



MAP ACADEMY

## 2018-2019 Annual Report

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## Introduction to the School

<b>Map Academy Charter School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Plymouth
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Plymouth Wareham Carver
Year Opened	2018	Year(s) the Charter was Renewed (if applicable)	n/a
Maximum Enrollment	250	Enrollment as of June 2019	128
Chartered Grade Span	Completed 8th grade through age 24	Current Grade Span	9-12
Number of Instructional Days per School Year	180	Students on Waitlist as of March 15, 2019	41
School Hours	8:30am - 3:30pm Optional evening session Tuesdays & Thursdays 4-7 pm	Age of School as of 2018-2019 School Year	1 Year
<b>Mission Statement</b>  Map Academy helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.			

## **Letter from the Chair of the Board of Trustees**

To Whom It May Concern:

It has been my honor to serve as Chair of the Board of Trustees for Map Academy for the past two years. As a Director within the Plymouth County District Attorney's Office, I have worked with off-track youth throughout my career. Serving in this unique capacity with Map Academy has allowed me to be part of a team working proactively to find new avenues to serve local youth whose paths to graduation include significant barriers.

Map Academy recently celebrated its first graduating class. It was an emotional experience to see those eight students receive their high school diplomas, an achievement that for many was inconceivable just a year prior. As a new school marking the end of its first academic year, it is accurate to say this entire year was one of change and transition. The students transitioned to a new learning space. The staff transitioned into new jobs. The leadership of Map Academy transitioned from planning period to implementation phase. Map Academy came alive.

There were some notable moments of transition during the year as well. The school schedule, incorporating flexibility to accommodate varied student needs, was introduced and adapted. Map Academy's proposed competency-based model evolved with the adoption of a blended learning management system, which allows for competency-based learning through a blended, asynchronous instructional platform, leveraging technology to provide flexible, personalized pathways to success and anytime/anywhere learning. This digital learning management system, known as the Tracker, gives students and teachers a real-time picture of what competencies have been mastered and which credits have been earned, along with those that remain. In addition, consistent with its vision from the start, Map Academy created a highly supportive, trauma-informed school culture over the last year, including restorative and collaborative problem solving policies and practices that focus on natural consequences and support students with education, compassion, personal growth and treatment opportunities rather than punishment and forced compliance.

Map Academy was founded on the belief that every student can succeed, and that for some students, the path toward success does not fit the traditional high school model. Although we celebrated our first full academic year in 2018-2019, Map Academy was almost six years in the making. Inevitably, there were some elements of the plan that, when fully executed, required adjustment and adaptation. We expected and planned for exactly that and are very pleased with our successful launch year.

Map Academy has remained remarkably true to its original intent and proposed model. Our professional educators and support staff provide the instructional and wraparound attention needed for each and every student to succeed - not only academically, but also in life. Students will continue to leave Map Academy with plans for their futures, proving to themselves and others that theirs is a future worth investing in. As we look ahead with a spirit of continuous improvement, we know that iteration at Map Academy will never end, as we will continue to refine and adjust and grow. The journey to do high school differently to meet the unique needs of the youth we serve continues.

Warm Regards,

Edward G. Jacoubs MSW

## Faithfulness to Charter

### Mission and Key Design Elements

Map Academy was founded on the belief that every student can succeed, and that for some students, the path toward success does not fit traditional high school models. As we reflect on our first year of operations, we are extraordinarily pleased with the extent to which our operational school today reflects the vision as it was proposed in 2016.

Map Academy's mission is to help youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. The student-centered academic experience, combined with a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills they need to meet the high standards necessary for postsecondary education and meaningful employment.

Our commitment to **competency-based, student-centered learning** is demonstrated by the tailored nature of each student's day, making the concept of a "typical day" a misnomer at Map Academy. Each student's schedule is responsive to their current learning needs, based on the ability to demonstrate competency in a given subject area.

Map Academy prepares young people for viable and fulfilling post-secondary experiences with an emphasis on career development and a graduation requirement of a Post-Secondary Plan. Students are able to meet additional credit requirements through personalized learning experiences in Health and Wellness, as well as student-driven elective courses and experiential learning opportunities.

Unlike traditional schools, students at Map Academy always know where they stand and can always see their current progress toward graduation. The Map Academy online learning management system, known as the Tracker, gives students and teachers a real-time picture of what competencies they mastered and what credits they have earned, and those they still need. With students driving their own learning, Map Academy provides a roadmap to a high school diploma and beyond.

Map Academy provides relentless **social-emotional support** to our students through the employment of three full-time social workers, a school nurse, and two outreach staff, as well as referral services to programs and supports outside our walls depending on need, including social and family services, substance abuse treatment, housing, and other supports to ensure a student's basic needs are met in order to support a healthy learning environment. These supports, available to all Map Academy students, complement the one-on-one individualized instructional support students receive in Map's competency-based, blended learning studios.

Community partners such as Highpoint Treatment Centers, Plymouth Family Planning, Pilgrim Area Collaborative, Father Bill's, and Educational Guidance Services provided critical support for our students and are central to the wraparound service model that defines Map Academy. Recently, we were honored to receive a \$110,000 grant from the Commonwealth to improve access to behavioral and mental health services for our students. This grant will help to address specific barriers our students face in accessing behavioral and mental health services, including transportation, community partnerships, substance use treatment, and therapeutic and trauma resources.

Lastly, Map Academy provides **career development education** by embedding career exploration and postsecondary planning into each student's individualized learning plan. Students explore career and postsecondary options to increase their motivation and prepare them to make informed decisions about their futures. Map Academy students receive practical career development exposures and opportunities within our community, tailored to their areas of interest including health and wellness, healthcare, the arts, early childhood education, and construction trades. Through this focus on personalized career development opportunities, students hone their career readiness skills and expand their horizons as they determine the postsecondary path that's right for them.

Each student graduating from Map Academy does so with an individualized plan for their future. Each one of the eight students who recently made up Map Academy's inaugural graduating class had plans to continue their learning journeys in a postsecondary degree or credential program, a benchmark that for many was unthinkable just a year prior.

### **Amendments to the Charter**

At the time of this Annual Report submission, there have been no amendments to the charter.

### **Access and Equity: Discipline Data**

Map Academy submitted its School Safety and Discipline reports in July of 2019. At the time of submission of this Annual Report, this data is not yet available for analysis but will be found at the link below when it becomes publicly available.

Link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35170000&orgtypecode=5>

### Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Innovative Model	Participate in cohort composed of new high school models intentionally designed to support students who are off-track to graduation.	Leadership	Engage New England cohort 1, partners include Boston Day and Evening Academy, Phoenix Academy, Chelsea Opportunity Academy and other schools from around New England.	As part of our Barr Foundation Engage New England Cohort Grant, Map Academy participated in a variety of convenings and collaboration with our cohort partners.
Innovative Model	Hosted other educators for school tour and conversation/Q & A with students, staff, and leadership.	Students, Staff, and Leadership	Springpoint Schools, New York and MA	As part of our Barr Foundation Engage New England Cohort Grant, Map Academy has hosted several Springpoint visits which all resulted in agendas, artifacts, and reports.
Innovative Model	Hosted other educators for school tour and conversation/Q & A with students, staff, and leadership.	Students, Staff, and Leadership	Mass IDEAS, MA	Mass IDEAS is an initiative launched by Next Generation Learning Challenges aimed to support bold educators in creating new models. Mass IDEAS leadership team members have visited and spent time with students, staff, and leadership. In addition, the founders of Map Academy have participated in multiple Mass IDEAS convenings and served as coaches to other teams interested in opening new schools.
Innovative Model	Hosted other educators for school tour and conversation/Q & A with students, staff, and leadership.	Students, Staff, and Leadership	Springfield Empowerment Zone Leadership, Springfield, MA	Hosted Springfield Empowerment Zone Program Director to discuss the Map Academy model and how a similar model

				might be replicated in the SPEZ.
Innovative Model	Hosted a research visit including a school tour, leadership interview and conversations with staff and students.	Students, Staff, and Leadership	Christensen Institute, Blended Learning Universe, Boston MA	As a result of this visit, Map Academy was featured in a Christensen Institute Blended Learning Universe blog post and is listed on Institute's Directory of Blended Learning models.
Innovative Model	Hosted a research visit including a school tour, leadership interview and conversations with staff and students.	Students, Staff, and Leadership	SRI International	This research visit produced a Key Takeaways memo and findings/learnings from Map Academy will be included, along with other Engage New England sites, in a comprehensive report to be released by SRI and the Barr Foundation.
Innovative Model	Hosted other educators for school tour and conversation/Q & A with students, staff, and leadership.	Leadership	Pilgrim Area Collaborative, MA	Hosted the leadership of Pilgrim Area Collaborative to discuss our model and discuss future partnerships.
Innovative Model	Educational Options Fair	Staff and Students	Department of Youth Services, Eastern MA	Hosted a table at the DYS Educational Options Fair to present Map Academy as an option for students who have not obtained a high school diploma and are being released soon.
Innovative Model	Hosted other educators for school tour and conversation/Q & A with students, staff, and leadership.	Students, Staff, and Leadership	Massachusetts Charter Public School Association, Massachusetts	Hosted the Massachusetts Charter Public School Association leadership team to discuss advocacy and collaboration with other MA charter public schools.
Trauma Sensitive Learning	Presented at Trauma Informed Network Conference, Nashville, TN	Leadership and Student Support	Variety of Educational Institutes	Conference presentation on how the Map Academy model supports personalized learning for high need students.



## Academic Program Success

### Student Performance

Map Academy did not have any enrolled students in the 2017-2018 school year, therefore publicly available student performance data is not yet available. When it does become available for analysis it will be found at the link below.

Link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35170000&orgtypecode=5>

### Program Delivery

Map Academy recently celebrated its first graduating class, an achievement for those eight students and their families that for many was inconceivable just a year prior. This year was one of substantial change and transition for students entering a new school, staff meeting the challenges of a fully-operational start-up, and for our community, embracing the availability of services Map Academy brings to the youth we serve.

The transition from planning to implementation brings with it inevitable shifts from proposal to operation as we continually strive to be adaptive and responsive to student needs. In the approved charter, Map Academy imagined a flexible and adaptive school schedule that students could make their own, balancing the realities of life with the requirements of academics. This year, as that schedule came to life, we are proud to say it maintains the necessary flexibility to accommodate varied student needs. Map Academy now offers an evening option for students balancing day-time employment and other obligations. This year saw the advent of Learning Studios, where teachers work with students in a variety of flexible settings to ensure success. And to ensure the avoidance of summer learning loss and provide the consistency of daily schedule so many of our students need and crave, Map Academy has remained open and operational all summer long.

Map Academy's competency-based approach has evolved with the incorporation of blended learning, which enables competency-based progression through use of a flexible, technology-based instructional platform. Students engage with material through a blend of individualized, teacher-led instruction, one-on-one guidance between educators and students and self-guided, blended learning, utilizing digital curriculum with teacher guidance. Map Academy instituted an online learning management system, known as the Tracker, giving students and teachers a real-time picture of what competencies they mastered and what credits they have earned, and those they still need.

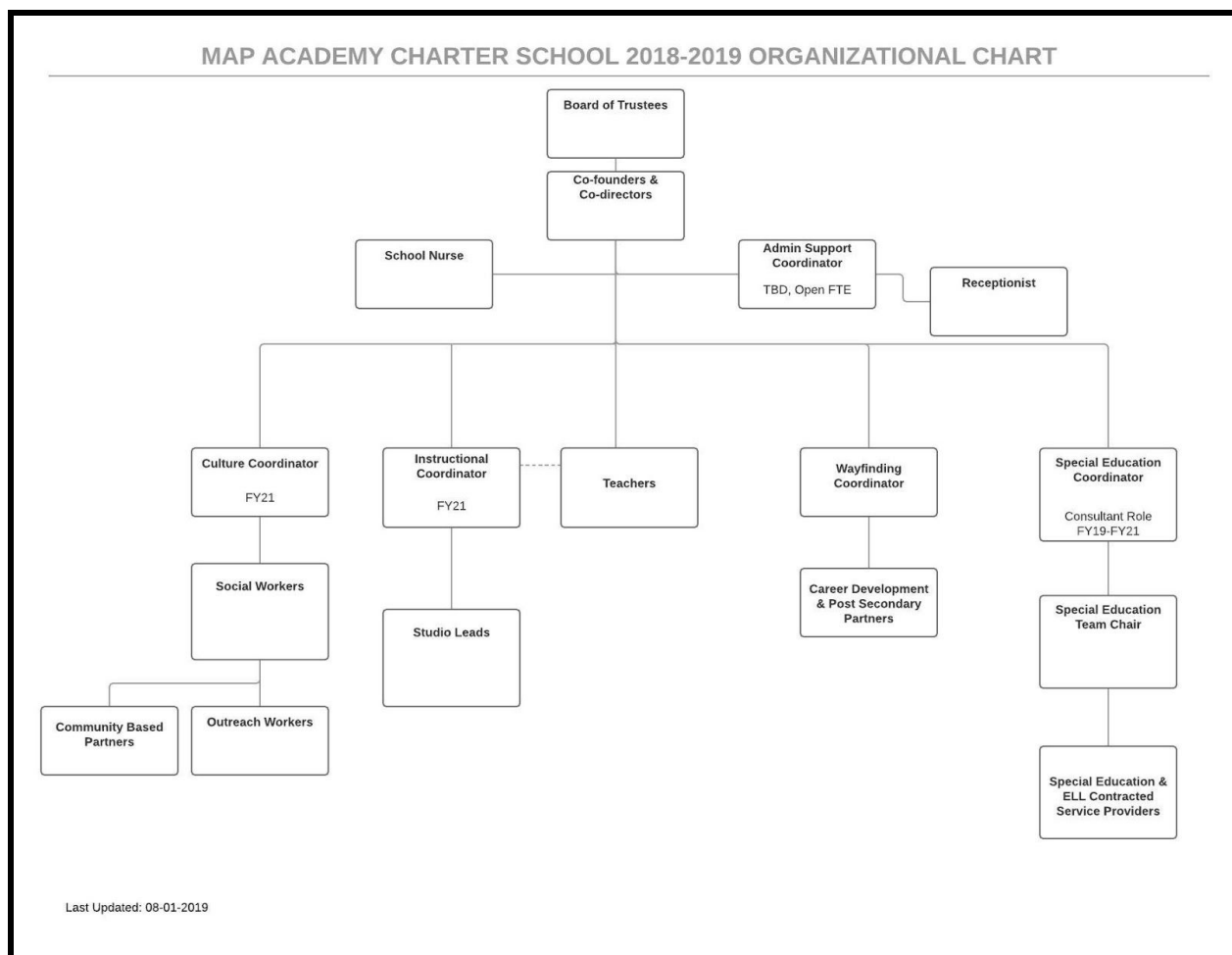
Map Academy's blended curriculum is designed for individualized pathways. Using our asynchronous and competency-based model, teachers have the flexibility and autonomy to differentiate instruction so all students have opportunities for success. We provide a rigorous program in which all students are held to high academic standards that align with Massachusetts Curriculum Frameworks and cultivate the college and career readiness skills that prepare students for viable and rewarding post-secondary pathways.

Map Academy has also developed a comprehensive culture of support over the last year, including a school-wide trauma-informed approach, and policies that embed restorative and collaborative

approaches to problem solving in order to promote growth rather than simply attempt to punish students into compliance. This includes a substance abuse intervention policy that meets substance use with education, compassion, and treatment opportunities rather than punishment. We provide students with meaningful opportunities to learn, think, and discuss the short and long term impacts of using drugs and alcohol through research-based, personalized substance abuse education. We meet students where they are by providing substantial support to students and families whose lives are impacted by substance abuse. And we engage with students who are struggling with substance misuse/abuse by using research-based restorative practices that incorporate physical, mental, emotional, social, and family/community supports.

### Organizational Viability

Although there were no significant changes in the organizational structure of Map Academy, there have been slight changes to the Organizational Chart. Below is the updated Organizational Chart.



## **Teacher Evaluation**

At the time of this Annual Report submission, there have been no changes to the teacher evaluation process described in the charter.

## **Budget and Finance**

### **A. Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement)**

*See Attachment A*

### **B. Statement of net assets for FY19 (balance sheet)**

*See Attachment A*

### **C. Approved School Budget for FY20**

*See Attachment B*

### **D. Capital Plan for FY20**

Map Academy does not have a Capital Plan for FY20. As a new school which just completed our first year of operations, Map Academy does not currently have any planned capital projects in progress or expected to be initiated in the next 10 years. FY20 will be year two of a five year lease on 11 Resnik Road, Plymouth, MA. This existing lease does include expanded space between FY20 and FY21, moving from approximately 11,400 sq ft. to 22,800 sq ft to accommodate our enrollment growth plan.

## **APPENDIX A**

### **Accountability Plan Performance for 2018-2019**

Map Academy submitted its Draft Accountability Plan in June of 2019. At the time of this Annual Report submission, the Accountability Plan is not yet approved, but will be found at the link below when it becomes publicly available.

Link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35170000&orgtypecode=5>

## APPENDIX B

### Recruitment Plan 2019-2020

**School Name:** Map Academy Charter School

#### 2018-2019 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?

As a new school preparing for launch, one of the biggest challenges in recruiting prior to August 2018 was not having an actual physical school to show potential founding students and families. Our facility was under renovation until days before school opened, so our initial recruiting happened out of a planning year office. In addition, we were actively hiring staff at the same time as we were recruiting students. Nevertheless, we were able to remain true to our mission of recruiting students off track for success in their current settings and students who were not currently enrolled in school. In general, we found that there were many students and families eager for an option that could work for them, and willing to take a leap of faith on our brand new high school.

Map Academy's approved Recruitment and Retention Plan listed several activities intended to reach all students. Below is a breakdown of the successes and/or challenges associated with each of those activities:

**Individual Student Outreach:** Ongoing personalized outreach proved to be-- and continues to be--one of our most effective recruitment strategies. However, one main challenge in our launch period was a lack of staff, with only the two founders as full time employees for the planning year. To add capacity, we hired former students as Outreach Ambassadors to help with student recruitment. This proved to be immensely successful and allowed for the truly personalized experience we were seeking to provide potential students and families.

**Local District Collaborations:** As a new charter school this strategy proved to be challenging, but we continue to remain committed to collaboration. We sent numerous emails and mailings to local districts, particularly guidance counselors and administrators, making them aware of the new option Map Academy provides. Map Academy provides a unique option in a region where there are very few options, and we have found that our outreach efforts to local districts have been successful, as it is now common to receive referrals from guidance counselors and other school staff.

**Middle School Outreach:** We include local middle schools in our ongoing outreach efforts, but we are also open in disclosing that Map Academy's mission is to serve students who have been unsuccessful in other settings. In many cases, it makes sense for students to try traditional high school rather than come straight to Map Academy from middle school. Our team works closely with potential students and families to answer their questions and help them determine the best option for them. We

continue to work to deepen our relationships with all schools in our catchment area, including the middle schools.

**Mailings and Email Updates:** We did send mailings to prospective students in our catchment area through a third party mail house and emails to everyone on a mailing list generated via a webform. We worked hard to design branding and messaging that makes Map Academy's mission very clear and have received positive feedback from these mailings. Especially in our first year, we are aware that some students heard about us for the first time from a flier they received. It is core to our mission to make sure that students who have left other high schools without graduating know about the opportunity Map Academy provides; however, local districts have opted not to include dropouts in the data sent to the third party mail house, meaning that many eligible students are not included in these mailings. This is a challenge we have not yet managed to overcome. We will continue to push for the inclusion of all eligible students in these mailings.

**Community Collaborative Efforts and Partner/Agency Outreach Efforts:** Community, partner, and agency events have been very successful recruitment strategies. Not only in recruiting potential students but in informing the community of our existence and the opportunity Map Academy provides. We attended countless parent and community support groups, agency meetings, service provider working groups, open houses, etc. in all three catchment communities and often by word of mouth we would be brought beyond our catchment area. This community outreach required a significant investment of time, but was pivotal in creating trust and recruiting our founding students.

**Publicity:** Map Academy's website and social media have been and continue to be very successful in not only recruiting students and families but also in communicating with them and developing our identity in the community. We have and continue to invest significant time to ensure Map Academy social media campaigns and presence and website content truly capture our mission and culture. We have high engagement from students, families, staff and the community members who follow Map Academy closely on social media and our website. We were also fortunate to have had ongoing coverage from our local newspaper chronicling our entire journey from idea through chartering and launch, which has raised awareness of the opportunity Map Academy provides and definitely supported our recruitment efforts.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

NA

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1<sup>st</sup> SIMS demographic information.

Map Academy's founding class of students captured by October 1 2018 SIMS is far above the comparison index for Special Education and Economically Disadvantaged and we have every reason to believe that our ongoing and current recruiting will lead to similar comparisons for our October 2019 SIMS report. We remain laser-focused on our mission of providing an option for high-need students and are confident that these are the students who are finding their way to Map Academy.

Special Education:

Map Academy 37.7%

Comparison Index 11.2%

Economically Disadvantaged:

Map Academy 50%

Comparison Index 14.2%

Map Academy's 2018 class for English Learners is 0% with a Comparison Index of 0.1%. As reflected by the extremely low Comparison Index, there are not a lot of high school ELs in our catchment area. However, Map Academy is committed to ensuring that EL students and families are aware of the opportunity Map Academy provides and to actively recruiting, serving and retaining EL students. This spring, we added Spanish and Portuguese translation capacity to our website.

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

**General Recruitment Activities for 2019-2020:**

**Individual Student and Family Outreach:** Continue to initiate and maintain collaborative relationships with community based agencies and other stakeholders who work with students and families seeking another high school option. Community based organizations and providers frequently recommend students and families reach out to Map Academy as a potential option. We are committed to connecting with these students and families and to helping them determine whether Map Academy is a good fit.

**Local District Collaborations:** Continue to establish and maintain collaborative relationships with schools across our catchment area in an effort to ensure the region's off-track students know that they have an option when they are contemplating leaving school or when high school isn't working for them. Field questions and consult with local school administrators and counselors who reach out on behalf of students to inquire about Map Academy.

**Mailings:** At least once in advance of the primary application deadline, we will send out a targeted mailing via third party mail house to eligible students in our catchment area.

**Email Updates:** Bi-monthly we will send email updates to anyone enrolled in our update system via our website, [themapacademy.org](http://themapacademy.org)

**Community Collaborative Efforts:** The Co-Directors and/or other Map Academy staff will continue to present the school model and be available to answer questions at least 8 times per year at community stakeholder meetings or events in Plymouth, Wareham and Carver as well as other surrounding towns as appropriate.

**Partner/Agency Outreach Efforts:** Continue to initiate and maintain collaborative relationships with a wide range of service providers and agencies that work with students and families, including area mental and behavioral health providers, DCF, Probation, DYS, and others to ensure that service providers are aware of the opportunity Map Academy provides.

**Publicity:** Continue to utilize the Map Academy website and social media presence, along with any other available media outlets, to promote awareness of Map Academy.

**Recruitment Plan – 2019-2020 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities.**

<p style="text-align: center;">Chart Data</p> <p>School percentage: 37.7%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 11.2%</p> <p>At the time of this annual report submission, GNT/Chart data is not yet available. However, the school is <b>above</b> CI percentages.</p>	<ol style="list-style-type: none"> <li>1. Collaborate with sending district Special Education Directors to identify any students who may benefit from our unique school model.</li> <li>2. Mail informational brochures to all district Special Education departments in the region to explain our unique school model along with a personal letter explaining our purpose, mission, and application process.</li> <li>3. Attend Special Education related community meetings/events to communicate our school model and mission and explain how Map Academy could give students a fresh experience.</li> <li>4. Maintain working relationships with local counselors, psychologists, and other mental health agencies and inform them on how to refer a student.</li> </ol>
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**Limited English-proficient students/English learners.**

<p style="text-align: center;">Chart Data</p> <p>School percentage: 0.0%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 0.1%</p> <p>At the time of annual report submission the GNT/Chart data is not yet available. However, the school is just <b>below</b> CI percentages.</p>	<ol style="list-style-type: none"> <li>1. Translate all recruitment documents into languages that are reflected in our catchment area.</li> <li>2. Establish relationships with local agencies that work primarily with limited English speaking families.</li> <li>3. Ensure translators are available upon request to answer any questions prospective students and families may have.</li> </ol> <p><b>2019-2020 Additional Strategies</b></p> <ol style="list-style-type: none"> <li>1. Added an option to the online student application to allow it to be instantly translated to Spanish or Portuguese.</li> <li>2. Hired a bi-lingual receptionist.</li> <li>3. Mail informational brochures to all district ELL departments in the region to explain our unique school model along with a personal letter explaining our purpose, mission, and application process.</li> <li>4. Work to identify and establish relationships with agencies and providers who work with limited English-proficient students/English learners.</li> </ol>
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## Students eligible for free or reduced lunch (LowIncome/EconomicallyDisadvantaged)

<p>Chart Data</p> <p>School percentage: 50%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 14.2%</p> <p>At the time of annual report submission the GNT/Chart data is not yet available. However, the school is <b>above</b> CI percentages.</p>	<ol style="list-style-type: none"> <li>1. Distribute informational brochures at local agencies that work with students and families who are economically disadvantaged ie. Plymouth Housing Authority, Plymouth Career Center, Department of Transitional Assistance, WIC, Plymouth Recovery Center, and other agencies.</li> <li>2. Collaborate with Algonquin Heights Association to conduct individual outreach to students and families.</li> <li>3. Provide students with: <ol style="list-style-type: none"> <li>a. Transportation to and from school</li> <li>b. Free breakfast, lunch and snacks</li> <li>c. Laundry and shower facilities</li> <li>d. School supplies as needed</li> <li>e. Wraparound social work support</li> </ol> </li> </ol>
<p>Students who are sub-proficient</p>	<ol style="list-style-type: none"> <li>1. Provide a student centered approach which eliminates the negative connotation associated with "sub-proficient." Continue to meet students where they are and help them find their way.</li> <li>2. Work with local district staff upon request to identify and recruit students who have not found success on MCAS and attempt to offer them a fresh experience.</li> <li>3. Continue to be the only diploma program in the area that serves students up to age 24. Continue to actively recruit older students who have not completed high school.</li> </ol>
<p>Students at risk of dropping out school/Students who have dropped out of school</p>	<ol style="list-style-type: none"> <li>1. Work to re-engage students who have decided to withdraw from Map Academy in an attempt to re-engage our hardest to reach student population.</li> <li>2. Make all efforts to identify, connect with and serve students who have dropped out of school or are at risk of doing so.</li> <li>3. Provide enrollment windows throughout the school year and backfilling vacancies in order to provide opportunities to as many students as possible.</li> <li>4. Provide district guidance departments with informational brochures on Map Academy. We will ask that any student who signs papers to drop out be given a copy of this brochure.</li> <li>5. Maintain active relationships with Plymouth DCF, DYS, Probation, and Police.</li> <li>6. Utilize social media advertising to expand our reach to youth who may not be connected to any other agencies mentioned above.</li> <li>7. Do whatever it takes to get youth re-engaged in their education and help them find their way. Map Academy will provide a high quality option specifically designed to put</li> </ol>

	off-track youth back on the path to success.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> <li>1. Pregnant/Parenting youth: Work with local organizations such as Plymouth Family Network, Plymouth WIC, and Healthy Families to ensure that pregnant/parenting teens know about Map Academy.</li> <li>2. Students who need to work to financially support themselves and/or their families: Work to engage working students who are disengaged from or have left high school early through all of the above mentioned general recruitment strategies, especially flexible scheduling to balance the competing demands of work and school.</li> <li>3. Referrals from current students and families: Often students who didn't find success in school have family and friends in the same situation. Our students and families are ambassadors for Map Academy.</li> <li>4. Students dealing with substance abuse issues: Work to engage students who are off-track due to issues relating to substance abuse, either their own or that of a family member. Our partnerships with local agencies enable us to both proactively and reactively support these students as they balance school and treatment/recovery.</li> </ol>

#### Retention Plan 2019-2020

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.**

#### 2018-2019 Implementation Summary:

At the time of this Annual Report submission, we do not have retention data available for year over year reporting.

#### Retention Plan Strategies

At the time of this Annual Report submission, CHART data on our subgroup enrollment and enrollment trends is not yet available for analysis, but will be found at the link below when it becomes publicly available.

Link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35170000&orgtypecode=>

## APPENDIX C

### School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	10	7.7%
Asian	0	0
Hispanic	26	20%
Native American	1	.8%
White	83	63.8
Native Hawaiian, Pacific Islander	2	1.5%
Multi-race, non-Hispanic	8	6.2%
Special education	49	37.7%
Limited English proficient	0	0
Economically Disadvantaged	65	50%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Rachel Babcock, Co-director	Oversee all aspects of operations and instruction	02/27/2017	
Joshua Charpentier, Co-director	Oversee all aspects of operations and instruction	02/27/2017	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	9	3	1	Two teachers chose to end employment during the school year, both to deal with personal/family health situations. One teacher was terminated during the school year and another was non-renewed at the end of the school year.
Other Staff	9.5	1	1	One employee was non-renewed at the end of the school year.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members <b>as of August 1, 2019</b>	<b>7</b>
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15
Number of board <b>committee</b> members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Edward Jacoubs	Chair	NA	In 1st	02/27/17-06/30/23
Paul Kitchen	Treasurer	NA	In 1st	02/27/17-06/30/23
Linda McCann	Clerk	NA	In 1st	02/27/17-06/30/23
Mary Burke	Member	NA	In 1st	02/27/17-06/30/23
David Peck	Member	NA	In 1st	02/27/17-06/30/23
Rachel Babcock	Member	NA	In 1st	02/27/17-06/30/23
Josh Charpentier	Member	NA	In 1st	02/27/17-06/30/23

## APPENDIX D

### Additional Required Information

#### Key Leadership Positions

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Edward Jacoubs	<a href="mailto:ejacoubs@themapacademy.org">ejacoubs@themapacademy.org</a>	No change
Charter School Leader	Rachel Babcock	<a href="mailto:rbabcock@themapacademy.org">rbabcock@themapacademy.org</a>	No change
Charter School Leader	Josh Charpentier	<a href="mailto:jcharpentier@themapacademy.org">jcharpentier@themapacademy.org</a>	No change
Special Education Director	Ryan McLaughlin with consulting services & supervision by Patricia Cosgrove (Seven Dimensions Consulting)	<a href="mailto:rmclaughlin@themapacademy.org">rmclaughlin@themapacademy.org</a> <a href="mailto:patricia_cosgrove@comcast.net">patricia_cosgrove@comcast.net</a>	No change
MCAS Test Coordinator	Rachel Babcock	<a href="mailto:rbabcock@themapacademy.org">rbabcock@themapacademy.org</a>	No change
SIMS Coordinator	Josh Charpentier	<a href="mailto:jcharpentier@themapacademy.org">jcharpentier@themapacademy.org</a>	No change
English Language Learner Director	Ryan McLaughlin with consulting services & supervision by Patricia Cosgrove (Seven Dimensions Consulting)	<a href="mailto:rmclaughlin@themapacademy.org">rmclaughlin@themapacademy.org</a> <a href="mailto:patricia_cosgrove@comcast.net">patricia_cosgrove@comcast.net</a>	No change
School Business Official	Josh Charpentier	<a href="mailto:jcharpentier@themapacademy.org">jcharpentier@themapacademy.org</a>	No change
SIMS Contact	Josh Charpentier	<a href="mailto:jcharpentier@themapacademy.org">jcharpentier@themapacademy.org</a>	No change

**Facilities**

Location	Dates of Occupancy
11 Resnik Road Plymouth MA 02360	5 Year Lease beginning August 28, 2018

**Enrollment**

Action	2019-2020 School Year Date(s)
Student Application Deadline	Tuesday, February 18, 2020
Lottery	Tuesday, February 25, 2020

**Anticipated Board Meeting Schedule for 2019-2020**

Monday, August 19, 2019  
Monday, October 21, 2019  
Monday, January 13, 2019  
Monday, April 13, 2019  
Monday, June 8, 2019

# Attachment A - Budget and Finance

Map Academy Charter School For the period ended June 30, 2019



**MAP ACADEMY**

Prepared by  
**AAFCPAs**

Prepared on  
**July 30, 2019**

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# Profit and Loss

July 2018 - June 2019

	Total
<b>INCOME</b>	
4000 Tuition	1,937,274.00
4100 Grants - State	34,638.00
4150 Grants - Federal	316,732.00
4190 NSLP Reimbursements	19,321.99
4450 Contributions - Other	500.00
4900 Other Income	758.87
8400 Temp Restricted Released to Ops	600,000.00
<b>Total Income</b>	<b>2,909,224.86</b>
<b>GROSS PROFIT</b>	<b>2,909,224.86</b>
<b>EXPENSES</b>	
5000 Personnel Costs	
5010 Salaries	
5011 Salaries - Administrative (Professional)	298,483.79
5032 Salaries - Teachers	412,744.03
5033 Salaries - SPED Instructional	142,101.49
5042 Salaries - Other (Professional)	26,718.39
5043 Salaries - SPED Admin	34,076.92
5062 Salaries - Support/Clerical	47,392.99
5073 Salaries - Other Student Services	309,311.66
<b>Total 5010 Salaries</b>	<b>1,270,829.27</b>
5206 Taxes	39,328.50
5225 Fringe Benefits	74,413.21
5230 Education Reimbursement	5,000.00
5240 Staff Stipends in addition to base salary	662.00
<b>Total 5000 Personnel Costs</b>	<b>1,390,232.98</b>
5100 Recruitment & Staff Development	
5302 Curriculum Development	15,443.69
5401 Professional Development, Administration	1,850.00
5402 Professional Development, Instructional	38,308.75
5411 Staff/ Student Recruitment	3,176.86
5841 Advertising	1,071.54
<b>Total 5100 Recruitment &amp; Staff Development</b>	<b>59,850.84</b>
5200 Direct Student Costs	
5312 Contracted Services, Instructional	
5322 General Education	20,076.51
5332 Special Education	35,603.75
<b>Total 5312 Contracted Services, Instructional</b>	<b>55,680.26</b>
5413 Health Services	5,489.85
5432 Instructional Supplies & Materials	22,711.08
5433 Other Student Services Community and Culture	30,608.23
5452 Instructional Technology in Classrooms	8,873.52

	Total
5605 Rental Gymnasium	4,814.00
5614 Rental/Lease of Equipment	6,510.45
5773 Student Transportation (to and from school)	44,347.86
5791 Travel Expenses for Staff/Board	19,942.08
5806 Dissemination Activities	83.14
5816 Civic Activities	2,037.50
5823 Food Services	74,443.25
5952 Testing & Assessment	6,625.00
<b>Total 5200 Direct Student Costs</b>	<b>282,166.22</b>
5300 Occupancy Expenses	
5434 Minor Furniture & Fixtures	1,593.90
5444 Building Misc. Supplies	1,912.50
5514 Maintenance of Buildings & Grounds	15,699.75
5524 Telecom and Internet	16,460.92
5554 Utilities	13,332.41
5604 Rental/Lease of Buildings & Grounds	221,833.30
5885 Insurance (non-employee)	20,622.00
<b>Total 5300 Occupancy Expenses</b>	<b>291,454.78</b>
5400 Other Operating Costs	
5301 Professional Fees	
5311 Communications	15,029.54
5321 CPA Services	21,697.67
5331 Facility Professional Services	39,182.88
5341 Human Resources	21,457.80
5351 Legal Fees	2,701.00
<b>Total 5301 Professional Fees</b>	<b>100,068.89</b>
5421 Dues, Licenses, Fees, and Subscriptions	6,201.36
5431 Office Supplies and Materials	17,971.65
5451 Other Information Management & Technology	123,149.10
5461 Data Management/Website Support	15,491.91
5471 Postage	1,597.41
5515 Custodial Services Facility	26,143.92
5991 Other Misc. Costs	1,568.20
<b>Total 5400 Other Operating Costs</b>	<b>292,192.44</b>
<b>Total Expenses</b>	<b>2,315,897.26</b>
<b>NET OPERATING INCOME</b>	<b>593,327.60</b>
<b>OTHER INCOME</b>	
8200 Temp Restricted Donations	560,000.00
8300 Temp Restricted Releases	-600,000.00
<b>Total Other Income</b>	<b>-40,000.00</b>
<b>OTHER EXPENSES</b>	
5701 Depreciation Expense	45,852.15
<b>Total Other Expenses</b>	<b>45,852.15</b>
<b>NET OTHER INCOME</b>	<b>-85,852.15</b>

	Total
NET INCOME	\$507,475.45

# Balance Sheet

As of June 30, 2019

	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
1000 Operating (9461)	365,100.58
1010 Payroll (9453)	15,215.00
<b>Total Bank Accounts</b>	<b>380,315.58</b>
<b>Accounts Receivable</b>	
1101 Accounts Receivable (A/R)	382,485.00
<b>Total Accounts Receivable</b>	<b>382,485.00</b>
<b>Other Current Assets</b>	
1160 Prepaid Expense	5,925.00
<b>Total Other Current Assets</b>	<b>5,925.00</b>
<b>Total Current Assets</b>	<b>768,725.58</b>
<b>Fixed Assets</b>	
1540 Furniture	215,128.55
1550 Equipment	59,115.92
1560 Computers	59,358.39
1600 Accumulated Depreciation	-45,852.15
<b>Total Fixed Assets</b>	<b>287,750.71</b>
<b>TOTAL ASSETS</b>	<b>\$1,056,476.29</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 Accounts Payable (A/P)	22,895.97
<b>Total Accounts Payable</b>	<b>22,895.97</b>
<b>Credit Cards</b>	
2010 Citizens Credit Card	12,146.98
<b>Total Credit Cards</b>	<b>12,146.98</b>
<b>Other Current Liabilities</b>	
2110 Accrued Payroll	160,921.29
2115 MTRS Retirement Payable	9,935.73
<b>Total Other Current Liabilities</b>	<b>170,857.02</b>
<b>Total Current Liabilities</b>	<b>205,899.97</b>
<b>Total Liabilities</b>	<b>205,899.97</b>
<b>Equity</b>	
3000 Retained Earnings	343,100.87
Net Income	507,475.45
<b>Total Equity</b>	<b>850,576.32</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$1,056,476.29</b>

## Notes to the Financial Statements

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Map Academy Charter School's credit card is on a statement end date of the 20th of the month and the balance is always paid off in full once the statement is received. The balance of \$12,146.98 is composed of \$7,815.88 from the statement ending June 20, 2019 and \$4,331.10 for the expenses related to June 21, 2019 to June 30, 2019, which will appear on the July 20, 2019 statement. A subsequent payment was made to the credit card on July 9, 2019 for \$7,815.88.

# ATTACHMENT B

## Map Academy Charter School

### FY20 BUDGET

Board Approval: April 30, 2019

	TOTAL
Income	
4000 Tuition	2,693,920.00
4100 Grants - State	110,000.00
4150 Grants - Federal	416,630.00
4180 Grants - Private	300,000.00
4200 Nutrition Funding - State	45,000.00
<b>Total Income</b>	<b>\$3,565,550.00</b>
GROSS PROFIT	<b>\$3,565,550.00</b>
Expenses	
5000 Personnel Costs	
5010 Salaries	1,638,560.00
5206 Taxes	63,031.00
5225 Fringe Benefits	189,107.00
5240 Staff Stipends in addition to base salary	15,000.00
<b>Total 5000 Personnel Costs</b>	<b>1,905,698.00</b>
5100 Recruitment & Staff Development	
5302 Curriculum Development	20,000.00
5401 Professional Development, Administration	5,100.00
5402 Professional Development, Instructional	25,300.00
5841 Advertising	15,000.00
<b>Total 5100 Recruitment &amp; Staff Development</b>	<b>65,400.00</b>
5200 Direct Student Costs	
5312 Contracted Services, Instructional	
5322 General Education	50,000.00
5332 Special Education	63,204.00
<b>Total 5312 Contracted Services, Instructional</b>	<b>113,204.00</b>
5413 Health Services	4,080.00
5432 Instructional Supplies & Materials	21,420.00
5433 Other Student Services Community and Culture	25,000.00
5452 Instructional Technology in Classrooms	22,677.00
5605 Rental Gymnasium	12,000.00
5773 Student Transportation (to and from school)	40,000.00
5791 Travel Expenses for Staff/Board	15,300.00
5806 Dissemination Activities	2,550.00
5816 Civic Activities	1,020.00
5823 Food Services	92,340.00

	TOTAL
5952 Testing & Assessment	4,080.00
5963 Substitutes	8,246.00
<b>Total 5200 Direct Student Costs</b>	<b>361,917.00</b>
5300 Occupancy Expenses	
5434 Minor Furniture & Fixtures	100,000.00
5514 Maintenance of Buildings & Grounds	5,000.00
5524 Telecom and Internet	17,000.00
5554 Utilities	27,030.00
5604 Rental/Lease of Buildings & Grounds	268,453.00
5885 Insurance (non-employee)	12,240.00
<b>Total 5300 Occupancy Expenses</b>	<b>429,723.00</b>
5400 Other Operating Costs	
5301 Professional Fees	
5311 Communications	10,000.00
5321 CPA Services	70,000.00
5331 Facility Professional Services	15,000.00
5341 Human Resources	23,542.00
5351 Legal Fees	8,466.00
<b>Total 5301 Professional Fees</b>	<b>127,008.00</b>
5421 Dues, Licenses, Fees, and Subscriptions	6,936.00
5431 Office Supplies and Materials	16,320.00
5451 Other Information Management & Technology	74,172.00
5515 Custodial Services Facility	28,520.00
5891 Fundraising Operating/Instructional	2,040.00
5991 Other Misc. Costs	35,000.00
<b>Total 5400 Other Operating Costs</b>	<b>289,996.00</b>
<b>Total Expenses</b>	<b>\$3,052,734.00</b>
NET OPERATING INCOME	<b>\$512,816.00</b>
NET INCOME	<b>\$512,816.00</b>