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>As we work toward a larger proportion of ELL students at SACS, we are committed to ensuring that we have the academic and language supports in place to ensure students are successful inside and outside of the classroom. (i.e. Consistent language development PD and goal setting for classroom teachers led by our ELD Director based on data/trends).</p>

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

<p align="center">(a) CHART data</p> <p>School percentage: 1.9%</p> <p>Third Quartile: 8.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Provide free breakfast to all students and contract 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 ● 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 align="center">(c) 2021-2022 Additional Strategies, if needed</p> <p>We know that many of our families continue to be financially impacted by the ongoing covid-19 pandemic. We will continue to ensure that families have access to the information they need to apply for state aid, and any direct aid that we have available as a school. As we learn of increased need our school adjustment counselors will work in tandem to ensure the wrap around services are provided to keep our students safe, and in school.</p>
<p align="center"><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● Expand the time available during the school day for individualized tutorial and small group extra help sessions by modifying the schedule to ensure these opportunities daily (US - Support Block, LS - AP LC & after school tutoring). ● Utilizing Freshman Seminar to support students transition to HS. ● Leverage SEL curriculum and hope it will encourage students who struggle with anxiety or depression about their academic performance <p align="center">2021-2022 Additional Strategies, if needed</p> <ul style="list-style-type: none"> ● Increase the data literacy of our students, staff, and families using Rediker (SIS) to ensure that each party knows where the existing gaps are in performance and how to improve proactively.
<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● School administrators and our Dean of Academics/Instruction will work closely with teachers to identify existing nuanced gaps in student data, and build intervention plans to ensure students are not left behind. These individualized and small group interventions will take place during Support Block, AP LC, and tutoring. ● Our Assistant Dean of Students will work with students on soft skills to ensure they are staying in the classroom as much as possible to limit learning loss. ● We will recommend dual enrollment programs like Gateway, SSU, and NSCC to help those at risk and further engage students in their post-secondary planning.
<p align="center"><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● Continue to respond to individual student needs in an effort to keep students in school. ● Assist with finding housing and transportation when needed

<p><u>*only schools serving students who are 16 and older</u></p>	<ul style="list-style-type: none"> • The Transition Team (Counselors, admin, and teachers) will work with any students who are planning to or appear to have dropped out by relentlessly reaching out and ensuring they understand a path forward (i.e. transfer options, or re-engaging with course work at Salem Academy)
<p>OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Students 18 years or older who are struggling to finish high school will benefit from a dual enrollment relationship between Salem Academy Charter School and NSCC/SSU 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. The CDC is a partner organization who has opportunities for students who need a place to live.

APPENDIX C

School and Student Data Tables

[Salem Academy Charter School's student demographic enrollment data link](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	11.1%
Asian	5.9%
Hispanic	44%
Native American	0%
White	37.2%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	1.8%
Selected Populations	% of School
First Language not English	26.1%
English Language Learner	3.4%
Students with Disabilities	17.6%
High Needs	51.9%
Economically Disadvantaged	38.4%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kathy Egmont, Executive Director	Chief Executive Officer	07/01/2017	09/30/2020
Stephanie Callahan, Head of School	Chief Academic Officer	07/01/2014	
Linda St. Pierre, Special Education Director	Special Education Administrator	8/01/2004	
Chyna Onembo, Dean of Students	Safe and Supportive School Culture	03/10/2010	
Kristine Sgambellone, Director of Operations	Business management, facilities, HR	4/14/2014	
Matt Chuchul, Principal, Lower School	Principal, grades 6 - 8	7/01/2019	06/30/2021
Andrea Jacobs, Principal, Upper School	Principal, grades 9 - 12	7/01/2019	
Anna Kogos, Director of ELL	Directs the English Language learner program	3/8/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*²
Teachers	58	1	9	All 2
Other Staff	21	1	3	All 2

Teacher and staff attrition both during and at the end of the 2020/21 school year occurred for four main reasons: family relocation, career change, higher compensation, and shorter school day. Roughly one-third of departing employees relocated due to family reasons, one-third are changing careers, and one-third have found employment in a traditional public school setting citing higher compensation and/or shorter school hours.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	14
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
David Pabich	Chair	Board Chair, Facilities, Chair	2	1/1/16-12/31/18 1/1/19-12/31/21
Richard Jones	Vice Chair	Governance, Chair, Facilities	2	1/1/16-12/31/18 1/1/19-12/31/21
Mekka Smith	Secretary	Education	2	1/1/18-12/31/20 1/1/21-12/31/23
Shelby Morrison	Treasurer	Finance, Chair	1	11/21/18-12/31/21
Daniel McCaughey	Member	Education, Chair	2	1/1/18-12/31/20 1/1/21-12/31/23
Christine Wynne	Member	Development, Chair	2	1/1/17-12/31/19 1/1/20-12/31/22
Rick Winter	Member	HR, Chair, Finance	1	1/1/19-12/31/21
William Henning	Member	Finance, Governance	2	1/1/17-12/31/19 1/1/20-12/31/22
Alison Palmer	Member	Development, Education	1	1/1/20-12/31/22

² Reasons for departure are one of two options:
(1) termination or non-renewal of employment contract, or
(2) employee chose to end employment.

Edward Aroko	Member	Development	1	1/1/20-12/31/22
Susan Low	Member	Education	1	4/29/20-12/31/22
Paula Pitcher	Member	Governance	1	1/1/21-12/31/23
Mikki Wilson	Member	Development	1	2/24/21-12/31/23
Sasha Durand	Member	Facilities	1	4/6/21-12/31/23

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Wednesday, September 22, 2021	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, October 27, 2021	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, November 17, 2021	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, December 15, 2021	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, January 26, 2022	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, February 16, 2022	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, March 23, 2022	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, April 27, 2022	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, May 25, 2022	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, June 15, 2022	Salem Academy Learning Common: 45 Congress St., Salem
Wednesday, July 27, 2022	Salem Academy Learning Common: 45 Congress St., Salem

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Education Committee	Bi-monthly, 2nd Tuesday of the month 8:00am	Zoom
Finance Committee	9/15, 10/20, 11/15, 12/13, 1/19, 2/14, 3/16, 4/25, 5/18, 6/13, 7/20 - 8:00 am	Zoom
Facilities Committee	Monthly, 2nd Thursday of the month 8:00am	Zoom
Governance Committee	Monthly, 1st Friday of the month 8:00am	Zoom
HR Committee	9/14, 11/23, 1/26 - 8:00am	Zoom
Development Committee	8/31, Then monthly, 1st Wednesday of the month beginning in October - 8:00am	Zoom

APPENDIX D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	David Pabich	davidpabich@salemacademycs.org	no change
Charter School Leader	Stephanie Callahan	scallahan@salemacademycs.org	new
Assistant Charter School Leader	n/a	-	-
Special Education Director	Linda St. Pierre	lstpierre@salemacademycs.org	no change
MCAS Test Coordinator	Rebecca Alfredson	ralfredson@salemacademycs.org	no change
SIMS Coordinator	Rebecca Alfredson	ralfredson@salemacademycs.org	no change
English Learner Program Director	Anna Kogos	akogos@salemacademycs.org	no change
School Business Official	Kristine Sgambellone	ksgambellone@salemacademycs.org	no change
SIMS Contact	Rebecca Alfredson	ralfredson@salemacademycs.org	no change
Admissions and Enrollment Coordinator	Magnolia Acosta	macosta@salemacademycs.org	new

Facilities

There have been no changes in our facilities.

Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	March 2, 2022
Lottery	March 9, 2022

APPENDIX E

Required

Family Satisfaction Survey

In 2019- 2020, we revised question number one into three separate questions to create more accountability for each part of our mission statement. This survey was anonymous and administered in the midst of our return to full in-person. Survey fatigue and pandemic challenges likely impacted the response rate.

	Response rate	43%	32%	31%	28%	23%
Q#	Strongly Agree 5 - Strongly Disagree 1	2015-16	2016-17	2017-18	2019-20	2020-21
1	Salem Academy is serving its mission of college preparation.				4.5	4.4
2	Salem Academy is serving its mission of community service.				4.4	4.4
3	Salem Academy is serving its mission of character development.				4.4	4.4
4	The adult school community (staff, parents, board) is working together with mutual respect and shared goals.	4.4	4.4	4.5	4.4	4.4
5	The student community is characterized by mutual respect, shared values, and positive school spirit.	4.3	4.4	4.2	4.2	4.4
6	The academic program is appropriately challenging and supportive.	4.5	4.6	4.4	4.4	4.3
7	Salem Academy faculty and staff members are competent and professional, and believe in students' ability to succeed.	4.5	4.6	4.6	4.6	4.5
8	Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students' needs.	3.7	3.8	4.0	4.1	4.0
9	The Code of Conduct is age appropriate and effective in supporting a safe, supportive, and	4.5	4.4	4.4	4.3	4.4

	positive school climate.					
10	The organizational structure, school day, school year, and support services are appropriate and serve students' needs effectively.	4.4	4.4	4.3	4.2	4.2
11	The school communicates effectively with families and welcomes parent involvement.	4.3	4.3	4.4	4.4	4.5
12	Our family is happy with Salem Academy Charter School.	4.6	4.6	4.5	4.6	4.4
	Average	4.4	4.4	4.4	4.4	4.4