



MAP ACADEMY

## 2021-2022 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	300	Enrollment as of June 2022	223 <sup>1</sup>
Chartered Grade Span	Completed 8th grade through age 24	Current Grade Span	9-12
Number of Instructional Days per School Year (as stated in the charter)	180 days	Students on Waitlist as of June 2022	0 <sup>2</sup>
Number of Instructional Days during the 2021-2022 School Year	180 days		
School Hours	8:30 am - 3:00 pm Optional evening session Monday through Thursday 4:00-6:30 pm	Age of School as of 2021-2022 School Year	4 Years
<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.			

<sup>1</sup> Will be 250 as of the beginning of 2022-2023 school year on August 30, 2022.

<sup>2</sup> Offered seats to all students who applied on or before July 7, 2022. Currently fully enrolled for Fall 2022. Next lottery is scheduled for August 15, 2022 which will establish a waitlist for spots that open during the 2022-2023 school year.

## Faithfulness to Charter

### Mission and Key Design Elements

As a mission-driven school, Map Academy has created a unique and multi-faceted approach to facilitating academic and personal success in disconnected youth and young adults which is grounded in three key design elements:

**A student-centered educational model that meets off-track students' academic, social-emotional, and life needs.** Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At Map Academy, students work in interdisciplinary learning studios with teachers providing instruction, but students move through the core academic curriculum at their own pace in competency-based courses. This means progress at Map Academy is measured by how many competencies or abilities students have demonstrated rather than by typical tests or grades. In this model, students in the same studio engage with the material in different ways and at different paces, with teachers acting as active facilitators, coaches, and advisors, designing strategies and interventions suited to each student's individual needs. At Map Academy, each studio consists of 50-100 students and a team of staff members including at least one certified Math, ELA, History, Science, and Special Education teacher. Each studio also has significant, intentionally designed, flexible space in a specific area of the building.

Currently, Map Academy has three interdisciplinary learning studios:

- North Studio - primarily consisting of students who are over 18 years of age and those who are approaching graduation. Approximately 45% of the student population. North Studio occupies approximately 9,000 square feet of space on the upper level of the building.
- East Studio and West Studios - primarily consisting of more traditionally high school aged students making up approximately 55% of the student population. East and West Studios each have approximately 5,500 square feet of space on the lower level of the building.

Map Academy leverages technology as the foundation of this blended, asynchronous, competency-based and student-centered academic model. A digital learning platform called the Tracker is central to the success of our blended instruction; it organizes information about students, their performance on coursework, and their overall progress toward graduation.

Staff work with students to craft and regularly update success plans which track all aspects of each student's roadmap toward graduation and postsecondary plans. Each student's success plan reflects specific academic, personal/social and workplace readiness goals. Success plans are living Google documents updated regularly, capturing work completion, assessment data, student self-assessment, and staff input. Consistent with the student-centered nature of Map Academy's program, each success plan addresses academic and social needs, and short and long term goals.

This student-centered academic model allows students to make progress at their own pace, and extended evening and summer hours maximize the opportunities for all students to meet their goals.

**A highly supportive culture built on collaboration and respect.** Map Academy is founded on an unwavering belief that every student has unique strengths and the ability to succeed. For some, life challenges have gotten in the way. Map students are survivors. They are resilient and strong. The

students and families we serve did not want to give up on high school, and they don't have to. Here, they get the critical support they need to overcome barriers and re-engage with their education and a plan for their future. Map Academy is the alternative they need to write the next chapter of their story – one that is not defined by challenges, but instead by what it took to succeed in spite of them.

Positive Youth Development is the cornerstone of this high support culture and is the foundation of Map Academy's overall design. We provide students with caring, trusting and supportive relationships, set high expectations, and allow opportunities for students to contribute in engaging and relevant work. This includes relentless social-emotional support to enable students to meet the high academic expectations necessary for post-secondary success. We place a priority on sustaining a culture in which every adult's primary responsibility is to support student success, leading to mutual respect. Map Academy embeds wraparound services and leverages partnerships with community-based organizations. Because many Map Academy students arrive at our door with a history of trauma, our practice is to be sensitive to this reality, creating a culture and physical space where every student can thrive.

We ensure that each student at Map Academy is well known by at least one adult within the school, their anchor adult. Anchor develops a key adult relationship, supporting students socially, emotionally, and academically. The Anchor structure allows for relationship building, academic progress monitoring, and character building. Anchor provides each student a one to one relationship with an adult adviser, as well as a consistent and ongoing small scale peer community. Anchors monitor and support student progress, and act as each student's primary contact point while at school. Anchor is a space and an opportunity for students to build relationships with peers, collaborate, and feel a sense of belonging with staff and students. With the support of their Anchor, students set daily goals, reflect on their progress and review/update their student success plan as needed.

At Map Academy, students and staff are on a first name basis, creating an equal playing field instead of the hierarchical Mr./Mrs./Ms. traditionally utilized in school settings. Students' past school experiences have often fractured their trust in the educational system. Therefore, Map Academy prioritizes relationship building even if that means putting academics aside until trust is built.

For most Map students, the typical supports mainstream schools can provide are simply not enough. Thus, in addition to this robust culture of support, Map Academy collaborates with an ever-expanding web of community partners to connect students with an array of wraparound resources and opportunities.

**Opportunities to (re)engage and prepare off-track youth for college and career.** From intake meetings to graduation and beyond, Map Academy remains intentionally and strategically focused on helping students to set and reach goals which will lead to meaningful post-secondary options. Map Academy employs two full time Wayfinding Coordinators who support students in exploring, creating and implementing meaningful and actionable post-secondary plans. Map Academy provides career development education and post secondary planning by these future-oriented skills into each student's success plan and graduation requirements. 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 education and opportunities within the community, tailored to their areas of interest, which have recently included health and fitness, healthcare, the arts, early childhood education, beauty & esthetics, social services, car repair 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 postsecondary plan monitored and tracked weekly by instructional staff, student support staff, and school leadership during

a weekly potential graduate rundown meeting. The purpose of this meeting is to ensure that each potential graduate's status is reviewed and that they remain on pace with not only their academic graduation requirements, but also their plans for whatever comes next in their journey after high school. Map Academy Wayfinding Coordinators have developed relationships with a range of post secondary institutions/programs to streamline the admission and financial aid processes for students. They ensure that all graduating students receive the customized support they need as they oversee student post secondary planning and external career development partners, develop and oversee dual enrollment opportunities, actively and continuously expand the school's network of community based partners, and plan activities and events such as college visits, career fairs, job shadowing and guest speakers.

Map Academy is currently in year one of a five year strategic scope of work to offer more robust and focused workforce readiness and career development pathways. Map Academy has contracted with Specialized Career Guidance to help facilitate and build out career development infrastructure. Specialized Career Guidance takes a holistic approach to creating systems that bridge the gulf between leading industries seeking to hire motivated talent and the abundance of capable young people seeking pathways to successful careers. The goal for this long term work is to create career pathways for Map Academy students which are rooted in MassHire and the South Shore Workforce Investment Board's identified regional priority industries and occupations. Map Academy's plan is to establish eight career pathways related to Healthcare & Social Assistance, Professional & Technical Services, Finance & Insurance, Manufacturing, Construction, Accommodations & Food Services, Educational Services and Arts, Audio-Visual Technology & Communications. In the 2022-2023 school year, Map Academy will launch the first phase of this work with a series of monthly industry-based Career Exploration activities, as well as a new Career Exploration course module designed to expose students to a range of career opportunities on the South Shore.

#### **Amendments to the Charter**

<b>Date</b>	<b>Amendment Request</b>	<b>Pending or Approved?</b>
7/26/22	Map Academy has submitted an amendment request to expand its charter region.	Pending

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

To review 2021-2022 Student Discipline data for Map Academy please utilize the following link:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35170000&orgtypecode=5&=35170000&>

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Law Enforcement Referral
All Students	224	5							
English Learner	0								
Economically disadvantaged	134	5							
Students w/disabilities	108	3							
High needs	168	5							
Female	86	1							
Male	133	4							
Amer. Ind. or Alaska Nat.	2								
Asian	1								
Afr. Amer./Black	14	0							
Hispanic/Latino	34	0							
Multi-race, Non-Hisp./Lat.	13	1							
Nat. Haw. or Pacif. Isl.	2								
White	158	4							

Map Academy is intentionally designed to serve, and actively recruits, students who have been unable to thrive in other high school settings, many of whom have significant histories of traditional school-based discipline. Map Academy's design, including policies and practices, is rooted in the Safe and Supportive Schools framework. Map Academy systematically offers a safe, positive, healthy and inclusive whole school learning environment. Rather than relying on traditional student behavior and discipline policies which often drive already vulnerable students further away, Map Academy utilizes trauma informed and restorative practices and collaborative problem solving. Instead of trying to force compliance through punishment, Map Academy's goal is to create an environment in which students are held accountable and are then able to grow and learn from their mistakes. We manage conflict and negative behavior by repairing harm, restoring relationships and promoting student growth, as opposed to punishing students through pre-identified consequences. Map Academy trains all staff in Restorative and Trauma Sensitive practices and adopts these lenses in handling all student behavior management and discipline. Therefore, when behavioral issues arise that could detrimentally affect the well-being and safety of other students or staff, a collaborative problem solving process with the student, family, and other appropriate parties is utilized to discuss and implement next steps to hold students accountable in meaningful ways. These practices allow Map Academy to partner with families in a way that is strengths-based, culturally responsive, and collaborative, and that demonstrates inclusion for all kinds of languages, norms, family structures, and values.

The following norms and practices, are indicative of the underlying trauma-informed and restorative approach at Map Academy, all of which require a nuanced understanding of how to reflect and adapt in the moment with students:

- Staff members use restorative communication with students to foster healthy relationships and a sense of wellbeing and belonging in an effort to ensure no student feels excluded or left out.
- Staff members or students lead restorative circles as part of the daily morning check in and in small group lessons/discussions.
- Students have the autonomy to be the drivers of their own educational journeys and to make their own choices about where to sit, what to work on, such as whether or not to listen to music with headphones, or when to take an intellectual rest by having a snack or conversing with peers.
- Student support staff circulate as part of the wider school community, engaging in conversations that are natural and relevant to the moment as well as engaging in academic lessons and support.

- Staff members have individual conversations with a listen-first approach about students' own personal academic goals and then hold the student accountable to the personal goal they set, including both short term wins and longer term opportunities.
- Staff members avoid engaging in power struggles by meeting students "where they are at" on a particular day and at a particular time, recognizing the impact of their previous trauma and not engaging in an approach that could be perceived as punitive to try and engage the student in academic work.
- Staff members utilize a warm demander approach to hold students to high academic and behavioral expectations while maintaining supportive relationships.
- Staff members support students in making positive use of safe space at any time, allowing for students to seek support from school social workers, outreach workers or the school nurse as needed.

### 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 did the school disseminate its best practices? (Partners and Locations)</b>	<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	Springfield Public Schools and Map Academy Zoom Meeting	Leadership	District Collaboration	Collaborated with district leadership to discuss best practices in our respective settings to best serve students at risk of dropping out.
Innovative Model	Lighthouse Holyoke and Co-founders Zoom meeting	Leadership	School collaboration	New school start up group in Holyoke, MA inquiring on process and experiences of opening a new school.
Innovative Model	Education Week Interview	Leadership	Open source	Provided interview and access to documents to support an article on impact of pandemic on alternative schools, including Map Academy.
Wraparound Support	Plymouth Family Resource Center Fair	Support staff	Variety of local agencies and community based organizations	Attended the one year anniversary fair as a community vendor to network with community partners.
Innovative Model	Lowell Middlesex Academy Charter School leadership mentoring	Leadership	School collaboration	The Co-directors are mentoring their new executive director.



Wraparound Support	Father Bill's/Mainspring Advisory committee	Support staff	Variety of local agencies and community based organizations	Continuous participation in the advisory committee to help support homeless and housing insecure students in the greater Plymouth region.
Wraparound Support	Algonquin Heights Health & Information Fair	Support staff	Community Event	Hosted a table at the Algonquin Heights housing development health and information fair.
Innovative Model	Algonquin Heights Back to School Fair	Support staff	Community Event	Hosted a table at the Algonquin Heights housing development annual back to school fair.
Innovative Model	Plymouth County Hub Presentation	Support staff	Variety of local stakeholders	Presentation on how the Map Academy model supports personalized learning for high need students.
Innovative Model	Momentum Strategy & Research Convening of National Alternative School Leaders	Leadership	National group of Alternative School Leaders	Participated in national convening of alternative education school leaders to discuss innovative accountability metrics.
Innovative Model	SXSW EDU Presentation	Leadership, Instructional staff, and alumni	Open source	Recorded a live episode of Education Disruption focusing on how schools can use storytelling to help students own their individual academic journeys.
Innovative Model	<a href="#">Education Disruption Podcast</a>	Leadership, Support staff, and students	Open source	Continued a podcast to tell the story of our journey to do high school differently to serve all students, and share our learnings along the way.
Innovative Model	MA DESE DPR Leadership Advisory	Leadership	Variety of Massachusetts schools	Advising group to reduce the number of high school dropouts in MA
Wraparound Support	CoC Youth Committee	Leadership & Support staff	Variety of local agencies and community based organizations	Continuous collaboration and presentations on how Map Academy fits into the web of community support for the Greater Plymouth area.
Innovative Model	<a href="#">The Learning Accelerator</a>	Leadership	Open source	Provided extended interviews and access to documents to support open source resources on

				The Learning Accelerator Teaching and Learning Practices resource page as well as a profile page highlighting Map Academy best practices.
Innovative Model	<a href="#">Education Disruption Knowledge Center</a>	Leadership, Support staff, and students	Open source	This online knowledge center collects and archives information, student and staff stories, podcasts, and other artifacts to be disseminated from Map Academy's experiences to date.
Innovative Model	Canopy Project School Leaders Focus Group	Leadership	Open source	Participated in a focus group of innovative school leaders about experiences leading during the pandemic.
Wraparound Support	McKinney-Vento Grantee Convening	Leadership & Support staff	Variety of Massachusetts schools	Participated in state grantee convening to share best practices working with homeless and housing insecure youth.
Innovative Model	Presented at Digital Learning Annual Conference	Leadership	Educational Institutes and other key stakeholders in the field of hybrid/blended learning.	Conference presentation on how the Map Academy model supports personalized learning for high need students.
Innovative Model	MA DESE Alternative Accountability Team	Leadership	Variety of Massachusetts alternative charter schools	Continuously working as part of a small team of alternative charter leaders to provide feedback on updated accountability measures.
Trauma Informed Practices	Trauma and Attachment Network National Conference	Leadership & Support staff	National convening of trauma sensitive schools conference.	School leadership and support staff attended the conference and presented best practices in trauma informed education.
Wraparound Support	National Summit on Youth Homelessness "Hill Day" advocacy	Leadership, Support staff & students.	Senator Warren and Senator Markey's office.	Six Map Academy housing insecure students participated in meetings with staffers of the two senators advocating for changes at federal and state levels.

Innovative Model	Old Colony YMCA Board Meeting Presentation	Leadership	Variety of local stakeholders	Presentation on how the Map Academy model supports personalized learning for high need students.
Innovative Model	Fall River Public Schools	Leadership	Single school collaboration	Hosted an alternative program leader to share best practices in the Map Academy model.
Innovative Model	Katy, TX Independent School District Visit	Leadership & Support staff	Out of state district collaboration	Hosted a team of six district and school level personnel from Katy, TX a district of 90,000 students to share best practices in the Map Academy model.
Wraparound Support	MA DESE Spring Homeless Education Grantee Meeting	Leadership & Support staff	Variety of Massachusetts schools	Participated in state grantee convening to share best practices working with homeless and housing insecure youth.
Innovative Model	Massachusetts Charter Schools Association	Leadership	Massachusetts Charter Schools Association	Participated in a Zoom meeting to explain the multiple uses of having a podcast from professional development to dissemination efforts.
Innovative Model	Phoenix Academy District Leadership	Leadership	Single school collaboration	Hosted a Zoom meeting with an alternative program leader to share best practices in the Map Academy model.
Innovative Model	Bronx Arena High School	Leadership	Single school collaboration	Participated in a Leadership Summit to share best practices in asynchronous blended learning for off track youth.

## Academic Program Success

### Student Performance

To review 2021 DESE School and District Report Card for Map Academy, please utilize the following link:  
<https://reportcards.doe.mass.edu/2021/35170505>

Note: The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2020-2021 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019.

2020 Official Accountability Report - Map Academy	
Overall classification	Requiring assistance or intervention
Reason for classification	In need of focused/targeted support <ul style="list-style-type: none"><li>Low MCAS participation rate: White - High needs - All students</li></ul>
Progress toward improvement targets	NA
Accountability percentile	NA

### Alternative Charter School Considerations

A key feature of Map Academy's educational model is providing teachers and school leaders with the flexibility to modify instruction and programming in real time to improve academic and non-academic outcomes for students. To do this we utilize a range of qualitative and quantitative data.

The primary tool for periodically assessing our students' reading and math skills is the NWEA Map Assessment. All students take the NWEA reading and math assessment in the fall and spring of each school year. These assessments provide teachers and leaders with achievement and growth measurements that can be used to develop personalized academic plans to improve outcomes for students. The data also offers insight into the effectiveness and impact of our curriculum and program as a whole.

Teachers and administrators use additional data to help inform and modify instruction for students, such as: attendance, course completion rates, task completion rates, number of days between task submission, average number of daily tasks, annual credit completion, ratio of time spent in one-to-one teacher support versus independent work, qualitative observation about individual/student body trends, and student work. Much of the data is available on our Filemaker data dashboard, and can be disaggregated by subgroups. This enables staff to track and stay up to date on many of the aforementioned metrics for each individual student, while paying attention to trends and patterns among specific subgroups of students. Filemaker also provides staff the ability to log and file academic and non-academic observations about students, allowing the school to compile an actionable and transparent source of qualitative and quantitative data for each student.

As a small, alternative charter school designed to serve a complex student population, we are acutely aware that traditional measures of success or packaged outcome measurement tools will never fully capture progress in a school like ours. For example, many students come to Map after having dropped out of other schools, and often have been out of school for multiple years. We know this will mean that our cohort-based graduation rates will not tell the full story. Our students also have complex lives and many barriers to in person attendance, and as a small school, this means that attendance rates as

compared to traditional settings will not tell the full story. Traditional metrics like these and many others are important, but not sufficient on their own.

Thus, in addition to using traditional metrics, we have committed to developing and tracking uncommon measures of success in order to authentically capture student progress and continue to hone our model to ensure we are meeting student needs. For example, we have identified the following quantitative measures to be particularly useful in identifying our students academic and non-academic needs:

- Unique student engagement/attendance
- Task completion
- Credit completion
- Student touchpoints (engagement/re-engagement attempts)
- Support staff contacts
- Student outside provider appointments and connections

The school also uses data from the Adverse Childhood Experiences (ACE) and Resilience scales administered by the student support team to identify the social-emotional well being of students. This data, in conjunction with academic metrics, help inform and design the unique path each student will need to achieve success both in and out of school.

### **Academic Program**

Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At the heart of this approach is an enduring commitment to building robust learning partnerships with each student. These learning partnerships enable teachers to establish trusting relationships and earn them the right to hold students to high academic expectations.

Building strong learning partnerships is essential to fostering a safe, engaging and academically rigorous learning environment. Over the past two years, the instructional staff has engaged in implementing various learnings from Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. Through this work, we collectively created a rubric that articulates how to build strong, impactful learning partnerships with students. The rubric centers on three key competencies: Build a Pact; Be an Ally and Warm Demander; Help Students Become Drivers of their Learning. Last school year, teachers used this rubric to create a theory of action centered upon an area of growth in their practice. Instructional staff engaged in a cycle of inquiry focused on growing capacity in that area. Through this process teachers gained common language and understandings around specific practices that support our students' social, emotional and academic growth.

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. Students work in Learning Studios with an interdisciplinary team of teachers providing instruction as students move at their own pace. Teachers act as active coaches and facilitators of learning, collaboratively utilizing formative assessment, data from NWEA (our periodic assessment tool), and what they know about each student to employ instructional methods and modes of facilitation best suited to support each individual's needs. Since students in the same studio engage with the material in different ways and at different paces, this approach allows for more flexibility than is often possible in a traditional classroom. For example, teachers can choose to deliver instruction using different facilitation modes. These include one-to-one support, formal conferences, small group mini-lessons, small group discussion, or large group instruction. Teachers cycle through these modes throughout the day to support student learning and circulate within the studio to ensure students stay on track while working independently. Teachers also vary instructional methods to foster student engagement and learning. For instance, based on what they know about a student, a teacher might use more traditional direct instruction to deliver

content for one student and then take a more inquiry-based approach to learning the same content with another student.

Teachers and students embrace a culture of revision. This means a student does not make progress by simply completing a task. Teachers assess student work using competency-based rubrics, enabling them to consistently provide specific, timely, and actionable feedback that leads to student growth. Students must then use teacher feedback to make revisions before moving on to the next task. This helps students meet the high academic expectations set within a given task or course.

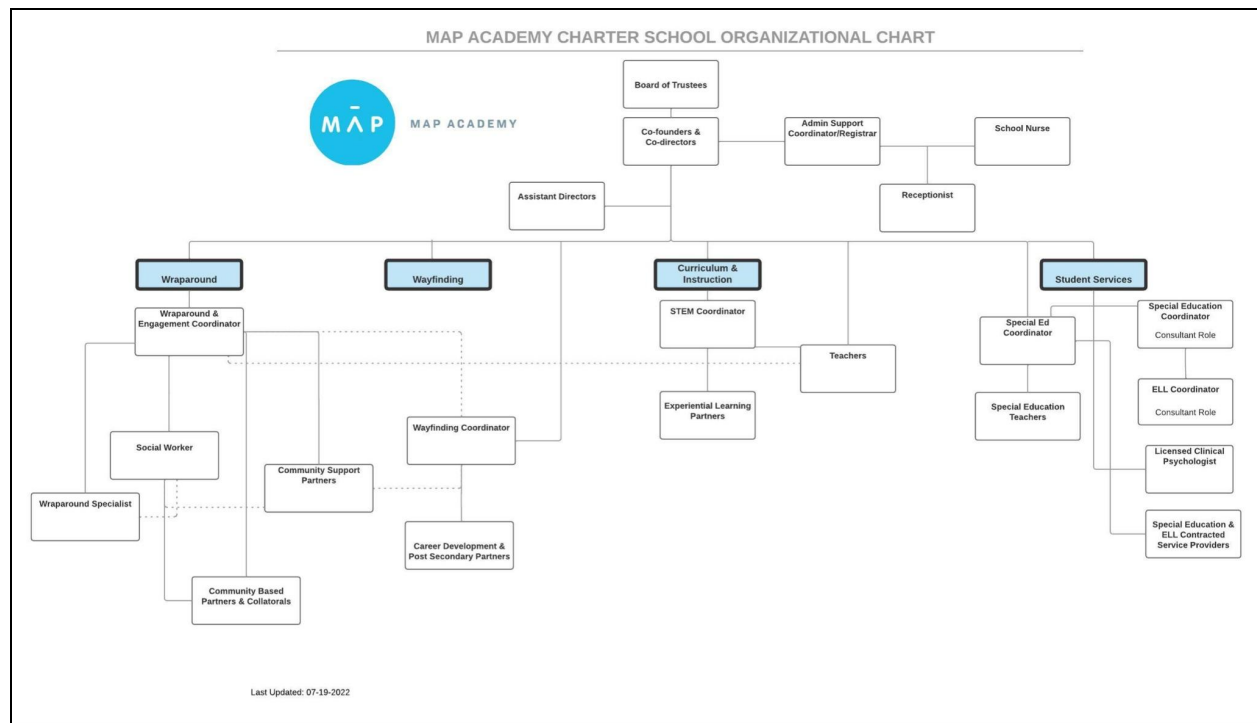
The learning environment in each studio is a safe and intellectually supportive space for all students. Each learning studio provides students and teachers with a variety of instructional spaces. These include classrooms of different sizes with flexible seating, common areas with tables and chairs, standing desks and soft seating. Teachers and student support staff regularly move through different instructional spaces teaching and checking in with students. Students have the option to choose where to work and what to work on, adding more layers of flexibility and self-efficacy for students as they move through the curriculum in ways that work for them.

In addition to blended asynchronous instruction, teachers facilitate project-based seminars. These seminars run quarterly and are scheduled during one of our Flex blocks. Students are able to choose projects they want to join based on interest. Instruction in seminars incorporates the same student-centered practices used in learning studios. However, there are a few key differences. In seminars, teachers center projects around a driving question and use this to facilitate student learning. The group moves through a series of project milestones together, culminating in students demonstrating learning through an individual or group product. Teachers use a project planning template and follow a backwards design planning process to design these authentic, project-based learning experiences.

Additionally, Map Academy offers a range of other elective opportunities to students, including wellness, arts and experiential learning courses. Over the last four years, many of these courses have been taught by contracted professionals, which provides an exciting chance to expose students to a much wider range of opportunities than can often be provided at a small school like ours. In Fall 2022, we are proud that, in addition to continuing these outside partnerships, for the first time Map Academy will also have licensed, full time Visual Arts and Performing Arts/Music teachers on staff.

## Organizational Structure of the School

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.



## Network Structure of Multiple Campus Organizational Structure

Map Academy does not have a network or multiple campus organizational structure.

## Budget and Finance

**A.** Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement)

*See Attachment A*

**B.** Statement of net assets for FY22 (balance sheet)

*See Attachment A*

**C.** Approved School Budget for FY23

The Map Academy Board of Trustees voted to approve the FY23 budget on April 11, 2022.

*See Attachment B*

<b>FY21 Enrollment Table</b>	<b>Number</b>
Number of students pre-enrolled as of March 15, 2022 submission	250
Number of students upon which FY23 budget tuition line is based	250
Number of expected students for FY23 first day of school	255

D. Capital Plan for FY23

Map Academy does not have a Capital Plan for FY23.



## APPENDIX A

### Accountability Plan Evidence 2021-2022

#### Faithfulness to Charter

	2021-2022 Performance (Met/Not Met/Making Progress)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Map Academy will develop a truly student-centered educational model, meeting all students where they are academically, socially, and motivationally.</b>		
<b>Measure:</b> Beginning in year 3 (and each year thereafter), 80 percent of students who complete the Map Academy Intro Course will meet their course completion goal (commensurate with expectations based on Engagement Phase <sup>3</sup> ) as specified in their ILP	Met	82% of students who have completed the Map Academy Intro Course met their course completion goal commensurate with expectations based on Engagement Phase.
<b>Measure:</b> Beginning in year 3 (and each year thereafter), 80 percent of students who have completed the Map Academy Intro Course, including continuing students, will meet the student engagement goal (commensurate with expectations based on their Engagement Level) specified in their ILP. <sup>4</sup>	Met	90% of students who completed the Map Academy Intro Course, including continuing students, met their student engagement goal commensurate with expectations based on their Engagement Level.
<b>Objective: Map Academy will create a school climate and culture that fosters support and respect for and between all individuals – students, staff, and families.</b>		
<b>Measure:</b> Each year, Map Academy's aggregated end of year responses to the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale will both be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile for both the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale when compared to the results from other high-poverty high schools in the Panorama database.

<sup>3</sup> Criteria outlined in Engagement Phase Rubric, Table 2.

<sup>4</sup> Criteria outlined in Engagement Phase Rubric, Table 2.

At least 60% of currently enrolled students will participate in the survey.		Response rate: 63%
<p><b>Measure:</b> Each year, Map Academy's aggregated end of year responses to the Panorama Teacher and Staff Surveys of School Climate and Staff-Leader Relationships, will both be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 90% of full-year staff will participate in the surveys.</p>	Met	<p>Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Teacher and Staff Survey of School Climate and in the 95th percentile on Staff-Leader Relationships survey when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>Response rate: 96.4%</p>
<p><b>Measure:</b> Each year, Map Academy's aggregated end of year responses to the Panorama Family Survey will be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 50% of families will participate in the survey.</p>	Met	<p>Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Family survey when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>Response rate: 53%</p>
<p><b>Measure:</b> Beginning in year 3 (and each year thereafter), 80 percent of students who access one or more Map Academy provided wrap-around services (whether provided on or off-site) will report that the service(s) helped them achieve their personal improvement goal(s), as specified in their ILPs.</p> <p>At least 60% of students who access one or more wrap-around service will complete the response.</p>	Met	<p>Aggregated survey results indicate that 98% of students who access one or more Map Academy provided wrap-around services (whether provided on or off-site) reported that the service(s) helped them achieve their goal(s).</p> <p>Response Rate: 67%</p>
<p><b>Measure:</b> Each year, Map Academy's aggregated end of year responses to the Panorama Professional Learning-Staff Scale will be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p>	Met	<p>Aggregated survey results indicate that Map Academy is ranked in the 99th percentile on the Panorama Professional Learning-Staff Scale when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>Response rate: 96.4%</p>

At least 90% of full-year staff will participate in the surveys.		
<b>Objective: Map Academy will (re)engage off-track youth – providing them with the skills and experience needed for post-secondary success.</b>		
<b>Measure:</b> Beginning in year 3 (and each year thereafter), all students who have completed the Map Academy Intro Course will have a clearly outlined path toward graduation and a working draft of their post-secondary goals mapped out in their ILP (following guidance outlined in the MA DESE <i>Guide for Implementing Individualized Learning Plans</i> ) within 8 weeks of completing the Intro Course.	Met	All students who completed the Map Academy Intro course have a clearly outlined path toward graduation and a working draft of their post-secondary goals mapped out in their success plan.
<b>Measure:</b> Beginning in year 3 (and each year thereafter), all students who have completed the Map Academy Intro Course will complete at least one Career Development opportunity each year.	Not met	Not met due to COVID-19. Career Development opportunities were significantly limited as the community emerged from COVID-19. Map Academy is proud that even though the goal of 100% was not met, 80% of all students who have completed the Map Academy Intro Course completed at least one Career Development opportunity. Accountability goal reporting will commence at the end of 2022-2023 school year.
<b>Measure:</b> Beginning in year 3 (and each year thereafter), at least 70 percent of students who participate in an internship, apprenticeship or other work related opportunity will receive a satisfactory (or better) evaluation from their supervisor.	Not met	Not met due to COVID-19. Internships and apprenticeships off site were not allowed or not available for most of the year. Accountability goal reporting will commence at the end of 2022-2023 school year.
<b>Measure:</b> Each year, at least 80 percent of graduates will be enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in a branch of the military, or employed within 6 months of graduation.	Met	At the time of their graduations, 100% of our graduates were enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in the military or employed.
<b>Measure:</b> Beginning in year 3 (and each year thereafter) at least 70 percent of Map Academy graduates	Met	As reported above, 100% of graduates had actionable post-secondary plans, and were

who do not have employment or have not enrolled in a post-secondary program or the military within six months of graduating will show evidence that they have been working toward the goal, as measured by Map Academy Pathways Coordinator logs.		either enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in the military or employed. Map Academy has an open door policy for all alumni, and continues to provide support after graduation for students as they navigate their post secondary journeys.
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#### Dissemination

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Over the course of its charter term, Map Academy will share best practices for effectively (re)engaging off-track youth.</b>		
<b>Measure:</b> Each year, Map Academy will participate in and/or host 5 consortium meetings, school visits, and/or webinar/conference presentations on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	See dissemination table for a detailed explanation of dissemination efforts.
<b>Measure:</b> Each year, Map Academy will innovatively expand dissemination efforts by leveraging digital media and showcase events to establish partnerships/share best practices with other public schools, community based organizations, and nonprofits on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	Continuation of <a href="#">Education Disruption</a> , a podcast designed to showcase how high school can be done differently to work for all students. In addition, Map Academy has created an open source <a href="#">website</a> to share best practices and student stories.

#### Objectives and Measures for Alternative Charter Schools Related to Academic Performance

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Map Academy's students will achieve student performance goals set for each individual, based on their unique needs.</b>		
<b>Measure:</b> Beginning in year 3 (and each year thereafter), Map Academy's	Not met	Not met due to COVID-19. Making effective progress toward this

<p>average NWEA RIT growth in reading will meet or exceed the 50<sup>th</sup> percentile, based on a nationally normed school-level rank percentile distribution of alternative schools across the country<sup>5</sup></p>		<p>accountability measure; however, due to COVID-19 disruptions, we are unable to report on this measure for a variety of reasons. NWEA changed its data norms in 2020 and the nationally normed school-level rank percentiles are not yet available via the source provided in our approved accountability plan. Due to the impacts of COVID-19, any previous norms are skewed. Map Academy is committed to reporting on reading performance and growth and is beginning a scope of work with a nationally recognized accountability metrics consultant to redesign this metric to be less reliant on outside data sources.</p> <p>While the lack of normed percentiles makes it impossible to report on this measure, in Spring 2022, 57% of students met or exceeded their projected RIT growth in NWEA reading, with a 70% participation rate.</p>
<p><b>Measure:</b> Beginning in year 3 (and each year thereafter), Map Academy's average NWEA RIT growth in mathematics will meet or exceed the 50<sup>th</sup> percentile, based on a nationally normed school-level rank percentile distribution of alternative schools across the country.</p>	<p>Not met</p>	<p>Not met due to COVID-19. Making effective progress toward this accountability measure; however, due to COVID-19 disruptions, we are unable to report on this measure for a variety of reasons. NWEA changed its data norms in 2020 and the nationally normed school-level rank percentiles are not yet available via the source provided in our approved accountability plan. Due to the impacts of COVID-19 any previous norms are skewed. Map Academy is committed to reporting on math performance and growth and is beginning a scope of work with a nationally recognized accountability metrics consultant to redesign this metric to be less reliant on outside data sources.</p>

<sup>5</sup> Momentum Strategy & Research (2016), *Alternative Accountability User's Guide: School rank percentile distributions*. Denver, CO.

		While the lack of normed percentiles makes it impossible to report on this measure, in Spring 2022, 47% of students met or exceeded their projected RIT growth in NWEA math, with a 70% participation rate.
<b>Measure:</b> Beginning in year 3 (and each year thereafter), at least 70 percent of students who are classified as Engagement Level 4 at the beginning of the academic year will graduate with a high school diploma by the end of the academic year.	Met	90% of students who were classified as engagement phase 4 at the beginning of the year graduated with a high school diploma by the end of the academic year.
<b>Measure:</b> Beginning in year 4 (and each year thereafter), 75 percent of Map Academy graduates who attended Map Academy for at least 2 years will demonstrate college readiness as on the college readiness assessment of their choice (e.g., Accuplacer scores, SAT scores, and/or successful completion of prerequisite college courses) and aligned with each student's post-secondary goal, as specified in the ILP.	Not met	Not met due to COVID-19. Making effective progress towards accountability measure, but unable to report on this measure due to complications of COVID-19. These assessments were not readily available due to disruptions caused by the pandemic as well as planned post secondary partners moving out of the Plymouth area and not offering placement exams. Map Academy is working on a plan to more reliably access data relative to students' college readiness.

## APPENDIX B

### Recruitment Plan

2021-2022

**School Name:** Map Academy Charter School

#### 2021-2022 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2021-2022 Recruitment Plan?

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. Having a full staff to help with our recruitment efforts and student and family word of mouth also proved valuable in recruiting mission-fit students. This proved to be immensely successful as individual recruitment lays the foundation for the truly personalized experience Map Academy provides students and families.

**Local District Collaborations:** Map Academy's presence in the community grows with each year that we are open. We continue to reach out to local district contacts, particularly guidance counselors and administrators, to ensure they are 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. These open lines of communication are beneficial, not just from a recruitment perspective, but also because they allow us to collaborate to create a smooth transition for students and families.

**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:** This year, we did not send a mailing to prospective students in our catchment area through a third party mail house, because that catchment area is currently only Plymouth, Wareham and Carver. We have submitted an amendment to expand our charter region to include five additional districts from which Map Academy is drawing students. If approved, this expanded region will provide more equitable access to students in need of the option Map Academy provides. We expect to resume sending mailings once our region has been expanded. Additionally, making sure that students who have left other high schools without graduating know about the opportunity Map Academy provides is central to our mission; however, some local districts in our charter region have opted not to include recent 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 future mailings, and continue to utilize other outreach strategies to reach these students who have left high school without graduating.

**Community Collaborative Efforts and Partner/Agency Outreach Efforts:** Community, partner, and agency events have been very successful components of our recruitment strategy. Not only in recruiting potential students, but in informing the community of our existence and the opportunity Map Academy provides. We have established relationships with including but not limited to High Point Treatment Center, South Bay Community Services, Crisis Prevention Institute, Health Imperatives: Family Planning, Health Imperatives: A New Day, Pilgrim Area Collaborative, Department of Transitional Assistance, Mass Rehab Commission, Department of Children and Families, Department of Transitional Assistance, Unaccompanied Homeless Youth Committee, Father Bills & Mainspring, Harbor Community Health Center, Healthy Families Kennedy Donovan Center, Parent Information Network, BAMSI, Department of Mental Health, Plymouth Youth Development Collaborative, Plymouth County Systems of Care, Plymouth County CSEC task force, Plymouth County Hub, Algonquin Heights Patch, Youth Villages, the Nan Project, Plymouth Family Resource Center, The Recovery Center of Plymouth, Hope Floats, Bagly, Bridge Over Troubled Waters (Boston), Kind Heart for Kids, and Point Source Youth.

**Publicity:** Map Academy's website, social media, and Education Disruption podcast have been, and continue to be, very successful in not only recruiting students and families but also in communicating with them and developing Map Academy's presence in the community. We continue to invest significant time to ensure Map Academy's social media presence and website content truly capture our mission and culture. We have high engagement from students, families, staff and community members who follow Map Academy closely on social media and our website. We were also fortunate to continue to have ongoing coverage from our local newspaper and other outlets chronicling our entire journey from idea through chartering and launch, which has raised awareness of the opportunity Map Academy provides and definitely supports 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, 2022 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.

We are confident that Map Academy's student population will continue to be far above the comparison index for Special Education, Economically Disadvantaged and High Needs students, and we have every reason to believe that our ongoing and current recruiting will lead to similar comparisons for our October 2022 SIMS report. Further, according to preliminary enrollment data we anticipate enrolling at least three EL students which would put us far above the comparison index. We believe that the economically disadvantaged percentage is suppressed and does not fully capture the economic need of our student population for a number of reasons, including the exclusion of students over age 22 and lapses in state offered benefits. 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.

2021--2022 Data:

Special Education: 54.3%

Economically Disadvantaged: 65%



English Learners: 0%

High Needs: 79.8%

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

**General Recruitment Activities for 2022-2023:**

**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 an alternative 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.

**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/Website News Updates:** Bi-monthly we will send email and/or update the news section of the Map Academy website with updates.

**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. We will also continue to produce and publicize the Education Disruption podcast, which shares stories from Map Academy's journey to do high school differently and features student and staff voices.

**Website:** Add to the new, more robust Explore Map section to the Map Academy website to provide interactive content which more thoroughly explains and showcases Map Academy's model to prospective students and families.

**Recruitment Plan – 2021-2022 Strategies**  
**List strategies for recruitment activities for each demographic group.**

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

<p align="center">Chart Data</p> <p>School percentage: 54.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 16.4%</p> <p>GNT % <b>N/A</b>. The school is <b>above</b> the CI percentage.</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 support families in the application process.</li> </ol>
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**Limited English-proficient students/English learners.**

<p align="center">Chart Data</p> <p>School percentage: 0.0%</p> <p>GNT percentage: 0.1%</p> <p>CI percentage: 0.3%</p> <p>GNT % is <b>0.1%</b>. However, the school is <b>below</b> the CI percentage.</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> <li>4. Work with enrolled students and alumni to cultivate word of mouth and identify potential prospective students/families who might benefit from individual, personalized outreach from Map Academy staff.</li> </ol> <p><b>2022-2023 Additional Strategies</b></p> <ol style="list-style-type: none"> <li>1. Continue to have an option for the online student application to be instantly translated to Spanish or Portuguese.</li> <li>2. Search for and attempt to hire more bi-lingual staff.</li> <li>3. As stated above, we do anticipate enrolling at least three EL students in the 2022-2023 school year.</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 (Low Income/Economically Disadvantaged)**

<p>Chart Data</p> <p>School percentage: 65%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 28.1%</p> <p>GNT % N/A. The school is above the CI percentage.</p>	<ol style="list-style-type: none"> <li>1. Distribute informational brochures and conduct outreach in collaboration with local agencies that work with students and families who are economically disadvantaged ie. Plymouth Housing Authority, Algonquin Heights Association, Plymouth Career Center, Department of Transitional Assistance, WIC, Plymouth Recovery Center, and other agencies.</li> <li>2. Provide students with: <ol style="list-style-type: none"> <li>a. Transportation options 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. No-cost school issued laptops and replacements as needed</li> <li>f. 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. Continually work to re-engage students who have decided to withdraw from Map Academy in an attempt to re-engage our own 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 backfill vacancies in order to provide opportunities to as many students as possible.</li> <li>4. Provide district guidance departments with Map Academy informational brochures. 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, Police and other agencies.</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 disconnected youth re-engaged in their education and help them find their way. Map Academy will continue to provide a high quality option specifically designed to put disconnected youth back on the path to success.</li> </ol>
<p>Other subgroups of students who should be targeted to</p>	<ol style="list-style-type: none"> <li>1. Pregnant/Parenting youth: Work with local organizations such as Plymouth Family Network, Plymouth WIC, and Healthy</li> </ol>

<p>eliminate the achievement gap</p>	<p>Families to ensure that pregnant/parenting teens know about Map Academy.</p> <ol style="list-style-type: none"> <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, alumni 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>
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**Retention Plan**  
2022-2023

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.**

**2021-2022 Implementation Summary:**

**Successes:**

In our first four years of operation, we have worked hard to establish a school community and culture that meets students where they are and supports them to achieve their goals. The 95.9% retention rate significantly exceeds our goal of 80% and reflects a high rate of positive engagement from students and families. Map Academy was founded to provide a much needed alternative in the Greater Plymouth region and we have worked hard to recruit and retain students who have not found success in other settings.

**Challenges:**

**Transportation:** There is a significant opportunity divide in the Greater Plymouth region in terms of access to reliable transportation. Public transportation is severely limited and the reality is that without a car, or the resources to access one, mobility is limited. Many Map Academy students balance the demands of work, family, academics, and mental health support. Sufficient mobility between these priorities is central to their ability to navigate this complex balance. Reliable access to transportation to and from school remains a top barrier to student success and retention at Map Academy. We are committed to continuing to work to find fiscally sustainable, flexible and creative ways to improve transportation options for Map Academy students.

**Housing:** Like transportation, there is also a significant lack of affordable housing in the Greater Plymouth region and also severely limited options for homeless youth. Due to the non-traditional high school age range of students we serve at Map Academy, many students over age 18 are living independently and are in need of housing assistance. Students who are facing housing insecurity can quickly end up homeless, forcing them to focus their attention back onto basic needs in order to survive, rather than regularly attending school or mental health services. In addition, younger students are also often negatively impacted by their guardians' financial and housing insecurities, leading to school truancy or lack of regular attendance and engagement with mental health services. The stigma associated with being homeless causes intense shame, and students and families will often choose to suffer alone rather than ask for help. Lack of access to stable housing is a top barrier to student success and retention at Map Academy. We are committed to continuing to work toward establishing a residential option for Map Academy's homeless/housing insecure students.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	80% - Stated in Charter 95.9% - 2021-2022

## Retention Plan Strategies

Retention Plan – 2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p>School percentage: 4.1% Third Quartile: 16.2%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p> <ol style="list-style-type: none"> <li>1. <b>Weekly Student Rundown:</b> This weekly protocol led by the Co-Directors and/or Co-leads of Student Support is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns.</li> <li>2. <b>Instructional Model:</b> Map Academy utilizes a competency-based instructional model and students will have carefully crafted Success Plans. Thus the instruction students receive will be student-centered and tailored to their individual needs. This approach will help to create and sustain a culture of achievement for every student, including those with disabilities, and help ensure students remain engaged and make academic progress.</li> </ol>
Limited English-proficient students/English learners Limited English-proficient students	
<p><b>(a) CHART data</b></p> <p>School percentage: 0% Third Quartile: 8.1%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p> <ol style="list-style-type: none"> <li>1. We are planning to expand our contract with our experienced EL consultant to continue to provide individualized support to our EL students.</li> <li>2. As previously mentioned, we anticipate enrolling at least three EL students in Fall 2022.</li> </ol>

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

<u>(a) CHART data</u>	(b) Continued 2021-2022 Strategies
<p>School percentage: 2.3% Third Quartile: 13.5%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<ol style="list-style-type: none"> <li><b>Responsive Student Supports:</b> Map Academy believes that learning begins once mutual respect is established between staff and students. We are committed to the philosophy that building new habits takes time and requires varying levels of support. For some students establishing trust takes time, and our Student Support staff, led by the co-leads of student support, will work to ensure that students receive the support they need to succeed.</li> <li><b>Weekly Student Rundown:</b> This weekly protocol led by the Co-Directors and/or Co-leads of Student Support is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns.</li> <li><b>Relationship Building:</b> Our goal is to create a culture in which teachers are creative and thoughtful, comfortable taking risks, and adept at building relationships with students and colleagues. This relationship building will lead to students feeling more connected to the education they want and know they need.</li> <li><b>Behavior and Discipline Plans:</b> Rather than rely on traditional student behavior and discipline policies which often drive already vulnerable students further away, Map Academy will continue to utilize Trauma Sensitive Practices and a Restorative Justice Model to develop community and manage behavior by repairing harm and restoring relationships.</li> <li><b>Evening, Vacation and Summer options:</b> Many Map Academy students, particularly those with financial stress in their lives, need to work long hours to support themselves and/or contribute to their families. We provide extended evening, vacation and summer hours to help increase access and provide additional flexibility to students juggling other responsibilities.</li> </ol>
	<ol style="list-style-type: none"> <li><b>Employment Support:</b> Map Academy's Pathways Coordinator works with students to obtain and maintain employment. This is particularly crucial for our economically disadvantaged students. Having to work and struggling to juggle work and school is one of the primary reasons why low income students leave Map Academy before graduating.</li> <li><b>Expanded Evening, Vacation and Summer options:</b> In order to provide ongoing flexibility to all of our students, and particularly our economically disadvantaged</li> </ol>

	students, most of whom need to work in addition to coming to school, we plan to continue these options.
<b><u>Students who are sub-proficient</u></b>	<p><b>(d) Continued 2021-2022 Strategies</b></p> <ol style="list-style-type: none"> <li>1. <b>Creation of an innovative data dashboard and student success planning system</b> - Created a data dashboard to track student engagement and progress, as well as to track interventions and services in order to assess and problem solve to ensure ongoing focus on student behavioral and mental health needs and facilitate data-driven decision making.</li> <li>2. <b>Cultivate Success</b> - We are committed to cultivating success in students who have been failed by traditional systems. For many students, the typical support mainstream schools can provide is simply not enough. For these students, a proactive, individualized plan with multiple points for assessment of academic, emotional, and social growth is a necessity. At Map Academy, our philosophy is to be patient with students who are not quite ready and those who have too much going on in their lives to make school their first priority. Instead of driving them away, we provide them with more support to keep them emotionally safe and engaged with school personnel. Eventually, as they receive support, mature, and develop resilience, students move forward on the curve and their progress accelerates.</li> </ol>
<b><u>Students at risk of dropping out of school</u></b>	<p><b>(e) Continued 2022-2022 Strategies</b></p> <ol style="list-style-type: none"> <li>3. <b>Improve transportation options and availability</b> - Add additional GATRA route(s) to daily transportation options; use on demand ride sharing services to increase student access to appointments; explore feasibility of centralized van pickup locations and also midday transportation options.</li> <li>4. <b>Expand Outreach &amp; Partnerships</b> - Increase staff and/or stipend staff members for additional dedicated time, tasks related to developing community relationships and problem solving with families to increase attendance through transportation or referrals to mental health resources.</li> </ol>
<b><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></b>	<p><b>(f) Continued 2021-2022 Strategies</b></p> <ol style="list-style-type: none"> <li>1. As a school specifically designed from the ground up to meet the needs of high risk youth, trauma informed practices are an essential component of Map Academy's web of support, since the majority of our students have histories of trauma related incidents or mental health</li> </ol>



	<p>symptoms. Early data collected so far indicates that Map Academy students have an average ACES score of over 4 adverse childhood events. Social workers are on the front line of addressing the challenge of providing support to students impacted by trauma, by not only connecting with community agencies that offer therapeutic services such as individual therapy, substance abuse treatment, crisis intervention, therapeutic mentoring, and intensive care coordinating, but also by providing students with opportunities to access these services in the school setting. In addition, helping teachers and other staff better understand the wide range of ways that trauma and other mental health symptoms impact students is a key priority.</p> <ol style="list-style-type: none"> <li>2. Due to the non-traditional high school age range of students we serve at Map Academy, many students over age 18 are living independently and are in need of housing assistance. Students who are facing housing insecurity can quickly end up homeless, forcing them to focus their attention back onto basic needs in order to survive, rather than regularly attending school or mental health services. In addition, younger students are also often negatively impacted by their guardians' financial and housing insecurities, leading to school truancy or lack of regular attendance and engagement with mental health services. The stigma associated with being homeless causes intense shame, and students and families will often choose to suffer alone rather than ask for help. At Map Academy, we recognize that it is crucial that students' basic needs are met, but the severe shortage of affordable housing in the greater Plymouth region makes finding housing extremely challenging, particularly with the aforementioned lack of public transportation. It is a priority to have enough student support staff to facilitate the exhausting process of helping students navigate housing issues. This is particularly vital for our young adult students who have aged out of many services provided to minors and their families. Our goal is to eventually be able to offer an optional residential option for our homeless/housing insecure students through our component unit 501c3, Map Education, Inc. We have begun the exploratory phase of this project and are continuing to research best practices and visit innovative programs/schools that are tackling the youth housing crisis.</li> <li>3. We will maintain communication with students who have</li> </ol>
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	<p>withdrawn from Map Academy and will work to re engage them in their education by encouraging them to reapply. Each summer in particular, social workers and outreach staff will reach out to former students to attempt to re engage them for the upcoming school year.</p>
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**APPENDIX C**  
**School and Student Data Tables**

Link to data:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35170505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	10	4.5%
Asian	2	0.9%
Hispanic	36	16.1%
Native American	5	2.2%
White	159	71.3%
Native Hawaiian, Pacific Islander	1	0.4%
Multi-race, non-Hispanic	10	4.5%
First Language not English	0	0%
English Language Learners	0	0%
Students With Disabilities	121	54.3%
High Needs	178	79.8%
Economically Disadvantaged	145	65%

ADMINISTRATIVE ROSTER FOR THE 2021-2022 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 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	19	0	2	Employees chose to end employment.
Other Staff	13	0	2	Two non renewals of employment contract.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members <b>as of August 1, 2022</b>	<b>6</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 2021-2022 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Mary Burke	Interim Chair	NA	In 1st	02/27/17-06/30/23
Liza Veto	Member	NA	In 1st	08/10/20-06/30/23
Rachel Babcock	Member	NA	In 1st	02/27/17-06/30/23
Josh Charpentier	Member	NA	In 1st	02/27/17-06/30/23
Derek Paiva	Member	NA	In 1st	10/21/21-06/30/23
Anre Dowell	Member	NA	In 1st	04/28/22-06/30/23

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
Monday, September 19, 2022, 4:30 pm	11 Resnik Rd. Plymouth, MA / Virtual via Zoom
Monday, October 17, 2022, 4:30 pm	11 Resnik Rd. Plymouth, MA / Virtual via Zoom
Monday, November 21, 2022, 4:30 pm	11 Resnik Rd. Plymouth, MA / Virtual via Zoom
Monday, January 23, 2023, 4:30 pm	11 Resnik Rd. Plymouth, MA / Virtual via Zoom
Monday, March 20, 2023, 4:30 pm	11 Resnik Rd. Plymouth, MA / Virtual via Zoom
Monday, May 15, 2023, 4:30 pm	11 Resnik Rd. Plymouth, MA

**APPENDIX D**  
**Additional Required Information**

**Key Leadership Positions**

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Mary Burke	mburke@themapacademy.org	New (interim)
Charter School Leader	Rachel Babcock	rbabcock@themapacademy.org	No change
Charter School Leader	Josh Charpentier	jcharpentier@themapacademy.org	No change
Special Education Director	Ryan McLaughlin with consulting services & supervision by Patricia Cosgrove (Seven Dimensions Consulting)	rmclaughlin@themapacademy.org patricia_cosgrove@comcast.net	No change
MCAS Test Coordinator	Rachel Babcock	rbabcock@themapacademy.org	No change
SIMS Coordinator	Josh Charpentier	jcharpentier@themapacademy.org	No change
English Language Learner Director	Ryan McLaughlin with consulting services & supervision by Patricia Cosgrove (Seven Dimensions Consulting) and Contracted EL services provided by Maria DaSilva	rmclaughlin@themapacademy.org patricia_cosgrove@comcast.net  dasilvamg@gmail.com	No change
School Business Official	Josh Charpentier	jcharpentier@themapacademy.org	No change
SIMS Contact	Josh Charpentier	jcharpentier@themapacademy.org	No change
Admissions and Enrollment Coordinator	Rachel Babcock	rbabcock@themapacademy.org	No change

**Facilities**

Location	Dates of Occupancy
11 Resnik Road Plymouth MA 02360	The 5 year lease which began on August 28, 2018 will auto extend another five years if renewal is approved.

**Enrollment**

Action	2022-2023 School Year Date(s)
Student Application Deadline	February 21, 2023
Lottery	February 28, 2023

## **APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS**

### **A. Conditions (if applicable)**

Map Academy Charter School has no conditions.

### **B. Complaints (if applicable)**

The Map Academy Charter School board of Trustees has not received any official complaints during the 2021-2022 school year.

# Profit and Loss

July 2021 - June 2022

	Total
<b>INCOME</b>	
4000 Tuition	4,368,679.00
4100 Grants - State	174,022.96
4150 Grants - Federal	524,325.11
4200 Nutrition Funding - Federal & State	89,695.74
4900 Other Income	1,515.25
8400 Temp Restricted Released to Ops	8,225.81
<b>Total Income</b>	<b>5,166,463.87</b>
<b>GROSS PROFIT</b>	<b>5,166,463.87</b>
<b>EXPENSES</b>	
5000 Personnel Costs	
5010 Salaries	
5011 Salaries - Administrative (Professional)	331,776.10
5032 Salaries - Teachers	1,074,321.23
5033 Salaries - SPED Instructional	379,355.09
5042 Salaries - Other (Professional)	78,390.59
5043 Salaries - SPED Admin	4,130.78
5062 Salaries - Support/Clerical	34,575.88
5073 Salaries - Other Student Services	662,603.69
5999 COVID Payroll Relief	-5,873.28
<b>Total 5010 Salaries</b>	<b>2,559,280.08</b>
5206 Taxes	90,231.81
5225 Benefits	191,512.44
5230 Fringe Benefits - Education Reimbursement	11,523.91
<b>Total 5000 Personnel Costs</b>	<b>2,852,548.24</b>
5100 Recruitment & Staff Development	
5240 Staff Stipends in addition to base salary	102,076.93
5302 Curriculum Development	22,900.00
5401 Professional Development, Administration	4,963.00
5402 Professional Development, Instructional	32,666.93
5403 Professional Development - Student Support	66.40
5411 Staff/ Student Recruitment	26,225.26
<b>Total 5100 Recruitment &amp; Staff Development</b>	<b>188,898.52</b>
5200 Direct Student Costs	
5210 Dual Enrollment Courses	3,566.55
5312 Contracted Services, Instructional	11,145.75
5322 General Education	71,932.50
5332 Special Education	57,311.90
<b>Total 5312 Contracted Services, Instructional</b>	<b>140,390.15</b>
5333 Student Support	13,435.00

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

	<b>Total</b>
5413 Health Services	6,249.64
5432 Instructional Supplies & Materials	35,624.91
5433 Other Student Services Community and Culture	59,696.24
5452 Instructional Technology	39,212.31
5605 Rental of Additional Space, Storage, and Parking	22,725.00
5614 Rental/Lease of Equipment	8,169.56
5773 Student Transportation (to and from school)	105,560.37
5774 Additional Vehicle Expenses	9,455.53
5791 Staff Travel Expenses	31,422.04
5806 Dissemination and Fundraising	4,176.68
5816 Civic Activities	2,136.00
5823 Food Services	136,730.84
5952 Testing & Assessment	10,113.36
<b>Total 5200 Direct Student Costs</b>	<b>628,664.18</b>
5300 Occupancy Expenses	
5434 Minor Furniture & Fixtures	6,844.25
5444 Building Misc. Supplies	26,730.96
5514 Maintenance of Buildings & Grounds	37,329.83
5524 Utilities - Telecom and Internet	9,208.23
5554 Utilities - Electric and Gas	24,706.86
5604 Rental/Lease of Buildings & Grounds w NNN	86,652.71
5606 Interest Expense	122,150.12
5885 Insurance (non-employee)	36,840.23
<b>Total 5300 Occupancy Expenses</b>	<b>350,463.19</b>
5400 Other Operating Costs	
5301 Professional Fees	
5311 Outsourced Communications	120,000.00
5320 Outsourced Accounting	64,675.85
5321 Audit Fees	20,700.00
5331 Facility Professional Services	1,415.87
5341 Outsourced Human Resources	29,194.73
5351 Legal Services	4,197.50
<b>Total 5301 Professional Fees</b>	<b>240,183.95</b>
5421 Dues, Licenses, Fees, and Subscriptions	22,090.58
5431 Office Supplies and Materials	8,415.93
5451 Other Information Management & Technology	68,452.06
5461 Data Management/Website Support	11,410.66
5471 Postage	1,832.32
5515 Custodial Services Facility	37,840.00
5991 Contingency/Misc. Expenses	32,153.50
<b>Total 5400 Other Operating Costs</b>	<b>422,379.00</b>
5919 COVID-19 Related Expenses	16,557.51

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.



	Total
<b>Total Expenses</b>	<b>4,459,510.64</b>
<b>NET OPERATING INCOME</b>	<b>706,953.23</b>
<b>OTHER EXPENSES</b>	
5701 Depreciation Expense	208,859.89
5702 Amortization Expense	432,852.00
<b>Total Other Expenses</b>	<b>641,711.89</b>
<b>NET OTHER INCOME</b>	<b>-641,711.89</b>
<b>NET INCOME</b>	<b>\$65,241.34</b>

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

# Balance Sheet

As of June 30, 2022

	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
1000 Operating (9461)	2,164,473.50
1010 Payroll (9453)	133,753.06
<b>Total Bank Accounts</b>	<b>2,298,226.56</b>
<b>Other Current Assets</b>	
1120 Grants Receivable - Federal	93,446.70
1160 Prepaid Expense	74,180.82
<b>Total Other Current Assets</b>	<b>167,627.52</b>
<b>Total Current Assets</b>	<b>2,465,854.08</b>
<b>Fixed Assets</b>	
1530 Leasehold Improvements	86,047.56
1540 Furniture	464,030.64
1550 Equipment	121,291.55
1560 Computers	236,516.34
1570 Vehicles	120,144.75
1580 Website Development	26,700.00
1590 IT Systems	25,000.00
1600 Accumulated Depreciation	-486,191.43
<b>Total Fixed Assets</b>	<b>593,539.41</b>
<b>Other Assets</b>	
1700 Right to Use Asset	2,597,071.00
<b>Total Other Assets</b>	<b>2,597,071.00</b>
<b>TOTAL ASSETS</b>	<b>\$5,656,464.49</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 Accounts Payable (A/P)	15,299.22
<b>Total Accounts Payable</b>	<b>15,299.22</b>
<b>Credit Cards</b>	
2010 Citizens Credit Card	8,277.80
<b>Total Credit Cards</b>	<b>8,277.80</b>
<b>Other Current Liabilities</b>	
2100 Accrued Expenses	4,641.64
2110 Accrued Payroll	462,237.37
2115 MTRS Retirement Payable	17,494.14
<b>Total Other Current Liabilities</b>	<b>484,373.15</b>

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

	<b>Total</b>
<b>Total Current Liabilities</b>	<b>507,950.17</b>
<b>Long-Term Liabilities</b>	
2200 Lease Liability	2,650,473.12
<b>Total Long-Term Liabilities</b>	<b>2,650,473.12</b>
<b>Total Liabilities</b>	<b>3,158,423.29</b>
<b>Equity</b>	
3000 Retained Earnings	2,432,799.86
Net Income	65,241.34
<b>Total Equity</b>	<b>2,498,041.20</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$5,656,464.49</b>

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

## Attachment B - APPROVED FY23 BUDGET

Line Number	Ending Line Number	Year	Proposed FY23 Budget
		<b>Enrollment</b>	<b>250</b>
		<b>REVENUES</b>	
4000	4000	<b>Tuition Including Facilities</b>	5,541,500
4100	4100	<b>State Grants</b>	
		Fund Code: 252 Special Ed	-
		Fund Code: 324 MassGrad	-
		Fund Code: 613 SEL/Mental Health	-
		Fund Code: 589 Civics	-
		Fund Code: 587 Adult Ed	-
		<b>Total State Grants</b>	<b>100,000</b>
4150	4150	<b>Federal Grants</b>	
		Fund Code: 309 Title IV	10,000
		Fund Code 140: Title IIA	9,671
		Fund Code 240: IDEA	93,336
		Fund Code 305: Title I	63,472
		Fund Code 115: ESSER II	-
		Fund Code 119: ESSER III	206,550
		Fund Code 310: McKinney Vento	-
		<b>Total Federal Grants</b>	<b>383,029</b>
4180	4180	<b>Private Grants</b>	
		Barr Foundation	37,500
		<b>Total Private Grants</b>	<b>37,500</b>
4190	4190	<b>Nutrition Funding - State &amp; Federal</b>	85,750
		<b>Total Nutrition Funding</b>	<b>85,750</b>
		<b>Total Revenue</b>	<b>6,147,779</b>
		<b>EXPENSES</b>	
5000	5240	<b>PERSONNEL COSTS</b>	
5011	5073	Salaries	3,213,009
5206	5225	Benefits and Payroll Taxes	460,523
		<b>Total Wages, Benefits and Payroll Taxes</b>	<b>3,673,532</b>
5100	5100	<b>RECRUITMENT &amp; STAFF DEVELOPMENT</b>	
5302	5302	Curriculum Development	30,000
5401	5401	Professional Development, Administration	15,000
5402	5402	Professional Development, Instructional	60,000
5411	5411	Staff and Student Recruitment and Retention	40,000
5962	5962	Staff Stipends In Addition to Base Salary	40,000
5312	5312	<b>CONTRACTED SERVICES</b>	
5322	5322	Contracted Services, General Education	50,000
5332	5332	Contracted Services, Special Education	93,336
5200	5200	<b>DIRECT STUDENT COST</b>	
5333	5333	Contracted Services, Student Support	15,000
5210	5210	Dual Enrollment Courses	10,000
5413	5413	Health Services	10,000
5432	5432	Instructional Supplies and Materials	40,000
5433	5433	Other Student Services/Community and Culture	40,000
5452	5452	Instructional Technology	70,000
5605	5605	Rental of Additional Space, Storage, and Parking	25,000
5614	5614	Rental/Lease of Equipment	8,500
5773	5773	Student Transportation (to and from school)	90,000
5791	5791	Staff Travel Expenses	40,000
5806	5806	Dissemination and Fundraising	10,000
5816	5816	Civic Activities	2,500
5823	5823	Food Services	107,000
5952	5952	Testing and Assessment	15,000
5300	5300	<b>OCCUPANCY EXPENSES</b>	
5434	5434	Minor Furniture and Fixtures	40,000
5444	5444	Building Misc. Supplies	25,000
5514	5514	Maintenance of Building and Grounds	35,000
5524	5524	Utilities - Telecom and Internet	10,000
5554	5554	Utilities - Electric and Gas	29,000
5604	5604	Rental/Lease of Building and Grounds w NNN	590,000
5885	5885	Insurance (non employee)	40,000
5301	5301	<b>PROFESSIONAL FEES</b>	
5301	5311	Outsourced Communications	120,000
	5320	Outsourced Accounting	90,000
5301	5321	Audit Fees	25,000
5301	5331	Facility Professional Services	10,000
5301	5341	Outsourced Human Resources	30,000
5301	5351	Legal Services	10,000
5400	5400	<b>OTHER OPERATING COSTS</b>	
5421	5421	Dues, Licenses, and Subscriptions	20,000
5431	5431	Office Supplies and Materials	15,000
5451	5451	Other Information Management & Technology	40,000
5461	5461	Data Management/Website Support	20,000
5471	5471	Postage	3,500
5515	5515	Custodial Services Facility	45,000
5774	5774	Additional Vehicle Expenses	20,000
5774-1	5774-1	School Vehicle Fuel	
5991	5991	<b>CONTINGENCY FUNDS</b>	
5991	5991	Contingency/Misc. Expenses	125,000
		<b>TOTALS</b>	
		<b>Total Non-Personnel Expenses</b>	<b>2,153,836</b>
		<b>Total Expenses</b>	<b>5,827,368</b>
5701	5701	<b>DEPRECIATION EXPENSES</b>	
5701	5701	Depreciation Expense	180,000
		<b>TOTAL SURPLUS/(Deficit)</b>	<b>140,411</b>