



ANNUAL REPORT

2019-2020

SALEM ACADEMY CHARTER SCHOOL

45 CONGRESS STREET
SALEM, MASSACHUSETTS 01970

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July 30, 2020

Table of Contents

| | |
|--|--------------|
| Name, Address, Contact Information | Cover |
| Table of Contents | 1 |
| Introduction to the School | 2 |
| Welcome Letter | 3 |
| Faithfulness to Charter | 4 |
| Mission and Key Design Elements | 4 |
| Remote Learning | 5 |
| Amendments | 6 |
| Discipline | 7 |
| Dissemination Efforts | 9 |
| Academic Program Success | 11 |
| Organizational Viability | 14 |
| Organizational Structure of the School | 14 |
| Budget and Finance | 15 |
| APPENDIX A | 19 |
| Accountability Plan Evidence 2019-2020 | 19 |
| Faithfulness to Charter | 19 |
| APPENDIX B | 21 |
| Charter School Recruitment and Retention Plan | 21 |
| Recruitment Plan 2020-2021 | 21 |
| Retention Plan 2020-2021 | 26 |
| APPENDIX C | 31 |
| School and Student Data Tables | 31 |
| APPENDIX D Additional Required Information | 37 |
| APPENDIX E Parent Satisfaction Survey 2019 - 2020 | 38 |

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 (if applicable) | |
| Year Opened | 2004 | Year(s) the Charter was Renewed (if applicable) | 2009, 2014, 2019 |
| Maximum Enrollment | 480 | Enrollment as of (fill in the date) | as of June 19, 2020 490 |
| Chartered Grade Span | Grades 6 - 12 | Current Grade Span | Grades 6 - 12 |
| Number of Instructional Days per School Year (as stated in the charter) | 195 | Students on Waitlist as of July 10, 2020 | 6th waiting list: 100 students 7th waiting list: 58 students 8th waiting list: 31 students 9th waiting list: 80 students Total: 269 students |
| Final Number of Instructional Days during 2019-2020 School Year ¹ Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days) | School days in building 120 Days of Distance learning 63 total days 183 | | |
| School Hours | 8:30 a.m.- 4:00 p.m. | Age of School as of 2019-2020 School Year | 16 years |
| <p>Mission Statement</p> <p>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> | | | |

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Massachusetts Department of Elementary and Secondary Education

Jeff Riley, Commissione
75 Pleasant St.
Malden, MA 01

Dear Commissioner Riley:

This past year has been one unlike any other for Salem Academy Charter School. With COVID-19 we like other school districts nationwide, have gone to great lengths to ensure continuity for our students and families during our transition to distance learning. We are pleased to share that due to a solid foundation, meticulous preparation and careful planning, the school finds itself in a strong position to best serve our students into the future.

Our standards for achieving our goals remained unchanged during the pandemic and we are excited to announce that 100% of our graduating class have been accepted at postsecondary institutions; several on sports scholarships, including one to NCAA D-I, our first in school history. A core mission of our school has long been serving the diverse population of Salem. This year Salem Academy took great strides to embrace and expand our school's diversity and inclusivity. With the increasing enrollment of students of color from Salem, we are proud of our proactive students who created a Students of Color Student Union. This program is a catalyst for our efforts to embrace social change within our school and, with our partners, extends that work to the community we serve. Already we've seen this group lead Community Circles on race, collectively celebrate our first Juneteenth and lead efforts to stand against hate and racism. We named a Diversity, Equity and Inclusion council to create a forum focusing on measures that will ensure inclusion and address racial and equity issues in our school community.

Salem Academy continues to share our best practices at the local and state level. As part of our Strategic Plan, we are committed to elevating our ability to disseminate practices with other schools and partners. Notable exchanges this year include work with the TLPI, communications and advocacy groups, and fellow teaching consortiums.

At the end of the year, Executive Director Kathy Egmont announced her intention to retire as of September 30th, following three years of incredible leadership. Kathy oversaw the opening of two new academic spaces, the creation of a strategic plan, and a continued delivery of strong academics. I am pleased to announce that the board voted to appoint current Head of School, Stephanie Callahan, as Interim Executive Director following Kathy's departure.

Salem Academy has enjoyed many years of success and growth and is now recognized by the city as a school of choice for students and source of pride for residents. On behalf of the Board of Trustees, faculty and staff, I want to thank you for your continued support.

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

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 both enrichment and support for students.

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.

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 norms. 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.

Remote Learning

Prior to remote learning, there were no major programmatic changes related to our key design elements and mission. We are proud to share that 100% of our graduating class earned college acceptances. In March, like all schools we experienced programmatic changes as a result of school closure due to COVID-19. We were two-thirds of the way through our school year and just about to wrap up quarter 3. Fortunately, we had the technology to adapt quickly to this situation and our remote learning began immediately on March 16th. In that first week, we were able to launch our first phase of remote learning, while ensuring that all of our students were safe, accounted for, and had access to the internet. In weeks 2-3, we focused on wrapping up quarter 3: finishing projects and papers and hosting a virtual fine and

performing arts quarter capstone event. We also held a Spirit Week to boost morale. As we launched quarter four with anticipation of being remote for the remainder of the year, we redesigned our remote learning schedule and our electives offerings to better meet students' needs. In quarter 4, we switched to block scheduling, added more synchronous learning opportunities, scheduled regular office hours for teachers, and revised curriculum plans to focus on the DESE prerequisite standards. Throughout May and June we created ways to engage students and families including: end of quarter 3 and end of year celebrations, virtual lunch, trivia, parent workshops on remote learning, community meetings, and virtual makerspace. With the killing of George Floyd, our Students of Color Student Union came together with our Social Justice Club to host Community Circles for students and staff to come together to process the events and take action.

While we were able to continue with most of our courses, we were not able to finish our Service-Learning courses for the year as planned. We waived this graduation requirement for seniors, but gave them the option to complete their projects if they were able to do so safely and 10% of them did. We gave final reflection assignments to students and hosted a virtual day of service for grades 6-8.

We are incredibly proud of the work our faculty and staff did to support students and families during the last three months of the school year. We hosted a virtual graduation event for both our 8th graders and seniors. While nothing compares to being in person, we made every effort to celebrate our seniors and make them feel special during this difficult time.

Throughout our three months of remote learning our faculty and staff went above and beyond to ensure that our most vulnerable students, particular English Learners and students with disabilities, had the support they needed to engage in remote learning. We created smaller advisories and were relentless in our outreach to students. We are continuing to support our most vulnerable and reluctant students through summer programming.

Amendments to the Charter

| Date | Amendment Requested | Pending or Approved? |
|-------------|--|-----------------------------|
| 4/27/2020 | Amend charter to provide a calendar reduction from 195 days to 187 days. | Pending |
| 8/14/19 | Board Member approval, Alison Palmer | Approved |
| 1/27/20 | Board Member approval, Edward Aroko | Approved |
| 5/26/20 | Board Member approval, Susan Low | Approved |
| 07/13/20 | Amendment request for new Accountability Plan | Pending |

Access and Equity: Discipline Data

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

| 2019-20 Student Discipline | | | | | |
|-------------------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 495 | 4% (20) | 1.4% (7) | 2.8 % (14) | 0 |
| English Learner | 70 | 1.4% (1) | 0 | 1.4% (1) | 0 |
| Economically Disadvantaged | 164 | 6.7% (13) | 4.3% (7) | 4.3% (7) | 0 |
| Students with Disabilities | 86 | 8.1% (7) | 2.3% (2) | 6.9% (6) | 0 |
| High Needs | 233 | 7.3% (17) | 3% (7) | % (11) | 0 |
| Female | 253 | 3.9% (10) | 4.7% (3) | 3%(7) | 0 |
| Male | 241 | 4.1% (10) | % (4) | % (7) | 0 |
| Nonbinary | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 27 | 0 | 0 | 0 | 0 |
| African American/Black | 52 | .8% (2) | 1.9% (1) | 3.8% (2) | 0 |
| Hispanic/Latino | 212 | 5.7% (12) | 2.4% (5) | 3.3% (7) | 0 |
| Multi-race, Non-Hispanic/Latino | 8 | 12.5% (1) | 0 | 12.5% (1) | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 196 | 2% (4) | .5% (1) | 1.5% (3) | 0 |

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. Over the past six 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. This year we continued to work towards meeting the holistic needs of each student we serve. As a staff we continued our professional development around the impact of trauma on learning, we adopted and implemented 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), worked to change our approach to discipline, and started a Students of Color Student Union.

We serve an extremely diverse population of students and while our current system of positive and negative consequences isn’t perfect for all students, it works well for many and we constantly strive for it to work for all. Suspensions are given for behaviors that pose a threat to our community and create an

unsafe environment. Over the past three years, Salem Academy Charter school has worked to grow our discipline practice and school culture to decrease the number of suspensions, both in and out of school. This year we had one-third fewer suspensions and only 20 students receiving discipline. Recognizing that the closure of school shortened the year for discipline, we still believe that our new approaches are allowing the school to have good structures, consistent responses to unacceptable behavior and an atmosphere of students learning to take responsibility without using suspensions. For the past two years we have been adapting our approach to discipline to include more proactive and restorative practices with a focus on teachers building meaningful relationships with students. We continue to believe in the Collaborative Problem Solving Approach and mindset that “students do well if they can.” When a child exhibits a challenging behavior we aim to determine what the lagging skill is that we need to teach them to mitigate the challenging behavior. In direct response to a large portion of our suspensions we partnered with Children’s Friend and Family to implement a program called Project Amp. Project Amp is a school-based program that pairs students, ages 13-17, with young adult mentors who encourage resilience, goal-setting, and positive social connections in their school and community. This brief, evidence-based mentorship allows students to identify their interests and strengths, learn wellness strategies, overcome adversity, and make positive choices that help them reach their full potential. Project AMP allows us to refer to our most at risk students who aren't willing to take the bigger step of going straight into substance use treatment. We used this as a natural bridge to getting some of our students the services that are needed to succeed in school and beyond.

Our focus continues to be on a proactive approach using Tier I and II supports across the school. As stated above, we implemented social and emotional curriculums at all grades levels where most of our staff members are co-teaching the lessons to ensure there is common language and a shared understanding of skills students are being taught. To further show the importance of this learning, we built in time into the weekly schedules to provide these lessons. This year students were given the Strengths and Difficulties Questionnaire (SDQ) which asks students to self-assess in five different sub-scale areas. From that data we were able to enact individual interventions as well as full group interventions in areas that students scored more poorly on. The Student Services Team (SST) used the SDQ and other survey measures as a way to inform the information presented to students through “Trends Talks” in response to a larger need to educate students as a whole. In addition to the social and emotional lessons, we continue to grow our Community Circles program in the high school and plan to bring it to our middle schoolers next year. The goal of the Community Circles is to allow students time and space to hear from every student in the Connections speak about topics they would not typically engage with each other about. They learn active listening skills and perspective taking, while creating a sense of belonging in the broader school community. A goal this year was to incorporate more student voice into building a community that is inclusive of everyone. A Principal's Advisory was created as a place where student representatives could meet with our Upper School Principal to share thoughts and create solutions to student identified problems. As a result of visual changes being made, students are proactively bringing their concerns or advice to their student representatives to be shared in this forum for change. This past year marked the first year of a formal Students of Color Student Union where students engaged in and led discussions and events around culture, race, and equity. We will continue to analyze the results of student and staff surveys for ways to make our community even more safe and supportive. Salem Academy is reflective in practice and will continue to adapt to the ever-changing needs of our students.

Dissemination Efforts

| <p>BestPractice Shared</p> | <p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p> | <p>Who at the school was involved with the dissemination efforts? (Title)</p> | <p>With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)</p> | <p>Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)</p> |
|-----------------------------------|--|--|--|---|
| <p>Peer Observations</p> | <p>Presentation</p> | <p>Dean of Students Assistant Dean of Students</p> | <p>Teach For America and schools leaders, (mostly Deans) from Roxbury Prep, Boston Collegiate, Boston Prep, Phoenix Charter, Lawrence Public Schools, and Academy of the Pacific Rim</p> | <p><i>unclear due to school closures</i></p> |
| <p>SEL Curriculum</p> | <p>Presentation</p> | <p>Dean of Students Assistant Dean of Students</p> | <p>Teach For America and schools leaders, (mostly Deans) from Roxbury Prep, Boston Collegiate, Boston Prep, Phoenix Charter, Lawrence Public Schools, and</p> | <p><i>unclear due to school closures</i></p> |

| | | | | |
|--|-------------------------------------|---|---|--|
| | | | Academy of the Pacific Rim | |
| Restorative Justice Practices | Presentation | Dean of Students Assistant Dean of Students | Teach For America and schools leaders, (mostly Deans) from Roxbury Prep, Boston Collegiate, Boston Prep, Phoenix Charter, Lawrence Public Schools, and Academy of the Pacific Rim | <i>unclear due to school closures</i> |
| College Counseling: college planning, course selection, alumni support, financial aid planning, 504 information, dual enrollment | Presentations and Written Materials | College Counselor | North Shore guidance Directors Association | Meeting notes |
| Trauma Sensitive Practices | Informational Meeting | Head of School Dean of Students | Commissioner Riley and others at DESE | |
| Trauma Sensitive Practices | School Visit | Head of School Dean of Students Faculty + Staff | Cliff Chuang Vani Rastogi-Kelly | |
| Trauma Sensitive Practices | Conference Presentation | Head of School Dean of Students | MA School Leaders, including Collins Middle School (Salem) | |
| Substance Abuse Prevention | Information Session | Dean of Students Counselors | NASADAD (National Association of State Alcohol and Drug Abuse Directors) and DPH (specifically the Office of Youth and Young Adult Services) | NASADAD is conducting a research project to determine how to best support students who may be at risk for substance abuse in a proactive manner. |

| | | | | |
|--|--|--|---|---------------------------------------|
| Leadership and Organizational Structures | Panel Discussion | Executive Director | MCPSA new charter leaders group | |
| Leadership and Instructional Practices | School Visit | Head of School Principals Dean of Students Development Mgr. | Marblehead Charter School: Peter Cohen and Trustees | <i>unclear due to school closures</i> |
| School Safety | Meeting | Head of School Dean of Students | Salem PD, SPS Superintendent and other leaders | ALICE safety plans |
| Athletic Program Leadership | Presentation | Athletic Director | New Charter Athletic Directors: Argosy, Excel, Boston Day and Evening Academy | |
| School Culture | Professional Development Training Materials | Head of School | Education Consultants and Aspiring School Leaders in Texas | new school plans |

Academic Program Success

Student Performance- School report card link

- A. Salem Academy Report Card 2019 <http://reportcards.doe.mass.edu/2019/04850485>
- B. http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2019&orgcode=04850485&report_mode=SUMMARY

| 2019 Official Accountability Report – Salem Academy | |
|---|--|
| Overall classification | Not Requiring assistance or intervention |
| Reason for classification | Substantial Progress towards targets |
| Progress toward improvement targets | 49% |
| Accountability percentile | 71% |

Internal / Other External Assessments

Salem Academy's 6th through 8th grade students participate in the Achievement Networks computer-based interim assessments with a network of 100+ schools spread across the state and country. Our students consistently performed in the top 10% on those interim assessments. In comparison to the rest of the national network, our student averages on math assessments were as follows: #3 in the network in 6th grade, #3 in 7th grade, and #2 in 8th grade. In ELA, students made significant gains in 6th grade from the first interim assessment to the last one as the percent of students earning our school's target score more than doubled. In the other two grades, our student averages on ELA assessments were as follows: #3 in the network in 7th grade and #2 in 8th grade. The 8th grade student results in ELA and math were some of the highest for our school in the past five years.

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 81 students taking a total of 184 AP courses. Given the different nature of the test as our school was remote during the spring, 85% of AP tests were taken by students at home. All 81 students took at least one exam remotely. Out of those 81 students, 55 students scored at least a 3 or better on one of their assessments. This provides a percentage of 67.9% of those students who took an AP class qualifying on one exam. We also note that 75.8 % of our 11th and 12th graders have completed at least one advanced course. Advanced coursework includes Dual Enrollment, Advanced Placement and other rigorous courses.

At our 2020 graduation, it was our pleasure to publicly acknowledge our students who had attained the Seal of Biliteracy qualifications. We had five students qualify, two of them with distinction.

Academic Program

In 2019-20, our standards-based academic program continued to be grounded in engaging all of our students in rigor and relevance within a safe and supportive environment. This year we created new courses and adopted and shifted curricula in several areas. In History and Social Sciences we aligned our courses with the new Curriculum Frameworks and have plans to implement the Civics Project requirements through our Service-Learning program. In the high school, we introduced the following new courses: Statistics, AP Statistics, and Intro to Computer Science. We also created new AP Art courses aligned to the shifts made by the College Board. We piloted an AP course in Computer Science. In the high school, we also ended our partnership with ThinkCERCA (curriculum and assessment regarding argument writing) due to continued technology issues on their platform where they were losing student work. As noted in the mission section, we made shifts to our quarter four Service-Learning program and electives due to remote learning. As a result, we offered two new engaging courses for high school students: Sports Law and Management and Art History: Graffiti and Street Art. As noted in the discipline section, this past year, we also adopted a Social-Emotional Learning (SEL) curriculum, *Second Step*, for grades 6-8 and extended our *School Connect* SEL curriculum to grade 10. We also began using *Naviance* in grades 9-12.

Remote Learning Results

As described in the mission section, once we knew we would be teaching and learning remotely for the remainder of the school year, we shifted to a block scheduling model, increased synchronous learning and social opportunities, and used DESE's pre-requisite standards as a guide for adjusting our curriculum plans. At Salem Academy, our standards-based grading system is a hallmark of our standards-driven instructional practices. Based on the work of Robert Marzano, our grading system is cumulative and designed to describe student performance against standards. This transparent system allows us to know why students are performing the way they are in a given course: which standards they are proficient in or have mastered and which ones they may still be learning. Knowing what students have mastered and what they struggled with will help us prepare to meet their needs individually and to better design

our interventions and curriculum for next year, therefore, we continued to grade students as usual throughout quarter four.

We used the guidance from DESE to determine how best to interpret our final grades in terms of credit and promotion for middle and high school students. We used a hold-harmless approach to determine that we would not retain any students in grades 6-8. For our high school students, we adjusted our “passing” grade from 3.0 to 2.7 and will allow students with grades below 2.7 to participate in credit recovery opportunities throughout the summer and into next year. We recognize that students who did demonstrate proficiency by our traditional standards are in need of support and have new Tier I and II interventions planned for SY20-21.

Despite the challenges of remote learning and living through a pandemic, our students demonstrate strong engagement and achievement. Across all subgroups, over 85% of students met our revised proficiency levels, earning credit in all of their academic core classes. We expect this number to be even higher following our summer credit recovery programs.

While we were not able to continue with our SEL curricula in grades 6-10 as planned, we saw strong outcomes as a result of our work during the first $\frac{2}{3}$ of the school year with 84% of students demonstrating growth in at least one scale of the Strengths and Difficulties Questionnaire (SDQ) from the beginning of year to end of year. Sixty-six percent of our students surveyed in grades 6-11 responded to our school culture survey, with over 85% of students agreeing that SACS is a safe and supportive school.

Despite the fact that our Service-Learning projects were not able to be carried out as planned, our students still saw benefit from the work they were able to do through March. Sixty percent of our students in grades 9-11 completed our end of year survey regarding Service-Learning and agreed or strongly agreed that Service Learning allowed them to apply their academic skills to a meaningful service project, while 88% of our students in grades 6-8 completed the survey and 95% agreed that Service Learning allowed them to apply their academic skills to a meaningful service project.

Upcoming School Year 2020-21

For 2020-21, in regards to curriculum we are adopting *Wit and Wisdom* as our ELA curriculum for grades 6-8, which comes with support for remote learning. We are also building our capacity to support all of our students, particularly those with disabilities, by adding a third school adjustment counselor to our staffing model and creating a Special Education Team Chair position. In response to school closures and the cancellation of MCAS in 2020, we are looking for strong diagnostics across all subjects to assess our student proficiency levels at the outset of the year.

In May, George Floyd was murdered by a Minneapolis police officer. This event, following the murder of Arnaud Armory and Breonna Taylor, among others, sparked a call to action in our community. In addition to our work on diversity, equity, and inclusion (DEI) over the past six years, we began holding weekly Community Circles, led by our Students of Color Student Union and Social Justice Club to provide a space for students and staff to come together. Looking to next year, we are prioritizing professional development focused on dismantling inequity for our students and our community. To that end we are establishing a DEI Council to coordinate our efforts and seeking partnership from an outside organization to support our PD.

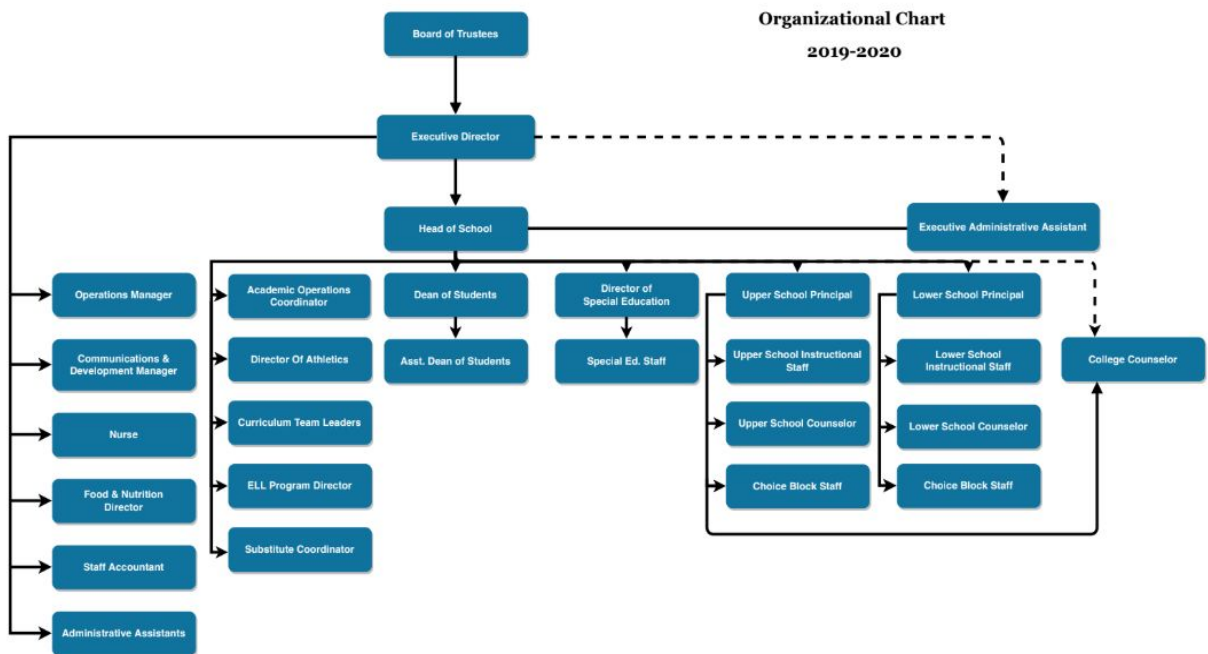
Organizational Viability

Organizational Structure of the School

Salem Academy added a position of Lower School principal as a stand alone position for the 2019-2020 school year. The Head of School maintained the full responsibility for the academic program. Both Upper and Lower School had new principals and the Head of School was responsible for on-boarding them, training them and providing a smooth transition for this change. It was a very successful transition, with teachers and parents reporting satisfaction and positive reactions to the change.



**Organizational Chart
2019-2020**



In 2020-2021, the Executive Director, Kathy Egmont will be retiring as of September 30, 2020. Stephanie Callahan will assume responsibility as the Interim Executive Director for the school year. The Board will be appointing a Search Committee and working with a Search Agency to find the new Executive Director. The Organizational Chart attached reflects the current organizational structure.

Budget and Finance

Salem Academy Charter School Unaudited Statement of Net Position June 30, 2020

UNAUDITED AMOUNTS

| <u>Assets</u> | |
|-------------------------------------|---------------------|
| <i>Current Assets:</i> | |
| Cash | \$ 1,066,714 |
| Grants and accounts receivable | 15,873 |
| Due from related party | 5,245 |
| Inventory | 5,232 |
| Funds held in trust | 3,339 |
| Prepaid expenses | 67,482 |
| Total current assets | <u>1,163,885</u> |
| <i>Noncurrent Assets:</i> | |
| Security deposits | 19,690 |
| Capital assets, net | <u>1,104,887</u> |
| Total noncurrent assets | <u>1,124,577</u> |
| Total assets | <u>\$ 2,288,462</u> |
| <u>Liabilities and Net Position</u> | |
| <i>Current Liabilities:</i> | |
| Accounts payable | 136,690 |
| Accrued expenses | 575,393 |
| Line of credit | 134,200 |
| Funds held in trust | 21,490 |
| Advances | 5,453 |
| Total current liabilities | <u>873,226</u> |
| <i>Noncurrent Liabilities:</i> | |
| Note payable | 110,238 |
| Deferred rent | 270,276 |
| Capital lease obligation | 82,354 |
| Total noncurrent liabilities | <u>462,868</u> |
| Total liabilities | <u>1,336,094</u> |
| <i>Net Position:</i> | |
| Net investment in capital assets | 778,095 |
| Unrestricted | 174,273 |
| Total net position | <u>952,368</u> |
| Total liabilities and net position | <u>\$ 2,288,462</u> |

Salem Academy Charter School

Unaudited Statement of Revenues, Expenses, and Changes in Net Position For the Year Ended
June 30, 2020

UNAUDITED AMOUNTS

| | |
|------------------------------------|-------------------|
| <i>Operating revenues:</i> | |
| Tuition | \$ 7,112,040 |
| Federal grants | 258,109 |
| School lunch program | 72,319 |
| Programs | <u>22,169</u> |
| Total operating revenue | <u>7,464,637</u> |
| <i>Operating expenses:</i> | |
| Salaries | 5,048,481 |
| Payroll taxes | 155,628 |
| Fringe benefits | 488,504 |
| Occupancy | 1,028,368 |
| Maintenance and supplies | 186,371 |
| Telephone and utilities | 164,603 |
| Professional services | 239,817 |
| Insurance | 44,176 |
| Student supplies and materials | 157,716 |
| Office supplies and materials | 29,436 |
| Computer | 160,714 |
| Food service program | 150,149 |
| Dues and fees | 21,254 |
| Student activities | 99,624 |
| Printing and postage | 5,739 |
| Advertising | 17,387 |
| Vehicle expense | 12,560 |
| Interest | 12,004 |
| Depreciation | 241,809 |
| Miscellaneous | <u>50,488</u> |
| Total operating expenses | <u>8,314,828</u> |
| Operating loss | <u>(850,191)</u> |
| <i>Nonoperating revenues:</i> | |
| Contributions - related party | 640,840 |
| Rental | 8,100 |
| Interest | 1,822 |
| Other income | <u>37,668</u> |
| Nonoperating revenue | <u>688,430</u> |
| Change in net position | <u>(161,761)</u> |
| Net position beginning of the year | <u>1,114,129</u> |
| Net position end of the year | <u>\$ 952,368</u> |

| Salem Academy Charter School | | 2020-2021 Budget |
|---|--|-------------------------|
| | | |
| | | |
| | | |
| | | Jul 20 - June 21 |
| Tuition Rate | | 14,674 |
| Income | | |
| 4001 · Tuition | | 7,043,520 |
| Total 4000 · State Funds | | 7,043,520 |
| 4110 · Federal Grants - Entitlement | | 246,000 |
| 4300 · SACS Foundation Support - SFSE | | 644,000 |
| 4316 · E-Rate | | 85,000 |
| Medicaid | | 20,000 |
| Covid Economic Stimulus | | 189,000 |
| Total 4940 · School lunch revenue | | 99,400 |
| Total 4930 · Reimb. from Students | | 30,000 |
| 4700 · Interest Income | | 2,500 |
| 4985 · Rental Income | | 10,000 |
| Total 4900 · Other Revenue | | 5,000 |
| Total Income | | 8,374,420 |
| | | 8,374,420 |
| Expense | | |
| Total 5000 · Salaries and wages | | 5,289,830 |
| Total 5050 · Payroll Taxes | | 156,226 |
| Total 5100 · Fringe benefits | | 555,500 |
| Total 5150 · Facilities | | 1,237,386 |
| Total 5200 · Professional Fees | | 94,800 |
| Total 5250 · Utilities | | 120,000 |
| Total 5255 · Telephone | | 46,000 |
| Total 5300 · Office expenses | | 34,800 |
| Total 5350 · Computer Expense | | 139,980 |
| Total 5400 · Equipment & Furniture | | 48,000 |
| 5500 · Insurance - Gen Liab/Umbrella | | 46,000 |
| Total 5525 · Travel and Entertainment | | 23,800 |
| Total 5530 · Program Expenses | | 383,000 |
| Total 5550 · Student expenses | | 146,000 |
| 5575 · Dues and subscriptions | | 21,000 |
| Total 5600 · Advertising and Recruitment | | 16,000 |
| Total 5625 · Governance | | 7,500 |
| 5628 · Development | | 12,000 |
| 5601A Gala | | 18,000 |
| 5628a · SFC Parents Association | | 2,000 |
| 5750 · Fees and licensing | | 1,000 |
| 5725 · Bank charges | | 500 |
| 6100 · Interest Expense | | 10,000 |
| 6200 · Capital debt interest | | 5,000 |
| 5760 · Rental supervision expense | | 2,000 |
| Total Expense | | 8,416,322 |
| Surplus (Deficit) Before Depreciation | | (41,902) |
| | | |
| Covid Expenses | | 100,000 |
| 5700 · Depreciation | | 250,000 |
| Net Surplus (Deficit) | | (391,902) |

| FY21 Enrollment Table | Enter Number Below |
|---|---------------------------|
| Number of students pre-enrolled via March 16, 2020 submission | 480 |
| Number of students upon which FY21 budget tuition line is based | 480 |
| Number of expected students for FY21 first day of school | 490 |
| <i>We over enroll due to attrition expected during the year</i> | |

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



APPENDIX A

Accountability Plan Evidence 2019-2020

Faithfulness to Charter

| | 2019-2020 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. | Met | All subgroups for the Class of 2018, met or exceeded this measure by matriculating to college by Fall 2019. |
| 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. | Met | 12th graders meeting the SAT college readiness benchmark in Math improved from 50% meeting for the Class of 2019 to 58% meeting for the Class of 2020. |
| 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. | Met | 12th graders meeting the SAT college readiness benchmark in ERW improved from 71% meeting for the Class of 2019 to 74% meeting for the Class of 2020. |
| 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. | n/a | Due to COVID-19 and the changes in our program and proficiency requirements, we are unable to report on this measure as intended. |
| 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. | n/a | Due to COVID-19 and the changes in our program and proficiency requirements, we are unable to report on this measure as intended. |
| 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. | Met | 96% of 457 students completing Service-Learning for the year, demonstrated proficiency by averaging a 3.0 or higher in the course. 33 seniors who were unable to finish their projects due to COVID-19 did not receive a grade for the course and were held harmless. |
| 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. | n/a | Due to COVID-19 and the changes in our SEL program during remote learning, we are unable to report on this measure as intended because students did not complete their projects as planned. |
| Objective: Salem Academy will foster a safe and supportive school culture that supports students in developing social-emotional skills. | | |
| Measure: Each year, 90% of students across all subgroups will agree that Salem Academy is a safe and supportive community. | n/a | Due to COVID-19, we are unable to report on this measure as planned. We had a 66% response rate to our survey and because it was anonymous, we were not able to follow up with those who didn't respond. |
| 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. | n/a | Due to COVID-19 and the changes in our SEL program during remote learning, we are unable to report on this measure as intended. |

*Add rows as necessary

Dissemination

| | 2019-2020 Performance (Met/Not Met) | Evidence (include detailed evidence with supporting data or examples) |
|---|-------------------------------------|--|
| Objective: Salem Academy will disseminate best practices (e.g. Safe and Supportive School Culture, Standards-Driven Instructional Practices) to other schools and districts. | | |
| Measure: Each year, Salem Academy will share best practices with at least one district leader or school-based team in Salem Public Schools. | Met | SACS disseminated best practices implementing safe and supportive practices, specifically around staff mindset shifts and creating action plans to share with Salem's Collins Middle School Assistant Principal at both a DESE conference and through follow-up phone conversations. |
| Measure: Each year, Salem Academy will host at least one school visit to share best practices to educators outside of Salem Public Schools. | Met | SACS hosted leaders from Marblehead Community Charter Public School in November 2019. They met with administrators and development and visited |

| | | |
|--|--|--|
| | | classrooms to observe instructional practices. |
|--|--|--|

APPENDIX B

Charter School Recruitment and Retention Plan

Recruitment Plan 2020-2021

Salem Academy Charter School

2019-2020 Implementation Summary:

We are pleased to see our percentages of African American students and Hispanic students are rising. We were also able to increase our percentage of students whose first language is not English; for students with disabilities and low income students. Our high needs population continues to grow. As we have noted before. It is very difficult for charter schools who begin at grade 6 or 9 to take in students who are English Language learners. We were able to move many students out of EL status last year which caused our EL numbers to drop. However, our FELs numbers remain more consistent.

Although the school closure did challenge our recruiting process, our waiting list remained high and parent interest seems to be consistently strong. We are working at moving our marketing efforts out of the school into more of a community setting, where more Spanish speakers might be able to join us for an informational meeting, such as the library, or a church. Each year about 30 of our incoming class of 72 students are siblings. This impacts the number of students from other groups that we can accept. We are working to continue our trend of increasing our percentages of subgroups.

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

General Recruitment Activities for 2019-2020:

Salem Academy uses the following activities for recruiting new students:

- documents and materials are in Spanish, English and Portuguese.
- Significant Advertising in the Salem News in English and Spanish
- Direct mailing to all Salem fifth grade and eighth grade students, in English, Spanish and Portuguese
- Announcements in local churches, mainly Spanish
- Flyers shared with local daycare programs, YWCA, LEAP, low income service agencies, stores, laundromats, apartment buildings, housing projects and youth development organizations.
- Social media posts, twitter, FB and Instagram
- 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 outreach

Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:
16.2%
GNT percentage: %
CI percentage: 16.4%

The school is below CI percentages

(b) Continued 2019-2020 Strategies

GNT/CI: no enhanced/additional strategies needed
This statistic is so close, we consider that we met the CI. Salem Academy will publicize our SEPAC meetings more rigorously and will continue to aggressively promote our special education services in the community.
Please note that the Salem special education rate is very high. We are very close to the state average and did increase by 3 percentage points. We will continue our current practices. We have almost 60 students on 504 plans which brings our total number of students receiving support to a much higher percentage.

| | |
|--|--|
| | <p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>X 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.</p> |
|--|--|

Limited English-proficient students/English learners

| | |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 4.4%</p> <p>GNT percentage: 5.9%</p> <p>CI percentage: 6.5%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p align="center">(b) Continued 2019-2020 Strategies</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 will also reach out through churches with large Latino populations. ● We will also begin advertising more in Portuguese and to advertise in stores which serve that community. |
| | <p>x (c) 2020-2021 Additional Strategy(ies), if needed</p> <p>We work with the House of Seven Gables citizenship and ESL programs by sharing space with them. We hosted the Dominican Independence Day celebration at our school this year. We are active in the Neighborhood Association. By the time students reach sixth grade in Salem most of them are no longer testing as EL students, even if their first language is not English. Our percentage of FLNE is 26.1 which is above both the CI of 25.8 and the GNT of 24.7. We are increasing our population of students whose first language is not English, but they are flepping out of the program quickly or are coming in to us having already become fluent in English.</p> |

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

| | |
|---|--|
| <p>(a) CHART data</p> <p>School percentage: 32.5%</p> <p>GNT percentage: 32.6%</p> <p>CI percentage: 40.7%</p> <p>w</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p>(b) Continued 2019-2020 Strategies</p> <p>GNT/CI: no enhanced/additional strategies needed</p> <p>This number is so close to the GNT percentage, we consider that we met the GNT. We did increase our numbers and percentage by 2.4 % from last year. 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 our percentage is 39% and would meet GNT and approach the CI. Our working poor number is significant and needs to be added to the economically disadvantaged number. Many of our families are immigrant families who refuse to fill out the application for fear of deportation.</p> <ul style="list-style-type: none"> ● 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 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>(c) 2020-2021 Additional Strategy(ies), if needed</p> <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 Assistance, the WIC Offices, the Department of Mental Health, the local Mass Health office, to the Juvenile Court, and the Boys and Girls Club of Greater Salem. We work with LEAP, the local Y and SPUR to provide services to our low income students.</p> <p>We are hoping that we will continue to improve these numbers and that the state will start counting low income, rather than just economically disadvantaged.</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. |

| | |
|---|--|
| | <ul style="list-style-type: none"> ● 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> | <p>Salem Academy will encourage students who are at 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.</p> <p>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> |
| <p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p> | <p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>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.</p> <ul style="list-style-type: none"> ● 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 style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>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> |

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

Salem Academy has successfully built our enrichment activities, both within the classroom and in our extra curricular offerings to a level where parents and students are more likely to stay at the school in the transition from grade 8 to 9 than in the past. As our high school has grown, with classes of 60 rather than very small classes, there is a sense of school spirit, camaraderie and energy which is vibrant. The increasing level of student voice, leadership and engagement is exciting.

We have had our first student athletes be tapped for college sports, our first Merit Scholar and we continue to have students be chosen for the Posse program.

Our academic supports are continuing to help provide greater access to AP and Honors programs to all students, so that 75% of all 11th and 12th graders have participated in an advanced academic program. Dual enrollment is thriving and the opportunity to use on-line programs to take advanced courses is being taken advantage of more frequently.

We continue to develop strong teacher student relationships; using community circles and during the closure using ZOOM calls to connect with students.

Our retention rate grew again this year, fewer students are leaving SACS in grade 9 and we believe our program is succeeding.

| Overall Student Retention Goal | |
|---|--------|
| Annual goal for student retention (percentage):90% | 92.7 % |

Retention Plan – 2020-2021 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

| | |
|--|--|
| <p><u>(a) CHART data</u></p> <p>School percentage 1.9: % Third Quartile: 10.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> | <p align="center">(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed 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 academic and emotional supports for individual students. ● 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. |
|--|--|

Limited English-proficient students/English learners

Limited English-proficient students

| | |
|--|---|
| <p><u>(a) CHART data</u></p> <p>School percentage:10.0% Third Quartile: 8.9%</p> <p>The school’s attrition rate is <u>above</u> the third quartile percentages.</p> | <p align="center">(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● With only 21 EL students, this percentage means 3 of them left the school. It seems we are right at the state average and we don’t feel that other strategies would have made a difference. ● We have identified a staff person who will work with our ELL staff to engage parents and the Salem Latino community more in the life of the school. |
|--|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> • We are aware that several families moved out of Salem, into Haverhill or left the state because they felt it was too expensive. |
| | <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Additional strategies:</p> <ul style="list-style-type: none"> • More frequent communication with parents from the school in Spanish • Reaching out to students to support them if they are struggling academically • Helping students to be engaged in school activities |

| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
|---|--|
| <p>(a) CHART data</p> <p>School percentage: 4.2% Third Quartile: 9.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>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 • 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 style="text-align: center;">(d) Continued 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 style="text-align: center;">Additional strategies for 2020-2021</p> <ul style="list-style-type: none"> ● We have hired an additional adjustment counselor ● We have begun a new SEL curriculum and hope it will encourage students who struggle with anxiety or depression about their academic performance |
| <p><u>Students at risk of dropping out of school</u></p> | <p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <p style="text-align: center;">.</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. ● Our Assistant Dean of Students will 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 style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● We are using on -line courses to help students recover credits as needed. ● We are reaching out 1:1 with students who are in need of encouragement to continue. This year every senior graduated before the end of July, even those at risk of dropping out. |

| | |
|--|--|
| <p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p> | <p>(f) Continued 2019-2020 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 when needed ● The Transition Team tries to work with any students who appear to have dropped out by relentlessly reaching out. |
| <p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p>(g) Continued 2019-2020 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. The CDC is a partner organization who has opportunities for students who need a place to live . <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed. |

APPENDIX C

School and Student Data Tables

Student Demographic and Subgroup Information

| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS | |
|---|-------------|
| Race/Ethnicity | % of School |
| African American | 10.1% |
| Asian | 5.7% |
| Hispanic | 43% |
| Native American | 0% |
| White | 39.2 |
| Native Hawaiian, Pacific Islander | 0% |
| Multi-race, non-Hispanic | .2% |
| Selected Populations | % of School |
| First Language not English | 26.1 % |
| English Language Learner | 4.4 % |
| Students with Disabilities | 16.2 % |
| High Needs | 47.7 % |
| Economically Disadvantaged | 32.5 % |

ADMINISTRATIVE ROSTER FOR THE 2019-2020 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 | 7/01/ 2017 | |
| Stephanie Callahan, Head of School | Chief Academic Officer | 8/01/ 2007 | |
| Linda St. Pierre, Special Education Director | Special Education Administrator | 8/01/2004 | |
| Chyna Onembo, Dean of Students | School Culture, Discipline, Student life | 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 | |
| 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 2019-2020 SCHOOL YEAR

| | Number as of the last day of the 2019-2020 school year | Departures during the 2019-2020 school year | Departures at the end of the school year | Reason(s) for Departure* |
|-------------|---|--|---|---------------------------------|
| Teachers | 50 | 1 | 5 | employee choice |
| Other Staff | 28 | 1 | 0 | medical, employee choice |

BOARD AND COMMITTEE INFORMATION

| | |
|---|-----------|
| Number of commissioner approved board members as of August 1, 2020 | 12 |
| Minimum number of board members in approved bylaws | 7 |
| Maximum number of board members in approved bylaws | 15 |

| 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 |
| Alfonso 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 |
| William Henning | Member | Finance | 2 | 1/1/17-12/31/19 1/1/20-12/31/22 |
| David Pabich | Member | Board Chair, Facilities Chair | 2 | 1/1/16-12/31/18 1/1/19-12/31/21 |
| Christine Wynne | Member | Development Chair | 2 | 1/1/17- 12/31/19 1/1/20-12/31/22 |
| Shelby Morrison | Member | Finance, Chair | 1 | 11/21/18-12/31/21 |
| Felicia Pierce | Member | HR Development | 1 | 1/1/19-12/31/21 |
| Rick Winter | Member | HR Chair Finance | 1 | 1/1/19-12/31/21 |
| Alison Palmer | Member | Development | 1 | 1/1/20-12/31/22 |
| Edward Aroko | Member | Development | 1 | 1/1/20-12/31/22 |
| Susan Low | Member | Education | 1 | 4/29/20-12/31/22 |

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR

| Date/Time | Location |
|--------------------|---|
| September 23, 2020 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| October 21, 2020 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| November 18, 2020 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| December 16, 2020 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| January 27, 2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| February 24, 2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| March 24, 2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| April 28,2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| May 26,2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| June 23, 2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| July 21,2021 | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |

* Add additional rows as needed

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR

| Name of Committee | Date/Time | Location |
|-----------------------|--|--|
| Education Committee | September, January, March, June 8:00 a.m. | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| Finance Committee | Monthly, Wednesday before Board meeting, 8:00 a.m. | Salem Academy, 45 Congress St. Salem Room 114 or ZOOM |
| Facilities Committee | Bi -Monthly 3rd Friday of the Month | Winter Architects or SACS or Zoom meeting |
| Governance Committee | Monthly 4th Friday of the month | Jones Architecture or SACS or ZOOM |
| HR Committee | AD hoc meetings as needed | Salem Academy, 45 Congress St. Salem/Room 112 or ZOOM |
| Development Committee | Monthly 2nd Tuesday of the month | Salem Academy, 45 Congress St. Salem Room 112 or ZOOM |

* Add additional rows for additional committee schedules

APPENDIX Additional Required Information

Key Leadership

| Position | Name | Email Address | No Change/ New/Open Position |
|--|--------------------|---------------------------------|------------------------------------|
| Board of Trustees Chairperson | David Pabich | dpabich@salemacademycs.org | new |
| Charter School Leader | Kathy Egmont | kegmont@salemacademycs.org | no change |
| Assistant Charter School Leader | Stephanie Callahan | scallahan@salemacademycs.org | no change |
| 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 | Krissy Sgambellone | ksgambellone@salemacademycs.org | no change |
| SIMS Contact | Rebecca Alfredson | ralfredson@salemacademycs.org | no change |
| Admissions and Enrollment Coordinator | Kathy Egmont | kegmont@salemacademycs.org | no change |

*Add additional rows as necessary

Facilities - NO change in facility this year

Written Complaints received by the Board of Trustees in 2019 - 2020 - None received

| Action | 2020-2021 School Year Date(s) |
|------------------------------|---|
| Student Application Deadline | February 24, 2021 |
| Lottery | March 3 ,2021 / snow date March 10,2021 |

APPENDIX E Parent Satisfaction Survey 2019 - 2020

Please note that 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 taken in the midst of the pandemic and may be impacted by the remote learning that we employed since March.

| Response rate | 31% | 22% | 51% | 50% | 43% | 32% | 31% |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Strongly Agree 5 Strongly Disagree 1 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| 1. Salem Academy is serving its mission of college preparation, community service, and character development. | 4.7 | 4.6 | 4.7 | 4.6 | 4.5 | 4.7 | 4.5 |

| Response rate | 31% | 22% | 51% | 50% | 43% | 32% | 31% | 28% |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Strongly Agree 5 Strongly Disagree 1 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2019-2020 |
| 1. Salem Academy is serving its mission of college preparation. | | | | | | | | 4.5 |
| 2. Salem Academy is serving its mission of community service. | | | | | | | | 4.4 |
| 3. Salem Academy is serving its mission of character development. | | | | | | | | 4.4 |
| 4. The adult school community (staff, parents, board) is working together with mutual respect and shared goals. | 4.4 | 4.6 | 4.5 | 4.4 | 4.4 | 4.4 | 4.5 | 4.4 |
| 5. The student community is characterized by mutual respect, shared values, and positive school spirit | 4.4 | 4.4 | 4.4 | 4.3 | 4.3 | 4.4 | 4.2 | 4.2 |
| 6. The academic program is appropriately challenging and supportive | 4.5 | 4.6 | 4.6 | 4.5 | 4.5 | 4.6 | 4.4 | 4.4 |
| 7. Salem Academy faculty and staff members are competent and professional, and believe in students' ability to succeed | 4.6 | 4.7 | 4.6 | 4.6 | 4.5 | 4.6 | 4.6 | 4.6 |
| 8. Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students' needs. | 3.6 | 4.1 | 3.8 | 3.8 | 3.7 | 3.8 | 4 | 4.1 |

| | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|
| 9. The Code of Conduct is age appropriate and effective in supporting a safe, supportive, and positive school climate | 4.4 | 4.6 | 4.5 | 4.4 | 4.5 | 4.4 | 4.4 | 4.3 |
| 10. The organizational structure, school day, school year, and support services are appropriate and serve students' needs effectively. | 4.5 | 4.7 | 4.4 | 4.5 | 4.4 | 4.4 | 4.3 | 4.2 |
| 11. The school communicates effectively with families and welcomes parent involvement | 4.5 | 4.6 | 4.5 | 4.4 | 4.3 | 4.3 | 4.4 | 4.4 |
| 12. Our family is happy with Salem Academy Charter School. | 4.6 | 4.7 | 4.6 | 4.6 | 4.6 | 4.6 | 4.5 | 4.6 |
| Average | 4.4 | 4.6 | 4.5 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 |